



Supplementary Materials Selection and Use

Introduction

In Park West School Division, we recognize that learning is dynamic and ever evolving. To foster inclusive, relevant, and engaging education, we embrace a diverse range of supplementary materials beyond core textbooks. These include, but are not limited to, books, periodicals, multimedia, digital resources, and interactive technologies that enrich students' learning experiences. The Division believes in providing quality library resources, diverse in content and points of view.

Guiding Principles

- *Learner-Centered and Inclusive:* Materials are chosen to reflect diverse perspectives, support curriculum goals, and align with our shared educational values.
- *Accessibility and Universal Design:* Material will be selected and provided in formats accessible to all students ensuring equitable access to learning.
- *Upholding Human Rights and Children's Rights:* Children are recognized as rights holders with "equal and inalienable rights" of their own, and they have the right to books, curriculum, and resources that reflect their full humanity and lived experience. This includes ensuring students learn about human rights and are prepared to live in a free and diverse society.
- *Cultural Responsiveness and Equity:* Materials will promote equity and challenge stereotypes and biases, supporting reconciliation and Indigenous perspectives in accordance with Canadian educational priorities.
- *Transparent and Collaborative Decision-Making:* Teachers, librarians, principals, and administrators collaborate closely to thoughtfully select and review materials. We acknowledge the professionalism and care educators bring to these decisions every day.
- *Upholding Public Values and Legal Mandates:* Public schools have a responsibility to uphold and reflect public values, namely those outlined in provincial human rights legislation, the Canadian Charter of Rights and Freedoms, and the UN Convention on the Rights of the Child. Public schools cannot curate curriculum to mirror the values of individual parents.
- *Clear Processes and Open Communication:* In response to community interest in how materials are selected and managed, the division is committed to clarity, consistency, transparency, and respectful dialogue.



Material Selection and Review Process

The provision of quality library resources involves the selection and purchase of materials, reconsideration of materials in use, removal of materials no longer appropriate, and replacement of lost or worn materials still of educational value.

The selection and purchase of library resources is the responsibility of library staff in cooperation with professional educators. It is the principal's responsibility to ensure resources in use are compatible with the stated aims and criteria. Ongoing professional development will be provided to staff to support effective selection and use of supplementary materials, including emerging digital and multimedia resources.

Criteria for Selection

Library resources should be selected to:

- Enrich and support the curriculum and the Division's Educational Goals.
- Meet the personal needs of users, taking into consideration their varied interests, abilities, and learning styles.
- Stimulate development in thinking and personal-social skills.

Appropriate criteria for evaluation and selection include:

- Contribution to the objectives of school curricula.
- Relevance to the present context in the school, division, and province.
- Representation of a variety of artistic, historic, and literary ideas.
- Reflection of problems, aspirations, attitudes, and ideals of diverse cultures and societies.
- Appropriateness to the level of the user (ability level, emotional maturity, learning style, age).
- Promotion of creativity and critical thinking.
- Representation of appropriate levels of technical quality.
- Accessibility and availability in multiple formats where necessary.
- Support for equity, anti-bias education, and reconciliation initiatives.



Reconsideration of Materials in Use in Schools

The Division recognizes that persons not involved in the selection process may wish to question or express concerns about material available. Hence, the Division provides for the reconsideration of materials as follows:

1. Informal Reconsideration

Many questions and concerns about library resources can be resolved informally. Individuals who have such concerns about materials in a particular school should communicate them to the principal or appropriate staff member. The principal or staff will provide explanations about the materials in question and/or make accommodations that are acceptable to the school and the persons expressing the concerns.

2. Formal Reconsideration

When questions or concerns about resources utilized cannot be satisfactorily resolved through informal channels, the persons raising the questions may request a formal reconsideration. This process involves the following:

- The person requesting the formal reconsideration must submit a formal request to the principal of the school where the resource is located.
- The principal will file a copy of the completed request with the Superintendent.
- The principal, in consultation with the Superintendent and other relevant staff such as the school librarian, will review the concerns in light of the guidelines published in this document.
- During the formal reconsideration process, the challenged material will remain in circulation pending a decision.
- The principal, together with the Superintendent, will provide a written response to the person raising the concern within a defined timeline (e.g., 30 days).
- If the person is not satisfied with the response, they may appeal the decision through the Superintendent to the Board of Trustees.

Parental Communication and Professional Protection

We believe in proactive and open dialogue with families. When questions about resources or materials occur, schools will engage with parents and caregivers respectfully, providing context about the educational purpose and appropriateness of the content. Communications will respect confidentiality and privacy to protect students and staff. While the Division values dialogue, it affirms that parental rights are not absolute. Parental rights do not override children's rights, nor can they be used as justification for the endorsement of racist, homophobic, or transphobic views or for the erasure of LGBTQ+ perspectives and experiences. The Division will actively support educators who choose appropriate materials that address topics such as gender and sexuality, consent, systemic injustice, and diverse lived experiences.



Approval of Media and Events

The use of movies, videos, music, and other media in schools is governed by established guidelines to ensure age-appropriateness, copyright compliance, and educational relevance.

Our division strictly follows copyright regulations, including the Canadian Ministers of Education Fair Dealing Guidelines, to respect creators' rights while supporting educational access. For example, licensed films may be used for educational and school events, while streaming services tied to personal accounts are not permitted for school use.

New media and event materials are vetted prior to approval to ensure alignment with division values and policies.

Related Administrative Procedures

This administrative procedure should be read in conjunction with *Teaching Controversial-Sensitive Issues* (AP 125), which outlines expectations and responsibilities for the presentation and discussion of controversial topics in the classroom and school community. The selection and use of supplementary materials will be consistent AP 125, which supports balanced, fact-based, and respectful discussion of complex social, political, and economic topics in an educational setting.