Date	November 10, 2026
To	Board of Trustees
From	Superintendent of Schools
Subject	Response to RFI #003 - Ministerial Order 34/2025, *Education Act* Amendments and Bill 27/29 Impacts
Originator	Nancy Petersen, Executive Director, Strategic Division Supports and Division Supports Services
Resource Staff	Christine Simmons
Reference	RFI #003 - Ministerial Order 34/2025, *Education Act* Amendments and Bill 27/29 Impacts

ISSUE

This report provides a response to RFI #003 - Ministerial Order 34/2025, *Education Act* Amendments and Bills 27/29 Impacts.

BACKGROUND

The start of the 2025-26 school year saw the introduction of several pieces of new provincial legislation. This legislation included the following:

- *Ministerial Order #034/2025* Standards for the Selection, Availability, and Access of School Literary Materials
- Amendments to the *Education Act* addressing instruction that deals primarily and explicitly with gender identity, sexual orientation and human sexuality
- *The Fairness and Safety in Sport Act*
- Amendment to Section 33.2(2) of the *Education Act* addressing gender identity-related new chosen names and/or pronouns and parental notification and consent.

To support schools in compliance with this provincial legislation, materials (key messages, appropriate forms or templates and slide decks) were developed to support school leaders in working with their school community around awareness, implications and implementation of the new legislation. Principals also attended an orientation session in August to enhance their understanding of this new legislation and administrative regulations were updated to reflect compliance. Central teams supported schools in the introduction and navigation of the new legislation and continue to do so when requested.

At the May 26, 2026, public Board meeting, Trustee Anderson brought forward the following: “This information request is to better understand the Division’s implementation, ongoing systems/process, oversight, and potential impacts on students, families, and staff of Ministerial Order 34/2025, *Education Act*

Amendments, and Bills 27 and 29. The questions below are intended to support transparency, identify emerging trends, clarify processes, and understand how standards, professional learning, and advisory structures are being considered or applied." The questions included in the RFI are outlined in Administration's response linked under the section Current Situation of this report.

CURRENT SITUATION

Administration's response to the RFI is included as Attachment I.

ATTACHMENTS and APPENDICES

ATTACHMENT I RFI #003 - Ministerial Order 34/2025, *Education Act* Amendments and Bills 27/29 Impacts

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RFI #003 - Ministerial Order 34/2025, *Education Act* Amendments and Bills 27/29 Impacts

This information request is to better understand the Division's implementation, ongoing systems/process, oversight, and potential impacts on students, families, and staff of Ministerial Order 34/2025, *Education Act* Amendments, and Bills 27 and 29. The questions below are intended to support transparency, identify emerging trends, clarify processes, and understand how standards, professional learning, and advisory structures are being considered or applied.

Ministerial Order 34/2025 Standards for the Selection, Availability and Access of School Literary Materials	
1. Is guidance provided to principals on how to implement the Government of Alberta's Standards for Selection, Availability and Access of School Literary Materials, in addition to administrative regulation, including the ongoing review of library collections? Is guidance provided around the use of Artificial Intelligence for the ongoing review?	In preparation for the 2025-26 school year, principals received orientation to the new legislation (Ministerial Order #030/2025), as well as supporting materials. This included: ● August DLM messaging from the Superintendent ● Detailed Post DLM presentation overviewing the legislation ● Supportive optional online Q&A sessions ● Key messages, a slide deck for principals to use with their school teams, and a book list to help guide the removal of any books falling under the standards set out in the Ministerial Order were also available to principals ● Administrative Regulation GIBD.AR School Library Materials was developed to support Division compliance and provide direction to school leaders/staff, and GI.AR Learning and Teaching Resources was updated as appropriate. ● The Division also developed and shared with school leaders a protocol to support a book review request. This same information was made publicly accessible on EPSB.ca. Schools received updated information after September 8 to support compliance with Ministerial Order #034/2025. This work included an updated booklist. The materials provided did not specifically address the use of AI.
2. How many review request forms have been submitted? Has this resulted in changes to what library materials are available?	As of September 1, 2026, no external review requests have been received by the Division.

Ministerial Order 34/2025 - Sub questions	
1. Standards and Best Practices a. In addition to the administrative regulations, are standards of practice/support or guidance for implementation developed and shared with schools?	The supporting materials included a slide deck to use with staff and families, as well as the book list to support the review of school and classroom library collections. The Division also developed a book review request protocol and form.
b. Are staff provided with guiding principles (“green flags” positive ways to frame discussions) or decision-making flow charts?	Key messages were provided to principals to support discussions and the book list identified an initial group of titles and helped staff review school and classroom library collections against the criteria set out in the Ministerial Order.
2. Is intentional PL/PD planned or underway?	In preparation for the 2025-26 school year, principals received orientation to the new legislation as well as supporting materials. This included: ● August DLM messaging from the Superintendent ● Detailed Post DLM presentation overviewing the legislation ● Supportive optional online Q&A sessions Staff in Central updated PL sessions throughout the year, as appropriate, to reflect direction set out in the Ministerial Order.
3. Is there an advisory board or committee or working group supporting implementation? Does it represent a cross-section of interested and affected parties?	Staff from multiple central decision units have incorporated this work into their responsibilities to help support ongoing compliance.
For Alberta *Education Act* Amendment (Instruction that deals primarily and explicitly with gender identity, sexual orientation, and human sexuality)	
1. Have community partners, including those who provide resources used by the Division, been	Any external group wishing to partner with a school in support of comprehensive school health or any instructional topic dealing primarily and explicitly with gender identity, sexual orientation,

impacted? If so, how? Have we changed the number or nature of community partnerships that support this instruction?	and human sexuality was required to submit their materials for review and approval by the Minister's office. Once a group and their materials are approved, this information is posted on Alberta Education and Childcare's website. Partners who did not choose to submit for approval or whose materials have yet to be approved would not be able to support Division schools at this time. The approval process with Alberta Education and Childcare is ongoing. We know anecdotally that some groups did not apply for approval while others were still awaiting approval for the 2025-26 school year. Schools were not able to use these groups. Several key partners/resources often accessed by Division staff were approved and available to be used for the 2025-26 school year. Examples include, but are not limited to: WiseGuyz Program, Sexual Assault Centre of Edmonton (SACE), Saffron Centre, Ever Active Schools and Primary Care Alberta.
2. What trend analysis could be conducted comparing participation rates under the new opt-in consent process with the previous opt-out model? Is the Division monitoring for impacts on participation rates?	The Division does not collect this data. To support compliance and enable as many students as possible to participate in instruction dealing primarily and explicitly with gender identity, sexual orientation, and human sexuality, the Division developed online opt-in consent forms aligned with grade level curriculum. Additionally, the opt-in consent forms have been translated in multiple languages (Arabic, Cree, French, Hindi, Punjabi, Somali, Spanish, Ukrainian, Urdu) to support communication with families and enable student participation.
Alberta *Education Act* Amendment - Sub questions	
1. Standards and Best Practices a. In addition to the administrative regulations, are standards of practice/support or guidance for	To support school leaders in working with their school communities a Division protocol document was developed. This document includes: ● An overview of the legislation

implementation developed and shared with schools?	• An overview of steps that must be taken prior to any instruction dealing primarily and explicitly with gender identity, sexual orientation, and human sexuality • Instructions around how to submit teaching and learning resources for Ministerial approval • Instructions around parent notification and opt-in consent • Links to all supporting materials and templates • Key contact information Additionally, Curriculum and Learning Supports developed the following resources to support classroom teachers: • Teaching Sexual Health Guide for Division Teachers and Administrators • Provincially Approved Teacher-Created Resources for Teaching Sexual Health (2025-2027 school years)
b. Are staff provided with guiding principles (“green flags” positive ways to frame discussions) or decision-making flow charts?	In addition to the materials in the Division’s principal protocol document, key messages (specific to school leaders) were developed to support conversations across their school community that promoted transparency for families and stressed the importance of the opt-in consent being returned to school if the family wished for their child to participate in this learning.
2. Is intentional PL/PD planned or underway?	In preparation for the 2025-26 school year, principals received orientation to the new legislation as well as supporting materials. This included: • August DLM messaging from the Superintendent • Detailed Post DLM presentation overviewing the legislation • Supportive optional online Q&A sessions Staff in Central updated PL sessions throughout the year, as appropriate, to reflect direction set out in the legislation.
3. Is there an advisory board or committee or working group supporting implementation? Does it represent a cross-section of interested	Staff from multiple central decision units have incorporated this work into their responsibilities to help support ongoing compliance.

and affected parties?	
Bill 27 - Gender Identity-Related New Chosen Name and/or Pronouns	
1. Regarding changes from previous practice, what are the major procedural/operational changes from previous practice? Is the Parental Notification and Consent Protocol publicly available? How were these changes communicated to schools and families?	Amendments to the *Education Act* set out direction for a school if a student requests that a gender identity-related new chosen name and/or pronouns be used by teachers, teacher leaders and other school staff when referring to the student in school. Prior to school staff referring to the student by the new chosen name and/or pronouns, family notification and for students under the age of 16, signed parent consent must have occurred. Previously, students worked with school staff around their request to use a new-chosen name and/or pronouns. The following information is available on EPSB.ca. In preparation for the 2025-26 school year principals received orientation to the new legislation as well as supporting materials. This included: ● August DLM messaging from the Superintendent ● Detailed Post DLM presentation overviewing the legislation ● Supportive optional online Q&A sessions ● To support working with their school community, principals also received a Division protocol document, key messages and a slide deck ● The Division also developed and shared with school leaders supporting materials specific to this legislation, including parent consent and notification letter templates and a flow chart to support working with a student making this request
2. In terms of consent forms, are parent/guardian consent forms being marked up or returned with comments? If so, what themes are emerging?	The Division does not collect this information.
3. Concerning harm reduction, what mental	The protocol was developed to reflect alignment with the legislation while prioritizing student

health resources are available to support students who indicate concerns about parental notification? How are staff actively supported to minimize harm?	safety and well-being. Each school has access to mental health referral supports through Specialized Learning Supports and Hospital School Campuses. Additionally, the Division works in partnership with a range of community organizations whose mandate it is to support and work with youth. Principals were also provided with central key contact support.
Bill 27 Gender Identity-Related New Chosen Name and/or Pronouns - Sub questions	
1. Standards and Best Practices a. In addition to the administrative regulations, are standards of practice/support or guidance for implementation developed and shared with schools?	To support school leaders in working with their school communities, a Division protocol document was developed. This document includes: ● An overview of the legislation ● An overview of steps that must be taken prior to using a gender-identity new chosen name and/or pronouns ● Parental notification and consent protocol (addressing initial request from the student and meetings with the student) ● Family notification meeting, including document protocols ● Links to all supporting materials and templates ● Key contact information
b. Are staff provided with guiding principles (“green flags” positive ways to frame discussions) or decision-making flow charts?	The Division developed and shared with school leaders supporting materials specific to this legislation, including parent consent and notification letter templates, a flow chart to support working with a student making this request, links to mental health resources and exemplar language to help with supportive conversations with students. A central key contact was available to support schools in this work.
2. Is intentional PL/PD planned or underway?	In preparation for the 2025-26 school year, principals received orientation to the new legislation as well as supporting materials. This included: ● August DLM messaging from the Superintendent

	● Detailed Post DLM presentation overviewing the legislation ● Supportive optional online Q&A sessions Staff in Central updated PL sessions throughout the year, as appropriate, to reflect direction set out in the legislation.
3. Is there an advisory board or committee or working group supporting implementation? Does it represent a cross-section of interested and affected parties?	Staff from multiple central decision units have incorporated this work into their responsibilities to help support ongoing compliance.
Bill 29 - Fairness and Safety in Sport	
1. Have any unique or innovative approaches to intramurals or clubs emerged in response to implementation that support diverse student participation?	Schools continue to provide opportunities to support student participation through non-competitive and co-ed leagues. These opportunities are available to all students and do not fall under the *Fairness and Safety in Sport Act*.
2. Regarding the parent confirmation form, how many refusals to complete the form have occurred? How many were marked up or returned with comments? What is the general nature of those comments? What does “maintaining forms” mean in practice (storage, retention)?	The Division does not collect information around refusal of form completion, how many forms were marked up and/or if comments were provided. These forms are returned at the school level. The Division has not implemented a process to gather any written comments on the form. School leaders have worked directly with families, including answering questions or addressing any concerns they may have. Initially, the forms started out as a paper document to support students wishing to play in female only competitive sports for the first several months of the school year while the Division developed an electronic form and records management system. In April, the electronic version of the Division’s form was introduced. This included a process to transition all paper forms to electronic documentation. To assist in this transition, supporting materials were developed for school office staff, key messages for families were provided and drop-in Q&A sessions were hosted to support school staff in this work.

	The management and retention of these forms fall under expectations set out in Division administrative regulations.
3. How many challenges have been received to date? What have been the results?	As of September 1, 2026, no challenges have been received by the Division.
4. Is the Division or are schools tracking impacts on tryouts, team formation, or participation rates? Are there early trends or areas of concern?	The Division does not track this information.
5. How are staff actively supported to minimize harm?	Materials were developed to support transparent conversations with students and their families regarding the legislation. Division protocols were developed to support compliance to the legislation while supporting families in their navigation and understanding of this legislation.
Bill 29 - Sub questions	
1. Standards and Best Practices a. In addition to the administrative regulations, are standards of practice/support or guidance for implementation developed and shared with schools?	To support school leaders in working with their school communities, a Division protocol document was developed. This document includes: ● An overview of the legislation ● An overview of steps around the confirmation process and challenge process ● Links to all supporting materials and templates ● Key contact information
b. Are staff provided with guiding principles (“green flags” positive ways to frame discussions) or decision-making flow charts?	In addition to the materials in the Division’s principal protocol document, key messages were developed to support conversations with female student athletes and Division template letters/confirmation forms for families. To support families, the confirmation form was translated into the following languages: Arabic, Cree, French, Hindi, Punjabi, Somali, Spanish, Ukrainian, and Urdu.
2. Is intentional PL/PD planned or underway?	In preparation for the 2025-26 school year, principals received orientation to the new legislation

	as well as supporting materials. This included: ● August DLM messaging from the Superintendent ● Detailed Post DLM presentation overviewing the legislation ● Supportive optional online Q&A sessions Staff in Central updated PL sessions throughout the year, as appropriate, to reflect direction set out in the legislation.
3. Is there an advisory board or committee or working group supporting implementation? Does it represent a cross-section of interested and affected parties?	Staff from multiple central decision units have incorporated this work into their responsibilities to help support ongoing compliance.