



STANDARDS FOR THE SELECTION, AVAILABILITY, AND ACCESS OF SCHOOL LITERARY MATERIALS POLICY

The purpose of the *Standards for the Selection, Availability, and Access of School Literary Materials* policy is to ensure that all literary and informational materials available within Muslim Association of Canada (MAC) schools support student learning, reflect educational goals, and promote intellectual growth while respecting the values of the school community.

The Muslim Association of Canada is committed to meeting the standards relating to the selection, availability, and access of school library materials that comply with the Standards set out in Ministerial Order #034/2025.

LEGAL REFERENCE: Ministerial Order (#034/2025)

DEFINITIONS:

For the purposes of these Standards,

1. **Child:** a child younger than 6 years of age who is registered in an early childhood services program and therefore does not fall within the definition of "student" in the *Education Act*
2. **Classroom collection:** a teacher's collection of literary materials, including books, magazines, comics, graphic novels or other literary or graphic materials, whether in physical or electronic form, that are selected, curated or managed by the teacher for use by or available to children or students in the teacher's classroom
3. **School authority:** any Alberta public or separate school board, francophone regional authority, operator of a charter school, person responsible for the operation of an independent school, or independent ECS operator as defined in the *Early Childhood Services Regulation* (AR 126/2022)
4. **School literary materials:** any materials, including books, magazines, comics, graphic novels or other literary or graphic materials, whether in physical or electronic form, that are accessible or available to children or students at a school;

5. **Sexual act:** an activity or action of a distinctly sexual nature as defined in the Ministerial Order #034/2025.
6. **Tarbiyyah:** Wholistic nurturing, education and development of a person cultivating spiritual, intellectual, moral and social growth; Character education
7. **Visual depiction:** a visual or graphic representation, such as a drawing or painting, an illustration, a photographic or digital image or a video file.

Standards for School Library Materials:

The Muslim Association of Canada (MAC) schools commit to the following standards of practice for the selection, availability, and access of school library materials effective January 5, 2026:

- (a) The Muslim Association of Canada (MAC) schools will ensure that school literary materials containing any explicit visual depiction of a sexual act are not accessible or available to children or students in the school, and will ensure that no such literary materials are selected for inclusion in a school library, unless such materials are for information or reference, such as technical materials, dictionaries or encyclopedias, that are not narrative in nature;
- (b) The Muslim Association of Canada (MAC) schools will regularly review school literary materials to ensure the school authority complies with the Standards and the school authority's policies or procedures required in accordance with the Standards;
- (c) The Muslim Association of Canada (MAC) schools will establish and maintain a publicly available listing of all school literary materials other than those contained in a classroom collection;
- (d) The Muslim Association of Canada (MAC) school authority will ensure parents of children or students who have access to a classroom collection are informed of the school literary materials contained specifically in the classroom collection;
- (e) The Muslim Association of Canada (MAC) will, on request by the Minister, provide to the Minister any information and reports on school literary materials.

GUIDELINES:

The Muslim Association of Canada (MAC) schools have procedures relating to the selection, availability, and access of school library materials. These are clearly communicated to school staff, parents and students and children. School/ECS procedures will:

- a. comply with the Standards as prescribed by the Ministerial order

- b. establish criteria for the selection, curation and management of school library materials;
- c. set out the process for the review of school library materials;
- d. establish processes for:
 - (i) a child or student enrolled in the school,
 - (ii) a school authority employee,
 - (iii) a parent of a child or student enrolled in the school,
 - (iv) a member of a school council, or
 - (v) a member of the community with a direct connection to the school,to request that the school authority review, change the access to or availability of, reconsider or remove specific school literary materials in a particular school for reasons related to section 2(a) of this Policy.

Guiding Principles

- **Educational Merit:** Materials must enrich students' academic, cultural, and social development.
- **Developmental Appropriateness:** Content must reflect the maturity, literacy level, and well-being of students at different grade levels.
- **Respect for Diversity:** Materials should reflect varied perspectives and respect human dignity, supporting a welcoming and caring environment.
- **Protection from Harm:** Materials with explicit visual depictions of sexual acts, as defined in the Ministerial Order (#034/2025), are prohibited unless for non-narrative reference purposes (e.g., medical dictionaries).
- **Transparency:** The library material selection policy and administrative procedure will be available to the public upon request. School library material selection and review procedure will be communicated to employees, parents and students in the school's handbook.

PROCEDURES:

The procedures ensure that the school library provides developmentally appropriate, high-quality literary materials that promote student learning, well-being, and a safe, inclusive school environment. It aligns with the **Ministerial Order (#034/2025)** (Sept 8, 2025) on the selection, availability, and access of school literary materials.

Standards by Grade Range

Kindergarten – Grade 3

- **Content Focus:** Simple narratives, picture books, early readers, fables, folk tales, introductory non-fiction, poetry.
- **Standards:**
 - Age-appropriate vocabulary and illustrations.
 - Themes of kindness, cooperation, family, community, and basic inquiry.
 - No explicit or graphic violence, mature themes, or sexual content.
 - Visuals should be supportive of early literacy and positive identity development.

Grades 4 – 6

- **Content Focus:** Chapter books, accessible non-fiction, graphic novels, historical fiction, age-appropriate fantasy and science fiction.
- **Standards:**
 - Content addressing growing independence, friendships, responsibility, and problem-solving.
 - Mild references to complex issues (loss, resilience, fairness) are acceptable if handled sensitively.
 - No explicit depictions of sexual acts; references to puberty and body changes must be factual and age appropriate.
 - Violence, if present, must be minimal, non-gratuitous, and framed in a moral/educational context.

Grades 7 – 9

- **Content Focus:** Young adult literature, novels, biographies, diverse cultural perspectives, more advanced non-fiction.
- **Standards:**

- o Themes may explore identity, belonging, ethical dilemmas, and social issues in age-appropriate ways.
- o Sensitive topics (mental health, discrimination, relationships) may be included when educationally valuable.
- o No explicit visual depictions of sexual acts; references to relationships must be responsible and developmentally suitable.
- o Violence or mature themes should support critical thinking and not glamorize harm.

Grades 10 – 12

- **Content Focus:** Canonical literature, contemporary novels, advanced non-fiction, global perspectives, complex themes.
- **Standards:**
 - o Materials may address mature themes (history, politics, philosophy, social justice, identity, self-harm, and global issues).
 - o No explicit visual depictions of sexual acts, but nuanced discussions of relationships, human rights, and moral questions are acceptable.
 - o Content should challenge students intellectually, preparing them for post-secondary and citizenship responsibilities.
 - o Materials should be selected with sensitivity to student mental health and developmental readiness.

SELECTION PROCESS

1. **Initial Review by Librarian and Tarbiyyah Lead:** Librarian and Tarbiyyah Lead evaluate new and existing library materials against grade-level standards, curriculum connections, and literary quality.
2. **Consultation:** Librarian and Tarbiyyah Lead may consult principals, teachers, curriculum guides, and age-appropriateness indexes.
3. **Final Decision:** Librarian and Tarbiyyah Lead (with Principal oversight if necessary) approves or declines acquisition.
4. **Transparency:** A publicly available list of all school library materials will be maintained and updated annually.

5. **Classroom library collections:** Teachers are responsible for selecting materials for their classroom libraries. Parents of students in their class may view the materials available in the classroom.

ADOPTED: January 2026

REVISED: (Will be revised in January 2029 or as required by Alberta Education)

REFERENCES:

- **Ministerial Order (#034/2025) Standards for the Selection, Availability, and Access of School Literary Materials**
- **Education Act**
- **AISCA**