



FMCS D Trustee Q&A

As a non-partisan organization we present all responses neutrally and do not rank or endorse any candidate. As a non-partisan organization we are required to offer the same level of support and engagement to all candidates, there were requests from some candidates to meet and discuss our issues/questions, due to the enormous slate of candidates we did not have capacity to take on that level of engagement. Candidates on this document are in alphabetical order, our posts on social media are made in the order that they were received. We will note candidates who we have not received a response from, it is possible that our questions ended up in their junk email, or they may have chosen not to respond. We are presenting the information as neutrally and accurately as we can to ensure voters have a fair representation of our interactions with candidates. We are committed to working with whoever gets elected to advocate for the best interests of 2SLGBTQ+ people in Wood Buffalo.

1. What can be done to help 2SLGBTQ+ students and families feel welcome in FMCS D/FMPSD schools?

Barfoot, Dale

It is important to me that 2SLGBTQ+ students and families have a safe space to learn and find community within Fort McMurray Catholic Schools. As a lifelong member of the Catholic church, I do not say this lightly, as I believe that this is the Catholic way - based in love, and in line with the Pope's insights. This starts with a culture of unwavering support and inclusion, and this culture must begin with the Board. If elected, I will work to ensure that every staff member is in line with this vision, and that teachers of all grades feel prepared, both to introduce age-appropriate topics to their students, as well as to support mental and emotional needs. Education should always be our priority, but we can only achieve this if our students' mental and emotional needs are met.

Beaver, Chantal

As someone who has spent my career supporting families and building inclusive communities, I believe every student deserves to feel safe, seen, and respected at school. Drawing on my leadership experience at organizations like the YWCA, Hub Family Resource Centre, and Keyano College, I understand the importance of fostering environments rooted in dignity and compassion. In public Catholic education, leaders, educators, and students should treat all individuals with kindness and respect, and I support efforts that reflect these values in our schools. And I'm passionate about creating a school environment where everyone feels a sense



of belonging. I would support staff in training and/or upgrading their skills in cultural competence and inclusive teaching methods.

Byron, Timothy

No email listed on the municipal website.

Galenzoski, Paula

Representation is critical. Everyone walking into our buildings and classrooms should be able to see themselves as belonging in that space. This should be for everyone - students, families/caregivers, staff members who identify as gender and/or sexually diverse. Ally/peer groups such as GSAs (however they are labelled) provide opportunities for students to spend time with people they can identify with, and encourage safe allyship. We have to ensure these spaces and opportunities remain accessible and available.

Providing ongoing professional development for all staff that supports how to actively support inclusion and representation of sexual and gender diverse people within the Catholic faith is necessary, and we have great resources to facilitate this.

Haack, Kara

No response received.

Langmead, Cathie

As Catholics, we are called to welcome all. 2SLGBTQ+ students and families feel welcome when they know that they belong. This starts with the culture of the Board. As a trustee for the last 8+ years, I have been constant in my advocacy that Catholic schools follow Jesus' teachings of love and inclusion. As trustees, we can ensure that board policies provide governance on safe, caring, and inclusive practices grounded in our faith to love one another as God so loves us. FMCS D's Board Policy 1 specifies "We believe: every human life is unique and valuable, and therefore the individual should be provided with the opportunity to develop to their full potential". Everyone should see themselves as belonging: students, families, staff, and visitors. Representation is key and is achieved through visual resources (safe space/welcome decals) and inclusive reading material. Peer/ally groups are also necessary to provide a safe and inclusive environment, and it is important that staff, counselors, and administrators are well-versed in policy and inclusive practices to ensure that all feel welcome.

Larson, Cathy

To ensure students and families feel welcome in our school we need to promote a culture of respect where all children are treated with compassion. EVERY student, regardless of cultural background, economic status, sexual orientation or gender identity, reflects the image of God. I believe we are all children of God. We need to create safe welcoming spaces where students feel supported without fear of bullying or discrimination. All staff training needs to be rooted in



compassion and dignity echoing Christ's commandment. "This is my commandment that you love one another as I have loved you." (John 15:12)

Park, Donna

No response received.

Phillips, Clyde

No response received.

Pierre, Elliott

Every child and family deserves to feel safe, accepted, and loved in their school community. Catholic education calls us to honour the dignity of every person. For 2SLGBTQ+ students and families, that means schools must be intentional about creating welcoming spaces.

Concrete steps include:

- Staff training: Ongoing professional development in inclusive practices.
- Visible signals of safety and belonging: Inclusive events, affirming resources, and opportunities for students to see themselves represented.
- Family engagement: Ensuring parents, guardians, and caregivers know they belong and their voices are valued.

In my own work — including my community podcast — I have amplified 2SLGBTQ+ voices, and I am attending inclusivity training this week to continue my growth. As a trustee, I would bring this same commitment to listening, learning, and ensuring that policy, practice, and the school community all reflect respect, belonging and the love of Christ.

Preshyon-Snook, Misty

I believe Catholic schools can create a more welcoming and inclusive environment for 2SLGBTQ+ students and families by implementing tangible practices that demonstrate acceptance. One important step is providing access to gender-neutral bathrooms while still maintaining individual ones for privacy and comfort. Creating inclusive student groups or clubs is also essential. These groups can offer safe spaces where students feel seen, heard, and supported. Additionally, incorporating topics related to gender identity, sexual orientation, and diversity into relevant classes can help foster awareness, understanding, and empathy among all students. This reinforces the message that we are all equal and deserving of respect, regardless of the path we choose in life. Offering accessible, non-judgmental support spaces is vital—especially for students who are questioning or struggling with their identity. Schools can also play a key role by sharing information about local organizations and resources that specialize in supporting 2SLGBTQ+ youth. Lastly, programs like Rainbow Space can be used to educate and empower both students and staff. These initiatives not only provide tools to better support 2SLGBTQ+ individuals but also create opportunities for allies to learn, get involved, and advocate for inclusivity within the school community.



Samson, Janeen

Create safe spaces, promote visibility, and provide support systems so every student and family feels valued and included.

Shaijan, Peter

No response received.

Soupal, Marta

No response received.

Walsh, Jeff

My view is that all kids should feel welcome. I believe that all people are made in the image of God and have intrinsic value. I have zero tolerance for bullying. Although as a trustee I would not be involved in the day to day management of the schools, I am interested in reviewing policy, firming up or establishing new policies that protect kids better. As well as using the levers available to ensure good leadership within the schools that promotes a culture where kids are safe, and bullying does not go unpunished.



- 2. *The new Provincial legislation requires school authorities to notify parents when a student requests that teachers, principals and other school staff refer to them by a new preferred name or pronouns related to gender identity, and requires that parental consent be provided for any student under 16 before their gender identity-related preferred name or pronouns are used by any school staff. This may put many 2SLGBTQ+ students who are not safe or ready to be outed to their families at risk, and cause significant distress for gender diverse students if their preferred name or pronouns are not able to be used. How will you ensure 2SLGBTQ+ students are safe and respected at school?***

Barfoot, Dale

School Boards must abide by the Education Act and Ministerial Orders. That being said, the safety and security of students and staff are paramount. Students should know, before they approach a staff member to disclose information about their gender identity, that they will be supported. The burden of proving if a student's family is a safe space should not be on the student. Staff members should be empowered to believe students, ensure that they feel comfortable, and work with them to develop an appropriate course of action. If elected I will advocate with fellow Trustees to remove these hindrances to student safety and education. We all deserve safe places to learn.

Beaver, Chantal

With over a decade of experience leading community organizations focused on well-being, I understand the importance of ensuring students feel safe to learn and grow. I will support our schools in navigating provincial legislation while maintaining a caring, respectful approach to each student's individual needs. As a board trustee in public Catholic education, I would work to ensure that the policies established by the board and the school's procedures uphold student dignity, promote wellness, and foster an inclusive culture. For educators, I would advocate for clear guidelines, proper training, and accountability to ensure respectful decision-making, while also complying with legislation and prioritizing student safety.

Byron, Timothy

No email listed on the municipal website.

Galenzoski, Paula

Although school authorities are bound by legislation (primarily the Education Act and any subsequent ministerial orders), continued education and support for staff and counsellors, as well as external resources, will provide ways to prevent harm to our students. Students' safety is always the first priority, and it should be clear that schools are places with safe adults that students can trust.



Haack, Kara

No response received.

Langmead, Cathie

While school boards are bound by legislation and ministerial orders, from a governance perspective trustees can ensure that students are safe and respected through policy. Specifically, Board Policy 1 (Foundational Statements) and Board Policy 19 (Inclusive Communities: Providing Safe and Caring Learning Environments). Through the Superintendent, operational policies are in place to ensure that 2SLGBTQ+ students are safe and respected at school. These policies are developed at the division level, and it is the Superintendent's responsibility to ensure that they are being adhered to. As trustees, it is one of our key roles to hire and then regularly evaluate the Superintendent. It is imperative that this individual is intentional around ensuring that 2SLGBTQ+ students are safe and respected in our schools. It is important to note that students may receive counselling and be advised of their rights prior to parental notification (in accordance with current legislation). The adoption of Policy 19 while I was on the current Board, and the culture of the Board, are key to providing direction to the Superintendent to ensure that all staff are aware of the rules, regulations, and proper protocols so that all 2SLGBTQ+ students are safe and respected.

Larson, Cathy

Children need to feel safe in our schools and this means prioritizing all students' mental and emotional well-being. Children need to know their voices matter and there are clear and safe pathways for students to report their concerns. As this is law, schools will be required to follow legislation, but I will always advocate for the safe and caring treatment of all children. It is our duty to make sure every child feels safe in our schools.

Park, Donna

No response received.

Phillips, Clyde

No response received.

Pierre, Elliott

This legislation is concerning because it could unintentionally put students at risk. As a trustee, I would ensure our schools uphold safety, dignity, and respect first, while still following the law. I would advocate for:

- Any students requesting a name or pronoun change are met with compassion and support.
- Confidential, trauma-informed counselling so students are supported before disclosure.
- School staff to ensure protocols prioritize student well-being and safety, while respecting



the legislation.

Our Catholic faith calls us to accompany young people with love, not judgment. Even as legislation changes, our schools must remain places where students feel respected and safe.

Preshyon-Snook, Misty

I believe that students under the age of 16 should not be permitted to officially change their name within school records. As someone who is an aunt/ cousin and friend to Two-Spirit individuals, I deeply respect the journey of self-discovery and identity. However, I also believe that young people need time to explore and understand who they are, and that a certain level of emotional and cognitive maturity is necessary before making significant decisions such as changing one's name. A child's name is often given by their parents as a symbol of love and identity within the family. While I recognize that some students may experience real and significant emotional struggles related to their identity—which can impact their mental health—I believe these challenges are best addressed through strong support systems. Open, respectful conversations between youth and their parents or guardians can play a key role in this process. I don't believe this approach invalidates or diminishes a student's identity. Rather, it aims to protect their well-being within the school environment. For legal and administrative purposes, I believe a student's legal name should be used in official records, while allowing them the freedom to use a preferred name in social and informal settings among peers. This approach provides balance—offering respect for the student's identity while also protecting teachers and staff from unintentionally being perceived as insensitive. That said, I strongly support the importance of educating school staff on how students identify. As educators build trust and connections with students, they will naturally begin to use the names and pronouns that reflect the student's authentic self—offering both respect and recognition within a caring and inclusive environment.

Samson, Janeen

Prioritize student safety by fostering GSAs/OSAs, training staff, and ensuring inclusive policies so every student is respected and supported.

Shaijan, Peter

No response received.

Soupal, Marta

No response received.

Walsh, Jeff

In regards to parental rights, I think we would have disagreement on this. Part of my platform is protecting parental rights, as they are the primary educators to their children. The school is a partner and never a replacement. However, this does not mean that kids should not be safe and protected at school. I think that is extremely important. I am willing to discuss this further.



- 3. *The new Provincial legislation requires school authorities to ensure students are provided with counselling or other assistance prior to parental notification of a student request to use a new preferred name or pronouns related to gender identity, if the notification is reasonably expected to result in psychological or emotional harm to the student, or at the student's request. In light of this requirement, how will you ensure that appropriate mental health counselling and additional resources are in place to support school staff, students, and parents?***

Barfoot, Dale

Currently, school counselors are available at all Fort McMurray Catholic Schools. I believe that school counselors can be an incredible resource for students who are navigating their gender identity, and we must ensure that they are prepared to provide care that will meet these students' mental and emotional needs. As with all staff members, school counselors should receive continuous education to ensure that they are prepared to meet the evolving needs of students, particularly as they relate to changes in government policy. I want to be elected as a Fort McMurray Catholic School Board Trustee to be at the table to advocate for increased funding, not just for education, but all the social supports our youth need at this time in their lives.

Beaver, Chantal

Mental health plays a significant role in student success. From my experience, particularly when working with families and building community support, as well as my current experience in an educational institution, I've observed the importance of having strong, collaborative teams that support children and youth. I would advocate for increased funding for support services, while also emphasizing the importance of forming good partnerships with local support, health, and mental health providers. This way, schools can access the right resources at the right time. It's also important to help staff and families understand these resources and how to access them. To align with the district's goals for student wellness, I'd advocate for adequate mental health and well-being roles in public Catholic schools, clear referral processes, ongoing staff training on trauma-informed practices, and regular review of mental health services based on data, ensuring we are truly meeting students' needs.

Byron, Timothy

No email listed on the municipal website.

Galenzoski, Paula

FMCS D has exceptional counsellors in schools, and school and district staff are very well versed with and connected to external community resources. Mental health resources should always be not just available but accessible and a priority for student well-being. Although



school board budgets have been getting increasingly tighter, without sufficient wrap around support, districts can't provide safe, effective learning environments.

Haack, Kara

No response received.

Langmead, Cathie

Mental health wellness is one of four key priorities in the current Strategic Plan, of which I was involved as a current trustee. We all learn best when we are properly supported mentally, physically, emotionally, and spiritually. FMCS D schools currently have mental health counsellors who do excellent work supporting our students. Division and school staff are connected to resources in the community and the province to provide resources for parents, families and staff, as well as additional resources that students may need. Staff are able to access mental health counselling services through their benefits program. As a trustee I will continue to advocate for better funding for cross-ministerial supports and wrap-around services to support staff, students, and parents.

Larson, Cathy

All children deserve appropriate and quality mental health counselling. This means there needs to be adequate funding in place to ensure children have access to counselling and resources in each school. Counselling needs to be in place to help any children that need extra support whether that be 2SLGBTQ+ issues or children dealing with trauma through grief, bullying, or maintaining healthy relationships. This means counselors need to be adequately trained, staff need to compassionately support students and resources need to be available for parents.

Park, Donna

No response received.

Phillips, Clyde

No response received.

Pierre, Elliott

This is a critical area where trustees can lead. To ensure students are supported:

- Increase mental health staff in schools.
- Provide ongoing professional development for teachers and principals so they respond compassionately and effectively.
- Build community partnerships with agencies supporting 2SLGBTQ+ youth for wraparound support.



Preshyon-Snook, Misty

I believe it is essential that school counsellors receive adequate and specialized training to support students navigating sensitive issues related to gender identity. This includes ensuring they are equipped to handle conversations around preferred names and pronouns with empathy, professionalism, and awareness of potential emotional or psychological harm. As I mentioned earlier, collaboration with local organizations is key. Schools should actively partner with trusted community groups—such as mental health services, 2SLGBTQ+ advocacy organizations, and local Pride chapters—to create a network of accessible support. These partnerships can help provide both in-school counselling and referrals to external services where needed. In addition to training counsellors, it is important to offer professional development for all school staff. This could include workshops, online modules, or certifications focused on inclusive education, trauma-informed care, and identity-affirming practices. By doing so, educators and support staff will be better prepared to assist students and engage in meaningful dialogue with parents. Finally, schools should maintain an up-to-date list of resources and contact information for local support groups, therapists, and advocacy services. Having these tools readily available ensures that students, families, and staff have clear paths to assistance when navigating complex emotional experiences—especially when parental notification may present challenges.

Samson, Janeen

Embed mental health into school practices, strengthen in-school supports, and partner with community organizations to provide accessible counselling.

Shaijan, Peter

No response received.

Soupal, Marta

No response received.

Walsh, Jeff

Mental health is important and one of the key points in my campaign. I think the right amount of supports are lacking, and I intend to work tirelessly to see substantial improvements in resources and staff.



4. Given the public health concerns that result from a lack of comprehensive sexual health education, how will you ensure students remain healthy and informed on consent and their bodies?

Barfoot, Dale

As a retired teacher, I am familiar with the Wellness curriculum as well as the resources from the Public Health sector that are associated with it. I believe that these resources, when applied appropriately, can meet the health and safety needs of students. If elected, I will work to ensure that this curriculum is followed to ensure that students are empowered to make healthy decisions about their bodies and their relationships. Teachers should be prepared to address these topics openly and accurately so that students feel comfortable seeking further support.

Beaver, Chantal

As both a parent and someone who has spent their career advocating for healthy communities, I understand how important it is for young people to receive clear education about their bodies, consent, and well-being. These conversations lay the foundation for lifelong respect for themselves and for others. In alignment with the district's strategic focus on student wellness and safe, caring learning environments, I would support comprehensive health education that meets curriculum standards, reflects district values, and ensures students are informed on consent and their bodies.

Byron, Timothy

No email listed on the municipal website.

Galenzoski, Paula

Current curriculum is age appropriate but does not go far enough to educate on consent.

Haack, Kara

No response received.

Langmead, Cathie

Comprehensive sexual health education must be a partnership between students, families, community resources, and educators. The recent opt-in legislation will make it more difficult for educators to get permission forms on time, which will create an even greater gap in the ability to deliver on this topic at age-appropriate levels. The conversation on consent starts in the early years at school but the topic of sexual health and consent is an area that is difficult and uncomfortable for many parents and educators. I will continue to advocate for teachers to be better informed, and to receive significant professional development and supports to confidently teach comprehensive sexual health education with an increased emphasis on consent. I will also continue to advocate on a provincial level through our member organizations for increased



cross-ministerial supports and school board autonomy to ensure students, families, and educators have the best possible resources available to provide comprehensive sexual health education.

Larson, Cathy

Catholic social teaching emphasizes the common good and responsible care for our bodies. Comprehensive, age-appropriate sexual health education ensures that students understand how their bodies change. They learn how to set boundaries and respect themselves and each other. Children should be able to ask questions free of judgement. It is vital that the staff in our schools are well informed and a safe environment is created so all children can come to the adults in the school for help if needed.

Park, Donna

No response received.

Phillips, Clyde

No response received.

Pierre, Elliott

Comprehensive, age-appropriate sexual health education is about safety, respect, and dignity. Students need to understand their bodies, boundaries, and consent to protect themselves and respect others. I would:

- Support curriculum delivery that aligns with Alberta Education requirements and Catholic values of dignity and respect.
- Ensure teachers have the training and resources to teach these topics effectively.
- Engage parents in open communication so they understand what is being taught and why.

Health, safety, and dignity must remain the focus — giving students the knowledge to make responsible choices while honouring the faith context of Catholic education.

Preshyon-Snook, Misty

While I recognize that schools currently provide sexual health education, it is often presented through a predominantly heterosexual lens. To ensure students remain healthy and well-informed, I believe it is essential to broaden the curriculum to be inclusive of all sexual orientations and gender identities. Comprehensive sexual health education should reflect the diversity of our student population. This includes teaching about consent, relationships, and bodily autonomy in ways that are relevant and respectful to all students, regardless of their gender identity or sexual orientation. No student should feel excluded or invisible during these lessons. I also believe that with the right training and resources, educators can confidently and appropriately deliver content that speaks to all students. This may involve ongoing professional development, including opportunities to learn about inclusive practices and 2SLGBTQ+ health



topics. Additionally, schools should consider bringing in specialists or collaborating with organizations that focus on inclusive sexual health education, to help design or co-teach parts of the curriculum.

Samson, Janeen

Provide age-appropriate, evidence-based education on consent, healthy relationships, and body awareness to keep students informed and safe.

Shaijan, Peter

No response received.

Soupal, Marta

No response received.

Walsh, Jeff

I am not aware of the particular health concerns from lack of sexual education. If there are curriculum issues that are affecting the health of our kids, I would be willing to entertain advocating for an oversight and review of this curriculum by grade to identify issues and work towards solutions.



5. Ministerial Order #30/2025 outlines new standards for school library materials and requires school boards to implement policies to support these standards. How will you ensure students will have continued access to diverse representation of identities in school library materials? How will you ensure that the board policies for selecting, managing, and reviewing library materials under these new standards remains fair, equitable, and transparent in their implementation?

Barfoot, Dale

As a parent and retired teacher who deeply respects education, I do not support censorship, however limiting access to sexually explicit materials for students is justified. The Ministerial Order is intended to prohibit sexually explicit material for all students, as well as non-explicit sexual material for students in grade 9 or below. It is important that this order not be taken as justification to remove 2SLGBTQ+ representation or resources from our schools. Every child deserves to see themselves in a book in our School Libraries, as we all need to be and feel seen. If elected, I will work to advocate on behalf of our schools, to secure full and appropriate funding to make sure we have libraries and librarians in place who have all the resources they need. Our next generation should have access to everything they need to be fully prepared for the future. Literacy is the stepping stone to all learning.

Beaver, Chantal

I believe in policies that are transparent, balanced, and inclusive. And, I believe in fair and thoughtful processes that prioritize student learning and community input at the center of decision-making.

In line with the local public Catholic district's strategic objectives focused on equity, student voice, and diverse learning resources, I would promote that the board advocate for clear selection, review, and appeal policies for library materials that involve students, parents, educators, and subject-matter experts.

Byron, Timothy

No email listed on the municipal website.

Galenzoski, Paula

We have to trust our professional teachers, librarians, and administrators to do their jobs in good faith. I do not agree with censorship or widespread book bans. I do trust our professionals to manage library materials in accordance with age appropriate materials. My advocacy is based on representation of the people who attend and enter into our schools, and access to reading



age appropriate reading materials is important for supporting critical thought and overall student well-being. Administrative policies are not created without extensive environment scans, consultation (legal and stakeholder), and discussion at the board table if the policies are of potentially controversial subjects. In addition, we have to ensure we prevent the public erosion of trust in our teachers and education professionals.

Haack, Kara

No response received.

Langmead, Cathie

Current board policies ensure students have access to diverse representation of identities in school library materials. The new legislation does not directly affect our schools and students as we do not provide access to materials containing any explicit visual depiction of a sexual act, as outlined in Ministerial Order 34/2025 (which supersedes MO 30/2024). I will continue to support board policy that supplements the trust I have in our teachers and administrators to continue selecting, managing, and reviewing library materials that best serve our students. It is essential that we maintain trust in our educators who are trained to select age-appropriate material in a fair, equitable, and transparent manner that fosters inclusivity, diversity, critical-thinking and student well-being.

Larson, Cathy

Schools need to celebrate the diversity within our school population. I will advocate that our school libraries contain diverse, age appropriate, quality literature that affirm multiple identities and experiences. Children should read about the diversity in our society. With knowledge comes respect, understanding and less indifference. Educators, parents, and students should have input on what is in our libraries, to ensure no group is silenced.

In summary: I hold firm to the Gospel call of love, justice, and human dignity. By grounding policies in scripture and human rights, schools can both respect legislation and protect 2SLGBTQ+ students' safety, and health. It is the responsibility of the school district to make sure every child feels loved, included, and respected, so they can flourish and be successful in every school. I will try to advocate for EVERY child in our schools.

Park, Donna

No response received.

Phillips, Clyde

No response received.

Pierre, Elliott

School libraries are essential spaces for learning, imagination, and belonging. Under the new



Ministerial Order conversations regarding selection policies should reflect transparency and fairness. I would advocate for:

- Clear public policies on how materials are chosen, reviewed, or challenged at a local and provincial level.
- Diverse review committees including educators, administrators, parents, and community voices that can be heard before policy decisions are made.
- Representation of diverse identities to ensure all students see themselves reflected in resources.

Being a trustee means listening to parents, educators, the Bishop and Clergy, and students — even when those conversations are difficult. True understanding requires empathy, deep listening and the courage to sit in uncomfortable spaces, challenging my own assumptions and seeking to understand experiences that might not be like my own. I am prepared to engage in those conversations honestly, guided by a commitment to learning, compassion, and insight.

Preshyon-Snook, Misty

To ensure students continue to have access to a diverse representation of identities within school library materials, it is essential that schools maintain a proactive and inclusive approach to library management. This means regularly reviewing and updating resources to reflect current, accurate, and inclusive educational content. School libraries should prioritize materials that represent a wide range of identities, including but not limited to racial, cultural, gender, and sexual diversity. In particular, it is important that 2SLGBTQ+ voices are included in a respectful and age-appropriate manner. This includes ensuring Indigenous content reflects and supports Two-Spirit identities within the broader context of Indigenous teachings and traditions.

In alignment with the new standards, board policies for selecting, managing, and reviewing materials must be rooted in fairness, equity, and transparency. This can be achieved by:

- Establishing clear, criteria-based policies that guide how materials are selected and reviewed, with input from educators, librarians, community members, and students where appropriate.
- Forming inclusive review committees that reflect the diversity of the school community and are trained to assess materials through a culturally responsive and inclusive lens.
- Collaborating with external organizations and support groups to source up-to-date and relevant content that supports students' evolving needs and interests.
- Providing opportunities for ongoing professional development for staff responsible for library oversight, particularly in areas related to equity, anti-discrimination, and inclusive representation.

By embedding these practices into board policies and day-to-day operations, we can ensure that all students feel seen, supported, and empowered through the materials available to them.

Samson, Janeen

Advocate for fair, transparent policies that ensure diverse library materials remain accessible and representative of all student identities



Shaijan, Peter

No response received.

Soupal, Marta

No response received.

Walsh, Jeff

I have not seen all of the books that are a part of the ban. I think the books should be age appropriate in terms of sexual content. I will need to seek some understanding on the scope of the issue and discuss solutions to this problem. In terms of ensuring policies are fair, equitable and transparent the parish, school and parents need to be informed and consulted with in a spirit of collaboration. Transparency should be a core principle in the roll out and maintenance of any policies.