

Date: August 27, 2025 **Agenda Item:** 8.6

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services

Subject: **Administrative Procedures - Updates in Response to the Education Act Amendments**

Background:

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

Recent provincial legislation and ministerial direction introduce new, enforceable mandates that impact a range of Administrative Procedures. These changes include:

Education Amendment Acts, 2024 (Bill 27) and 2025 (Bill 51)

- Require parental notification and, for students under 16, consent before staff may use a student's chosen name or pronouns related to gender identity.
- Mandate parental opt-in consent for instruction or activities dealing primarily and explicitly with gender identity, sexual orientation, or human sexuality.
- Require Ministerial approval for learning materials or external presenters addressing these topics.
- Establish a right to education during emergencies, ensuring students have access to in-person learning during public health emergencies or states of emergency.
- Require parental consent for non-routine health measures for students aged 15 and under during emergencies (notification only for ages 16+).
- Enable regulations that will guide expectations for learning in emergencies.

Fairness and Safety in Sport Act, 2025 (Bill 29)

- Applies to students age 12 and older (U13+).
- Limits female-only teams and divisions to athletes biologically female at birth, while ensuring co-ed options for transgender students.

Ministerial Order #030/2025 – School Library Standards

- Prohibits explicit sexual content in all K–12 libraries.
- Limits non-explicit sexual content to high school (grades 10–12) if developmentally appropriate.

- Requires boards to have public policies, regular reviews, supervised access, and transparent catalogues.
- In effect, on October 1, 2025, policies/APs must be public by January 1, 2026.

To ensure compliance, Sturgeon Public Schools is bringing forward updates to a number of Administrative Procedures, including those related to emergency preparedness, student records, inclusive and safe environments, instructional resources, student conduct and extra-curricular athletics:

- AP231: At Home Learning
- AP305: Emergency Preparedness Response Plan
- AP306: Emergency Health Issues Response
- AP520: Student Records Management
- AP711: Welcoming, Inclusive, Safe and Healthy Environments
- AP712: Sexual Orientation and Gender Identities
- AP716: Comprehensive School Health
- AP825: CALM/Health Human Sexuality
- AP830: Controversial Issues in Education
- AP832: Learning Materials Selection
- AP835: Challenge of Learning Resources
- AP901: Student Conduct
- AP920: Extra-Curricular Athletics

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):

This report aligns with the [SLQS](#) in the following way:

| | |
|--------------------|---|
| COMPETENCY: | (1) Building Effective Relationships |
| INDICATORS: | a. collaborating with community and provincial agencies to address the needs of students and their families. |
| COMPETENCY: | (2) Modeling Commitment to Professional Learning |
| INDICATORS: | d. seeking and critically reviewing educational research and applying it to decisions and practices, as appropriate. |
| COMPETENCY: | (3) Visionary Leadership |
| INDICATORS: | c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives; and d. ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements |

identified in provincial legislation and incorporates the school community's perspectives.

**COMPETENCY:
INDICATORS:**

(4) Leading Learning
a. fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms; and
e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students.

**COMPETENCY:
INDICATORS:**

(6) School Authority Operations and Resources
a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and
e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

**COMPETENCY:
INDICATORS:**

(7) Supporting Effective Governance
d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
g. implementing board policies and supporting the regular review and evaluation of their impact; and
j. building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends.

Governance Implications:

[Education Act](#)

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

(a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,

(d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

- (h) establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness,
- (l) comply with all applicable Acts and regulations,

[Board Policy 1: Vision, Mission and Values](#)

VISION

Sturgeon Public School Division: where, through a well-rounded education, students are motivated and supported to pursue their unique path to future success.

MISSION

Working together as a team of trustees, parents, community, staff and students, we create safe, respectful and collaborative learning environments where students are prepared to meet and excel at the challenges presented by the global community.

[Board Policy 2: Role of the Board](#)

As elected representatives of the community, the Board of Trustees is held accountable through the Education Act. The Board provides overall direction and leadership to the Division. The Board is a corporate entity and exercises its authority through a democratic process and always models a culture of respect and integrity.

[Board Policy 11: Superintendent of Schools](#)

The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals.

[Board Policy 19: Welcoming Inclusive, Safe and Healthy Environments](#)

The Board believes that all members of the school community, including students, staff members, and community members, have the right to learn, work and volunteer in environments that respect: equity, diversity, inclusion, and human rights. Such environments create the conditions where everyone can prosper.

[Administrative Procedure 205: Developing Administrative Procedures](#)

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division.

Administration is prepared to respond to questions at the August 27, 2025, Public Board meeting.

Attachment(s) and/or link(s):

1. AP231: At Home Learning - New
2. AP305: Emergency Preparedness Response Plan - Tracked Changes
3. AP306: Emergency Health Issues Response - New
4. AP520: Student Records Management - Tracked Changes
5. AP711: Welcoming, Caring, Respectful, Inclusive, Safe and Healthy Environments - Tracked Changes
6. AP712: Sexual Orientation and Gender Identities - Rewrite & Current
7. AP716: Comprehensive School Health - Tracked Changes
8. AP825: CALM/Health Human Sexuality - Tracked Changes
9. AP830: Controversial Issues in Education - Tracked Changes
10. AP832: Learning Materials Selection - New
11. AP835: Challenge of Learning Resources - Tracked Changes
12. AP901: Student Conduct - Tracked Changes
13. AP920: Extra-Curricular Athletics - New

231: At Home Learning

Responsible Administrator: Superintendent

PURPOSE

The Division will provide at-home learning for students when circumstances necessitate such action. At-home learning is a temporary measure, directed by the Superintendent and is not intended to replace or serve as a permanent alternative to in-person learning.

DEFINITION

At-home learning means teacher-directed education programming provided by a Board to a student on a temporary basis at the student's residence or at a location other than the student's regularly attended school.

PROCEDURE

1. The Superintendent will strictly limit the at-home learning option for students. This limitation ensures alignment with the Division's Emergency Preparedness and Health Response procedures, including Administrative Procedure 305 Emergency Preparedness Response Plan and Administrative Procedure 306 Emergency Health Issues Response.

- 1.1 Factors considered when determining whether at-home learning is required include the safety of school facilities, safety of students, directives from public health or emergency authorities, equitable access to learning for all students and the availability of necessary technology and programming.

2. The Superintendent will ensure an in-person learning option is available for all students in grades 1-12 if temporary shifts to at-home learning within the Division occur. Where a student's regular school facility is unavailable, the Division will explore options such as other Division schools or approved community facilities to ensure continued in-person learning opportunities.

- 2.1 Exemptions to this requirement may occur for a period of up to three days through a notification to the Minister of Education by the Superintendent.
- 2.2 An exemption for a period of longer than three days may occur on a request to the Minister by the Superintendent and a subsequent Ministerial Order.

3. The Superintendent will make reasonable efforts to enable each student to continue with the same courses and education program that the student is enrolled in as of the date at-home learning begins. At-home learning will ensure students receive the required hours of instruction, have attendance monitored and are supported in participating in provincial assessments, with appropriate supervision and evaluation of student progress. The Division will also make reasonable efforts to

support students who may face barriers to at-home learning, including access to technology, language supports and specialized programming.

References:

Policy 17: [Inclement Weather](#)

Admin Procedure: [245 Health and Safety](#)

Admin Procedure: [255 Inclement Weather and Outdoor Air Quality Decisions for Schools](#)

Admin Procedure: [305 SPS Emergency Preparedness Response Plan](#)

Admin Procedure: 306 Emergency Health Issues Response

Hour Zero Crisis Consulting Ltd.

Section 3, 3.1, 11, 33, 52, 53, 196, 197, 222 Education Act

Emergency Management Act

Emergency Medical Aid Act

Access to Information Act (ATIA)

Health Information Act

Occupational Health and Safety Act

Public Health Act

Communicable Disease Regulation (AR 238/85)

In-Person Learning Regulation (AR13/2025)

Alberta Fire Code

History

2025 August 27 Approved

305: ~~SPS~~Emergency Preparedness Response Plan

Responsible Administrator: Superintendent

PURPOSE

Sturgeon Public Schools recognizes its responsibility to take reasonable measures to ensure the safety and welfare of students and staff in the event of emergency circumstances.

The ~~SPS~~Emergency Preparedness Response Plan works in conjunction with other local emergency agencies. Individual school plans, along with the Division Plan, are reviewed annually and after an emergency occurs.

There is an on-site, School Emergency Response Team (SERT) at each SPS school, along with a Division-based Administrative Command Team (ACT) that provides support and aid to schools at the time of an emergency. All Division staff are regularly trained on emergency protocols and drills are practiced at each school.

Standardized protocols and procedures provide the basis for response, however, the way in which the Division responds to an emergency is greatly influenced by the specifics of the incident.

The Division collaborates closely with local emergency personnel to ensure plans are coordinated with appropriate agencies. The Division's plans do not replace the authority of law enforcement, fire or EMS. All Division staff work in full co-operation with these agencies.

This procedure works in coordination with Administrative Procedure 306 Emergency Health Issues Response and Administrative Procedure 231 At Home Learning to ensure safety, health, and continuity of education during emergencies.

PROCESS

- The Superintendent or Emergency Operations Center (EOC) Director is responsible for the process of maintaining guidelines for the Sturgeon Public Schools Emergency Preparedness Response Plan.
- The Superintendent or Information Officer is responsible for coordinating all communications with the media during emergency situations.
- The Incident Commander (most responsible person in emergency circumstances) for a school is the Principal and for Central Office is the Superintendent or Emergency Operations Center (EOC) Director.

- The school principal's responsibility in emergencies is to act in a reasonable manner and with full regard for the safety and well-being of all students.

PROCEDURE

1. Central Office will maintain a division Emergency Preparedness Response Plan, which schools will use to respond appropriately to emergency circumstances.
 - 1.1 Central Office will maintain a division Administrative Command Team (ACT) and schools will maintain a site-based School Emergency Response Team (SERT).
 - 1.2 The division Administrative Command Team (ACT) provides support to individual schools during emergency situations.
 - 1.3 The site-based School Emergency Response Team (SERT) responds to emergency situations according to the protocols as developed in the Emergency Preparedness Response Plans.
2. All Division employees are to be knowledgeable about the Division's Emergency Preparedness Response Plan and shall fulfill their duties accordingly.
3. The Principal and the Superintendent or EOC Director are responsible for reviewing division and school Emergency Preparedness Response Plans with all employees each school year.
4. In an emergency situation, the Principal and the Superintendent or designate will follow the procedures as outlined in the Sturgeon Public Schools Emergency Preparedness Response Plan.
 - 4.1 In the case of a significant health outbreak, the Principal and Superintendent or designate shall follow the procedures outlined in AP 306 Emergency Health Issues Response. If a temporary shift to at-home learning is required, AP 231 At Home Learning shall apply.
5. Under certain emergency circumstances, a Principal may close a school following consultation with the Superintendent.
6. During severe weather conditions:
 - 6.1 It is expected that staff shall report for duty.
 - 6.2 Staff shall accept all students that arrive at school.
 - 6.3 If the Superintendent or designate suspends school bus transportation services, teachers will not conduct examinations, nor introduce new curriculum.
 - 6.4 Parents bringing their children to school on days the school bus does not operate, shall be responsible for picking up their children at the end of the school day or making other arrangements.

- 6.5 Absences by students for transportation challenges that include bus failure, decision of a contractor not to operate, or suspension of transportation services by the Superintendent or designate, shall be deemed excusable, and shall also not affect the granting of credit in high school courses.
7. The Principal and the Superintendent or designate shall:
- 7.1 Coordinate professional development activities to support the Emergency Preparedness Response Plan.
 - 7.2 Follow the procedures for the proper documentation of incidents.
 - 7.3 Follow procedures for coordinating municipal services in the event of an emergency.
 - 7.4 Follow the communication plan for employees, media, parents, students and the public, **ensuring alignment with protocols in Administrative Procedure 306 for health-related emergencies.**
 - 7.5 Ensure that the emergency supply list is maintained as outlined in the Division Emergency Preparedness Response Plan.
 - 7.6 **Ensure continuity of student learning in the event of extended school closures or disruptions, in accordance with Administrative Procedure 231 At Home Learning.**
8. The Principal shall:
- 8.1 Conduct training and drills to help better prepare students and staff for possible emergency situations.
 - 8.2 Conduct drills throughout the year to rehearse emergency procedures ~~(refer to AP245 Health and Safety)~~(refer to Administrative Procedure 245 Health and Safety).
 - 8.2.1 Each school shall perform a lockdown at least two times each year.
 - 8.2.2 Each school shall perform six fire drills each year.
 - 8.3 Include a copy of the *Sturgeon Public Schools Emergency Preparedness Program Guide for Students, Parents and Guardians* in their school newsletter and share with School Council no later than November 1st of each school year.

References:

Policy 17: Inclement Weather

Admin Procedure: 231 At Home Learning

Admin Procedure: 245 Health and Safety

Admin Procedure: 255 Inclement Weather and Outdoor Air Quality Decisions for Schools

Admin Procedure: 306 Emergency Health Issues Response

Hour Zero Crisis Consulting Ltd.

Alberta Fire Code

History

2020 Jan 29 Initial Approval

2022 Feb 7 Amended

2024 Sep 23 Amended

2025 Aug 27 Amended

306: Emergency Health Issues Response

Responsible Administrator: Superintendent

PURPOSE

The Division, in cooperation with the provincial government and Alberta Health Services, supports efforts to minimize emergency health issues and their disruption to the operational activities of the Division. The administrators and staff are expected to ensure the most effective and efficient use of resources for the maximum benefit and protection of students, staff and facilities.

PROCEDURE

1. In the event that Alberta Health Services identifies evidence of a significant health issue outbreak in the region, the Superintendent has the authority to make final decisions regarding crisis response, as guided by Administrative Procedure 305 SPS Emergency Preparedness Response Plan.
 - 1.1. When a state of emergency is declared by a Ministry of the Alberta Government, the particular ministry will have such authority.
2. The Superintendent will communicate a standard set of response protocols in a Crisis Response Plan for dealing with significant health issues to ensure that members of administration and staffs are familiar with roles and processes in the event of an outbreak. The Crisis Response Plan must align with Administrative Procedure 305 Emergency Preparedness Response Plan and Administrative Procedure 231 At Home Learning to ensure both safety and continuity of student education.
3. Every student has a right to education during emergencies declared under the Public Health Act or the Emergency Management Act as in clause 1.1 above.
 - 3.1. The Superintendent must ensure that students are provided either in-person learning or at-home learning in accordance with Administrative Procedure 231 At Home Learning and relevant Regulations and Orders.
 - 3.2. The Principal must ensure parental notification and consent is obtained for students under the age of 16. For students aged 16 or older, both the student's consent and parental notification are required for any Board-established health measures that apply directly to the student.
 - 3.3. Clause 3.2 does not apply to any health measure specifically exempted by Order of the Minister.
4. In accordance with directives emanating from federal and provincial authorities and the consequent circumstances that may prevail, the Superintendent may temporarily suspend the Division's current practices and operating guidelines.

References:**Policy 17: Inclement Weather**

Admin Procedure: 231 At Home Learning

Admin Procedure: [245 Health and Safety](#)

Admin Procedure: [255 Inclement Weather and Outdoor Air Quality Decisions for Schools](#)

Admin Procedure: [305 SPS Emergency Preparedness Response Plan](#)

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Access to Information Act (ATIA)

Health Information Act

Occupational Health and Safety Act

Public Health Act

Communicable Disease Regulation (AR 238/85)

In-Person Learning Regulation (AR13/2025)

Alberta Fire Code

History

2025 August 27 Approved

520: Student Records Management

Responsible Administrators:

Deputy Superintendent Education Services
Associate Superintendent Corporate Services

PURPOSE

The Education Act directs that the Board ensure that a system of recording information is in place for each student enrolled in its schools.

A Student Record shall be established and maintained at the highest standard of integrity. It must be treated as confidential to the student, the parent/legal guardian, and to The Sturgeon Public School Division staff and shall be used to promote the educational welfare of students.

PROCESS

The Deputy Superintendent Education Services and the Associate Superintendent Corporate Services are responsible for maintaining this Administrative Procedure and ensuring that the policies and procedures established by the Board relating to Student Records comply with the Student Record Regulation and the ~~Freedom of Information and Protection of Privacy Act (FOIP)~~ *Access to Information Act (ATIA)*.

PROCEDURE

1. For the purpose of this Administrative Procedure:
 - 1.1 An independent student means a student who is:
 - 1.1.1 18 years of age or older; or
 - 1.1.2 16 years of age or older; and
 - 1.1.2.1 who is living independently as determined by the Board in accordance with section 6 of the *Education Act*; or
 - 1.1.2.2 party to an agreement under the *Child, Youth and Family Enhancement Act*, section 57.2.
 - 1.2 Parent, unless otherwise specified, means in respect of a student or a child enrolled in an early childhood services program. Subject to subsection 1.2.6:
 - 1.2.1 the guardian as set out in section 20 of the Family Law Act;
 - 1.2.2 the guardian appointed under Part 1, Division 5 of the Child, Youth and Family Enhancement Act, if the guardian notifies the Board in writing of the guardian's appointment; or
 - 1.2.3 the guardian appointed under section 22 or 23 of the Family Law Act, if the guardian notifies the Board in writing of the guardian's appointment;
 - 1.2.4 notwithstanding subsection 1.2.1, 1.2.2 and 1.2.3, the guardian of a student appointed under:

- 1.2.4.1 a temporary or permanent guardianship order under section 31 or 34 of the Child, Youth and Family Enhancement Act;
- 1.2.4.2 a permanent guardianship agreement under section 11 of the Child, Youth and Family Enhancement Act; or
- 1.2.4.3 a private guardianship order under section 56 of the *Child, Youth and Family Enhancement Act*, if the guardian notifies the Board in writing of the guardian's appointment; or
- 1.2.5 notwithstanding subsection 1.2.1, 1.2.2, 1.2.3 and 1.2.4, the Minister of Justice and Solicitor General, if the student is in custody under the Corrections Act, the Corrections and Conditional Release Act (Canada), or the Youth Criminal Justice Act (Canada); and
- 1.2.6 the authority of a guardian to act under the Education Act is subject to any limitation imposed by law on the authority of the guardian, and where a person claims to be a parent or guardian or claims the existence of any limitation on the authority of a parent or guardian, the onus is on that person to provide proof of the claim.

2. Student means a person who is:

- 2.1 enrolled in a school; or
- 2.2 required by the *Education Act* to attend school but does not include a child younger than six (6) years of age who is enrolled in an early childhood services program.

3. Administration of Security

- 3.1 The Deputy Superintendent Education Services is responsible for record maintenance, security, and access to Student Records at the system level.
- 3.2 The school principal is responsible for record maintenance, security, and access to Student Records at the school level; and
- 3.3 All reasonable efforts must be taken to ensure that Student Records and Confidential Records are kept secure and confidential.
- 3.4 Files and other paper records must be kept in locked containers or in rooms that are not freely accessible to those who have neither a custodial responsibility nor a requirement for the performance of their duties; and
- 3.5 Electronic Student Records must be protected using access controls, including security levels, passwords, and other controls and procedures established by the Deputy Superintendent Education Services and school principals or their designate.

4. Types of Records

4.1 Student Record

- 4.1.1 A record is maintained for each student or child in the school in which that student is enrolled. It shall contain all information that is directly

- useful in facilitating the student or child's education and shall contain all information required in *Education Act, Student Record Regulation*;
- 4.1.2 The school principal or designate is responsible for establishing a Student Record for each student upon the student's initial registration at Sturgeon Public Schools; and
 - 4.1.3 The school principal or designate is responsible for updating Student Records annually.
- 4.2 Confidential Record
- 4.2.1 A Confidential Record is a record kept separate from the Student Record and it contains information of a sensitive nature, the disclosure of which, in the opinion of the Superintendent, would clearly be injurious to the student or child; and
 - 4.2.2 Retention and storage of Confidential Records must adhere to the standards of the professional regulatory body which guides the record keeper ie: Social Work, Psychology. Counselling notes created by teaching staff and others not governed by another professional regulation, should be kept for a minimum period of one (1) full school year following the last supports provided to the student, with record destruction in June. Reports or materials placed in confidential files shall be stamped "Confidential" and must be stored in a locked container. The Student Record will indicate the existence of a Confidential Record.

5. Information included in Student Record

- 5.1 The Student Record for a student or child must contain all information affecting the decisions made about the education of the student or child that is collected and maintained by a Board, regardless of the manner in which the Student Record is maintained or stored, including:
- 5.1.1 the student's or child's name;
 - 5.1.1.1 as registered under the Vital Statistics Act if the student or child was born in Alberta;
 - 5.1.1.2 as registered under the applicable legislation of the province or territory in which the student or child was born, if the student or child was born in a province or territory of Canada other than Alberta; or
 - 5.1.1.3 as shown on the documents under which the student or child was lawfully admitted to Canada, if the student or child was born outside of Canada and any other surnames by which the student or child is known.
 - 5.1.2 the student identification number assigned to the student by the Minister and any student identification number assigned to the student or child by The Sturgeon Public School Division;
 - 5.1.3 the name of the student's or child's parent or guardian;

- 5.1.4 proof of guardianship of the student or child and any documents evidencing limits on the guardianship of the student or child;
- 5.1.5 the birth date of the student or child;
- 5.1.6 the gender of the student or child;
- 5.1.7 the addresses, email addresses and telephone numbers of the student or child and of the student's or child's parent or guardian;
- 5.1.8 the name of the resident Board of the student;
- 5.1.9 the citizenship of the student or child and, if the student or child is not a Canadian citizen, the type of document pursuant to which the student or child is lawfully entitled to remain in Canada, and the expiry date of that document;
- 5.1.10 the names of all schools attended by the student or child in Alberta and the dates of enrolment, if known except for the names of any schools in respect of which including the name of the school would be contrary to subsection 71.4;
- 5.1.11 an annual summary, or a summary at the end of each semester, of the student's or child's achievement or progress in the courses and programs in which the student is enrolled;
- 5.1.12 the results obtained by the student or child on any:
 - 5.1.12.1 provincial assessment under a program established by the Minister;
 - 5.1.12.2 diagnostic test; and
 - 5.1.12.3 standardized tests, under any testing program to all or a large portion of the students or children or to a specific grade level of students.
- 5.1.13 any accommodation or exemption in respect of a provincial assessment under a program established by the Minister;
- 5.1.14 in relation to any formal intellectual, behavioral or emotional assessment or evaluation administered individually to the student or child;
 - 5.1.14.1 the name of the assessment or evaluation, a summary of the results of the assessment or evaluation, the date of the assessment or evaluation, the name of the individual who administered the assessment or evaluation; any interpretive report relating to the assessment or evaluation, and any action taken as program planning as a result of the assessment, evaluation or interpretive report, including, without limitation, the provision of specialized supports or services.
- 5.1.15 in relation to any formal intellectual, behavioral or emotional assessment or evaluation requested by the student's or child's parent or guardian and administered to the student or child by an independent party;
 - 5.1.15.1 the name of the assessment or evaluation, a summary of the results of the assessment or evaluation, the date of the assessment or evaluation, the name of the individual who administered the assessment or evaluation; any interpretive report

relating to the assessment or evaluation, and any action taken as program planning as a result of the assessment, evaluation or interpretive report, including, without limitation, the provision of specialized supports or services.

- 5.1.16 any health information that the parent or guardian of the student or child or the student wishes to be placed on the Student Record;
- 5.1.17 an annual summary of the student's or child's school attendance;
- 5.1.18 information about any suspension of more than one day or expulsion relating to the student or the student's rights pursuant to the *Education Act*, must be:
 - 5.1.18.1 retained in the Student Record for a student; and
 - 5.1.18.2 be removed from the Student Record for a student not later than three (3) years after the date on which the suspension or expulsion began.
- 5.1.19 if the parent or guardian of the student or child has the right to have the student or child receive primary and secondary school instruction in the French language under section 23 of the Canadian Charter of Rights and Freedoms, a notation to indicate that and a notation to indicate whether the parent or guardian wishes to exercise that right;
- 5.1.20 if the parent or guardian of the student or child or the student or child wishes to provide information that the student is of aboriginal ancestry, a notation indicating whether the student or child is Status Indian/First Nations, Non-Status Indian/First Nations, Métis or Inuit; and
- 5.1.21 if an individualized program plan is specifically devised for a student or child for a school year, the plan and any amendments to the plan must be placed on the Student Record of that student or child in addition to summaries of all individualized program plans for previous school years for that student or child.
 - 5.1.21.1 Principals shall use discretion in determining whether sensitive or confidential information not explicitly required should be included in the Student Record.
- 5.1.22 Notification and Consent for Gender-Related Preferred Name or Pronoun Changes
 - 5.1.22.1 When a student aged 15 and under requests to be referred to by a gender-related preferred name or pronouns, the Principal shall notify the student's parent(s) immediately and seek parental consent. If the parent does not consent, the school shall not use the new preferred name or pronouns when referring to the student in school.
 - 5.1.22.2 When a student aged 16 or 17 makes such a request, the Principal shall notify the student's parent(s) immediately (consent is not required).

5.1.22.3 If the Principal reasonably believes that notifying parents could result in harm to the student—or if the student requests it—the student shall receive appropriate support or counselling prior to notification.

5.1.22.4 Form 520-1: Parent or Legal Guardian Approval for Preferred Names and Pronouns shall be used to document parental consent or notification under this section.

5.2 Each year that a student or child is enrolled in a school operated by The Sturgeon Public School Division, the principal or designate must ensure that:

5.2.1 information included in the Student Record, subsection 5.1 must be updated in the Student Record for the student or child annually; and

5.2.2 any information to which subsection 5.1.18.2 applies is removed from the Student Record for the student or child annually.

5.2.3 The Principal shall ensure the Student Record is reviewed annually for completeness and accuracy.

6. The Sturgeon Public School Division will require a student's or child's parent/guardian or an independent student to provide an acceptable, legible copy of:

6.1 the student's or child's Birth Certificate, and, if applicable, Change of Name Certificate, if the student or child was born in Canada; or

6.2 another official document acceptable to the Division, referred to in subsection 5.1.1.3, if the student or child was born outside Canada; and

6.3 the student's or child's Canadian Citizenship Certificate or the document pursuant to which the student or child is lawfully admitted to Canada for permanent or temporary residence.

7. The Student Record for a student or child maintained or retained by The Sturgeon Public School Division must not include:

7.1 any information contained in:

7.1.1 notes and observations prepared by and for the exclusive use of a teacher, teacher assistant, counsellor or principal that are not used in program placement decisions; and

7.1.2 a report or an investigation record relating to the student or child under the Child, Youth and Family Enhancement Act; or

7.1.3 counselling records relating to the student or child that are or may be personal, sensitive, or embarrassing to the student, unless subsection 8 applies; or

7.1.4 any information that identifies a student as a young person as defined in the Youth Justice Act or the Youth Criminal Justice Act (Canada) and all information relating to that student in that capacity.

8. The Sturgeon Public School Division may include in a Student Record any information referred to in subsection 7.1.3 if, in the Board's opinion, inclusion of the information in the Student Record would be:

8.1 in the public interest; or

8.2 necessary to ensure the safety of students or children and staff.

9. The Division will exclude from a Student Record a test instrument or any part of it relating to a test, examination, assessment or evaluation referred to in subsection 5.1.12, 5.1.14 or 5.1.15, but if there is an appeal relating to the test, examination, assessment or evaluation or an evaluation of a student or child in respect of the test, examination, assessment, or evaluation, the persons referred to under section 56(3) of the *Education Act* may review the test instrument as if it were part of the Student Record.

10. Access to Student Records

10.1 The Deputy Superintendent Education Services or the school principal shall ensure that the persons who, under section 56 of the *Education Act*, are entitled to review the Student Record of a student or child are informed that they are entitled to review the Student Record;

10.1.1 The following persons may review the Student Record maintained in respect of a student or child enrolled in an early childhood services program:

10.1.1.1 the student;

10.1.1.2 the student's parent or guardian, except where the student is an independent student; or

10.1.1.3 the parent or guardian of a child enrolled in an early childhood services program.

10.2 The Associate Superintendent Corporate Services, or the school principal, must ensure that the contents of a Student Record are disclosed;

10.2.1 in accordance with the ~~*Freedom of Information and Protection of Privacy Act (FOIP)*~~ *Access to Information Act (ATIA)*;

10.2.2 in accordance with sections 56 and 70 of the *Education Act*;

10.2.3 to an employee of The Sturgeon Public School Division, if the information in the Student Record is necessary for the performance of the duties of the employee;

10.2.4 to the Minister of Education if the information is necessary for the performance of the duties of the Minister;

10.2.5 with proof of identity to:

10.2.5.1 the parent/guardian in the case of a child or a student who is under 16 years of age, or

10.2.5.2 the student or the parent/guardian in the case of a student is 16 years of age or older.

- 10.2.6 to the Department of Justice and Solicitor General or its designate when requested by the Department or its designate;
- 10.2.7 to a Medical Officer of Health (MOH) as defined in the Public Health Act or their designate, at their written request, for the purpose of contacting a parent or guardian of a student, or contacting an independent student, respecting voluntary health programs, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable disease control;
 - 10.2.7.1 a student's name, address, postal code, date of birth, gender, grade level and school; and
 - 10.2.7.2 the name, address, postal code, telephone number and electronic address;
 - 10.2.7.2.1 of parent or guardian of a student other than an independent student, or
 - 10.2.7.2.2 of an independent student; and
 - 10.2.7.2.3 any other information prescribed in the regulations.
- 10.2.8 to a Child Welfare Worker at their written request, subject to the Child, Youth and Family Enhancement Act and the workers presentation of picture identification containing their employee number;
- 10.2.9 to a school in accordance with the provisions for transfer of a Student Record in subsection 13 of this Administrative Procedure;
- 10.2.10 in accordance with any other regulation under the Act, or
- 10.2.11 upon request from either a Francophone regional authority or the Minister of Education for the purpose of disclosing information to a Francophone regional authority, disclose the name, address, date of birth, gender and school of a student or child whose parent or guardian has been noted under subsection 5.1.19, as having a right to have the student or child receive primary and secondary school instruction in the French Language under section 23 of the *Canadian Charter of Rights and Freedoms* and the name address and telephone number of the student's or child's parent or guardian.

11. Procedure for access to Student Records

- 11.1 Before access is given to a Student Record, the record must be reviewed by the school principal or designate, in accordance with the ~~Freedom of Information and Protection of Privacy Act (FOIP)~~ **Access to Information Act (ATIA)**, to ensure that there is no reference to, or personal information of others, included in the Student Record;
- 11.2 Information about a student that is excluded from the Student Record under subsection 5 of this Administrative Procedure may be requested under ~~FOIP~~**(ATIA)**;

- 11.3 Persons who are entitled to examine the contents of a Student Record may do so on an appointment basis. The appointment can be made at the location where the record is housed or at another suitable place in the presence of the Deputy Superintendent Education Services, school principal or their designate;
- 11.4 When a Student Record contains information, a test result or an evaluation or information administered by an employee or an agent of the Division who has relevant recognized expertise or training in the subject area, arrangements must be made as soon as possible for the employee, agent or a suitable alternate to be available for the purpose of providing an explanation and interpretation of its contents; and
- 11.5 When a record contains information prepared by a person who is not an employee or agent of the Division, the person who wishes to review, or has reviewed, the record must be referred to the originator of the information for an explanation and interpretation of its contents.
- 11.6 A request for a copy of a Student Record by an individual or agency other than a school to which the student has newly transferred must:
- 11.6.1 be in writing, include the identity of the individual or agency making the request and include *a signature*; and
 - 11.6.2 *identify* what part of the record is to be released. In the event of a request for a paper copy of the Student Record, a cost recovery copying fee will apply.

12. Transfer of The Sturgeon Public School Division Student Records

- 12.1 Parental consent is not required to transfer The Sturgeon Public School Division Student Records;
- 12.2 If a student transfers from the Division to another school in Alberta:
- 12.2.1 the principal or designate of the school from which the student or child transfers may disclose the Student Record for the student or child containing the information referred to in subsection 5.1 to the receiving school; and
 - 12.2.2 the school to which the student or child transfers may collect the Student Record for the student or child containing the information referred to in subsection 5.1.
- 12.3 If the Student Record for a student or child who transfers from a school in Alberta to another school in Alberta is not in electronic form, the Board from which the student or child transfers must, on receipt of a written request from the school to which the student or child transfers, send the original Student Record for the student or child containing the information referred to in subsection 5.1;
- 12.4 If a student or child transfers from the Division to a school outside Alberta, the Deputy Superintendent Education Services or designate must:
- 12.4.1 send a copy of the student record for the student or child containing the information referred to in section 5.1; and

12.4.2 keep the original digital record for at least seven (7) years after the date the student could be expected to have completed grade 12, if the student had not transferred from the school. 12.5 Additional documentation may be required for transfer of Student Records outside of Alberta or Canada.

13. Maintenance and storage of Inactive Student Records

13.1 Inactive Student Records will be centrally stored in the Division Central Office and will be maintained in accordance with record retention guidelines, pursuant to the *Education Act Student Record Regulation*.

14. Retention of Student Record

14.1 The Sturgeon Public School Division must retain the Student Record for a student or child containing the information referred to in subsection 5.1 for seven (7) years after the student or child ceases to attend a school operated by the Division or until the Student Record has been provided in accordance with subsection 12; and

14.2 If a student or child transfers from a school in Alberta to a school outside Alberta, The Sturgeon Public School Division must retain the Student Record for the student or child containing the information referred to in subsection 5.1 for seven (7) years after the date the student or child would have been expected to have completed grade 12 had the student or child not transferred from the school.

15. Compliance

15.1 The Sturgeon Public School Division delegates the Deputy Superintendent Education Services to be responsible for ensuring that the policies and Administrative Procedures established by the Board relating:

15.1.1 to Student Records subsection 5; and

15.1.2 to information referred to in subsection 7; comply with this Administrative Procedure, the *Education Act*, the *Student Record Regulation* and the ~~*Freedom of Information and Protection of Privacy Act (FOIP)*~~ *Access to Information Act (ATIA)*.

References:

Administrative Procedure 300: Security of Personal and Division Information

AP520 Exhibit 1 - Parent or Legal Guardian Approval Form for Preferred Names and Pronouns

Education Act Sections: 1(1), (2), (3), 6, 42, 43, 56, 65, 70, 201

Education Act Student Record Regulation

Provincial Assessment Directive

Canadian Charter of Rights and Freedoms Section 23

Child, Youth and Family Enhancement Act

Corrections Act

Corrections and Conditional Release Act

Family Law Act

~~*Freedom of Information and Protection of Privacy Act (FOIP)*~~

Access to Information Act (ATIA)

~~*Freedom of Information and Protection of Privacy Regulation*~~

Access to Information Act Regulation 133/2025

Public Health Act

Vital Statistics Act

Youth Justice Act

Youth Criminal Justice Act

History

2020 Jan 29 Initial Approval

2021 Aug 27 Amended

2024 Jun 19 Reviewed

2025 Aug 27 Amended

711: Welcoming, Caring, Respectful, Inclusive, Safe and Healthy Environments

Responsible Administrator: Deputy Superintendent, Education Services

PURPOSE

The Division is committed to establishing and maintaining a welcoming, caring, respectful, inclusive, equitable, safe and healthy learning and working environment that respects diversity and fosters a sense of belonging. This Administrative Procedure fulfills the Board's obligations under the Education Act, the Alberta Human Rights Act and other applicable legislation.

~~The Board believes in the importance of, and is committed to, establishing and maintaining a welcoming, inclusive, equitable, safe and healthy environment for all students, staff, and members of the school community.~~

All members of the school community, including students, staff members and community members, have the right to learn, work, participate in school-related activities and volunteer in environments that respect: equity, diversity, inclusion and human rights. Such environments create the conditions where everyone can prosper.

All members of the school community deserve opportunities to connect to their culture. Sturgeon Public School Division celebrates the diversity of our students and communities and is committed to collaborating with community and cultural leaders to build and promote cultural connections.

The Division is committed to providing environments that support the positive mental health of students and staff and reflect research informed practices related to trauma sensitivity and strength-based approaches to teaching and learning.

It is the collective responsibility of all those involved with the Division to create and maintain positive cultures in our schools and workplaces. As such, the Division is committed to providing environments free from harassment, bullying, discrimination and violence.~~The Board believes that everyone has the right to learn and work in an environment that respects diversity and promotes equity, inclusion and human rights.~~

~~The Board believes that all members of a school community share the responsibility to foster respect for diversity and promote equity, inclusion and human rights.~~

PROCESS

The Deputy Superintendent, Education Services is responsible for maintaining this Administrative Procedure.

PROCEDURE

Definitions

Bullying: repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm or harm to an individual's reputation.

Discrimination: negative differential treatment of a person or group on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientation, gender identity or gender expression.

Inclusion: is based on the principles of acceptance and welcoming of all students. Students see themselves reflected in their studies, their physical surroundings, and the broader environment, in which all individuals are honoured and diversity is respected.

Intimidation: intentional behaviour which knowingly or should be reasonably known to cause fear of injury or harm.

School Community: students enrolled in the school and their parents/guardians; children enrolled in an Early Childhood Services program at the school and their parents/guardians; the school staff; and other persons who have an interest in the school.

Principals shall:

- ensure all staff members share responsibility for proactively creating and maintaining welcoming, **caring, respectful**, inclusive, equitable, safe and healthy learning environments that acknowledge and promote understanding, respect and the recognition of the diversity, equity, inclusion and human rights of all students and families within the school community;
- ensure all members of the school community are aware of the expectation to model respectful conduct, inclusive behaviour and an understanding and appreciation for diversity, equity and human rights;
- provide equity of opportunity, and access to programs, services, and resources to support all students in realizing their full potential;
- ~~support~~**immediately grant permission for student organizations and student-led activities that promote equality and non-discrimination, including but not limited to: Gay–Straight Alliances (GSAs), Queer–Straight Alliances (QSAs), Diversity clubs, Anti-racism clubs and Anti-bullying clubs**~~the establishment of a student organization or the holding of an activity at the school;~~
 - When an external organization or party is invited to present to a GSA, QSA, or other student club on topics relating primarily and explicitly to gender identity, sexual orientation, or human sexuality, the organization

and its materials shall require prior approval by the Minister of Education in accordance with the Education Act.

- a reasonable time from the date the principal receives the request, designate a staff member to serve as a staff liaison;
- inform students of their right to select a respectful and inclusive name for the organization or activity, including the name Gay Straight Alliance or Queer Straight Alliance, after consulting with the Principal;
- be responsible for ensuring that any notification of a student organization or activity is limited to the fact of the establishment of the organization or holding of the activity;
- immediately inform the Deputy Superintendent if no staff member is available to serve as a staff liaison;
 - The Superintendent shall communicate with the Minister should a staff member not be available to serve as a staff liaison.
- receive, investigate, report on and respond to inappropriate behaviour and actions, such as discrimination, intimidation or bullying, whether they occur in person or in digital form, on or off school property;
- create a clear reporting and investigative process and a safe environment for students, parents/guardians, staff and members of the school community to bring concerns forward in a timely manner;
- provide information about these processes, including, if appropriate, supports and strategies to resolve complaints;
- establish and maintain a written student code of conduct;
- hold everyone under their authority accountable for their behaviour and actions such as discrimination, intimidation or bullying; and work with staff, students and families to provide supports and resolve issues and concerns in a timely fashion.

Teachers shall:

- help all students work to their full potential and develop their sense of self-worth;
- assist students to be empathetic leaders in their classroom, school and community by building positive social, leadership and resiliency skills;

- maintain standards of behaviour for all students to contribute to a positive school climate; and
- communicate regularly and meaningfully with parents/guardians and report incidents of discrimination, intimidation and bullying, to administration and assist administration when conducting an investigation into such incidents.

Students and families play an important role in creating and maintaining welcoming, caring, respectful, **inclusive**, safe and **healthy inclusive** learning environments.

Students, parents and guardians have the responsibility to meet the expectations as outlined in Policy ~~21900~~ - Student Conduct and Discipline and Administrative Procedure ~~9001~~ - Student Conduct.

References:

Board Policy 1: Vision, Mission and Values

Board Policy 19: Welcoming Inclusive, Safe and Healthy Environments

Board Policy 20: Sexual Orientation and Gender Identities

Board Policy ~~21900~~: Student Conduct and Discipline

Administrative Procedure 831: Religious Education and Instruction

Admin Procedure 717: Workplace Violence and Harassment

Admin Procedure ~~9001~~: Student Conduct

The Education Act: Section 8, 16, 31, 32, 33, 35, 35.1, 36, 37, 41, 51, 52, 53

Canadian Charter of Rights and Freedoms

Alberta Human Rights Act

Access to Information Act (ATIA)

Access to Information Act Regulation 133/2025

~~Freedom of Information and Protection of Privacy Act~~

Occupational Health and Safety Act

Ministerial Order 030/2025

History

2020 Jan 29 Initial Approval

2022 Jun 22 Amended

2024 Feb 28 Amended

2025 Aug 27 Amended

712: Sexual Orientation, Gender Identity and Human Sexuality - Rewrite

Responsible Administrator: Deputy Superintendent Education Services

PURPOSE

Sturgeon Public Schools strives to ensure that all students and staff members are provided with a welcoming, caring, respectful, inclusive, equitable, safe and healthy working and learning environment that respects diversity and fosters a sense of belonging for all students and staff members. All students and staff members share responsibility for creating and maintaining a work environment that is free of discrimination and harassment. Complaints of discrimination and harassment based on sexual orientation and gender identity shall be promptly investigated and resolved as stated in Policy 20: Sexual Orientation and Gender Identities, Policy 21: Student Conduct and Discipline and AP717: Workplace Violence and Harassment.

Any language or behaviour that degrades, labels, stereotypes, incites hatred, prejudice, discrimination and harassment towards students, staff, or families based on their sexual orientation or gender identity will not be tolerated.

The Division will provide gender identity, sexual orientation and human sexuality instruction as mandated through the grades 4 through 6 Physical Health and Wellness Program, the grades 7 through 9 Health and Personal Life Skills Program and Senior High School Life Management (CALM 20 Course).

PROCESS

The Deputy Superintendent Education Services is responsible for maintaining this Administrative Procedure.

PROCEDURE

1. Schools shall ensure that the school student code of conduct references a prohibition of language or behaviour that degrades, labels, stereotypes, incites hatred, prejudice, discrimination or harassment.
2. The Principal shall:
 - 2.1 consult with staff, parents and students in the development of school based policies and practices that support the implementation of this Administrative Procedure;
 - 2.2 ensure all aspects of this Administrative Procedure are clearly and periodically communicated to all students, families and staff;
 - 2.3 ensure that students are informed of their ability to request support to establish or lead an activity or organization intended to promote an

- inclusive, equitable, safe and healthy environment that respects diversity and fosters a sense of belonging including but not limited to organizations such as gay-straight alliances, diversity clubs and anti-bullying clubs and that any refusal to establish such a request may be appealed to the Board of Trustees in accordance with Section 35.1 of the *Education Act*;
- 2.4 ensure staff members address and provide appropriate remedial consequences for all interactions involving the use of comments, behaviours and actions which are homophobic, transphobic, and sexist, whether they occur in person or in digital form, on or off school property;
 - 2.5 ensure staff members know their professional responsibility to identify discriminatory attitudes and behaviours and create inclusive, equitable, safe, healthy and respectful learning environments;
 - 2.6 ensure awareness and adherence to all Board Policies and Division Administrative Procedures with respect to diversity, equity, human rights, sexual orientation, gender identities, discrimination, prejudice and harassment;
 - 2.7 ensure staff review AP 832: Learning Materials Selection and utilize language, educational resources and approaches that enrich curriculum, foster inquiry, reflect diverse perspectives and are developmentally appropriate, in accordance with the Education Act, Ministerial Order 030/2025, and Division procedures.
 - 2.8 provide inclusive and respectful services and supports to sexual and gender minority students and families;
 - 2.9 ensure staff will not refer students to programs or services that attempt to change or repair a student's sexual orientation or gender identity;
 - 2.10 ensure staff work proactively to eliminate systemic inequities and barriers to learning for sexual and gender minority students and families;
 - 2.11 identify a staff member to serve as a safe contact for sexual and gender minority students;
 - 2.12 inform the school community about the location and availability of this safe contact resource person;
 - 2.13 ensure discriminatory behaviours and complaints will be taken seriously, documented and dealt with expeditiously;
 - 2.14 ensure that the school's Student Code of Conduct is consistent with legislation and Board Policy, is publicly available, reviewed annually, provided to all school staff, students and parents of the students of the school.
3. To assist all staff to become more knowledgeable about sexual and gender minority identities, cultures, and communities, schools will provide professional learning opportunities to assist all staff to acquire the knowledge, skills, attitudes, and appropriate teaching practices necessary to create - caring, welcoming, inclusive, equitable, safe, healthy and respectful schools.

4. Gender Identity and Expression

To support the safety, health, well-being and educational needs of students who identify as, or are perceived to be, gender minorities, staff shall adhere to the following recommended practices wherever possible and appropriate:

4.1 Names and Pronouns - If a student requests that a new preferred name or pronouns be used by teachers, teacher leaders and other school staff when referring to the student in the school:

4.1.1 In the case of a student who is under 16 years of age, notify the student's parent or guardian of the request and seek the parent's/guardian's consent for the use of the new preferred name when referring to the student in the school.

4.1.1.1 If the parent/guardian does not consent, a teacher, teacher leader or other school staff members shall not use the new preferred name or pronouns when referring to the student in school.

4.1.1.2 If notifying the student's parent or guardian or seeking the parent's/guardian's consent is reasonably expected to cause emotional or psychological harm to the student, or the student requests access to assistance, the school shall ensure that the student is provided with counselling or other assistance before notifying the student's parent or guardian.

4.1.2 In the case of a student who is 16 or 17 years of age, notify the student's parent of the request (consent is not required).

5. Official Records and Communication

Refer to Administrative Procedure 520: Student Records Management

6. Athletics, Locker Room and Change Room Access and Accommodation

6.1 All schools shall proactively review their student athletic policies to ensure they are inclusive of sexual and gender minority students. Transgender and transsexual students shall not be asked or required to have Physical Education outside of assigned class time, and shall, subject to the Fairness and Safety in Sport Regulation, be permitted to participate in gender-segregated activities. For female-only competitions, eligibility is restricted to students whose sex at birth is female, as confirmed under the Regulation. In all other gender-segregated or mixed competitions, students may participate in accordance with their consistently asserted gender identity.

6.2 All students shall, subject to safety considerations, have access to locker room facilities that correspond to their consistently asserted gender identity. In locker rooms that require undressing in front of others, students

who desire increased privacy, for any reason (e.g., medical, religious, cultural, gender identity, personal preference) shall be provided with accommodations that best meet their individual needs and privacy concerns.

6.3 All students and staff shall have access to the restroom that allows for appropriate privacy. Staff shall consistently demonstrate sensitivity to the needs and safety of all students with respect to restroom or locker room access. The Principal shall ensure that individual solutions to restroom access or locker room are implemented with respect and discretion.

6.4 The use of locker room facilities or restrooms by transgender and transsexual students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration, ensuring the student's safety and comfort, minimizing stigmatization and providing equal opportunity to participate fully in school programming. The decision with regard to use of locker rooms or restroom facilities shall be made in consultation with the transgender student.

6.5 In accordance with the Fairness and Safety in Sport Regulation, eligibility in female-only competitions may be confirmed at registration by written confirmation from the student (age 12+) or parent/guardian, and may be subject to a formal challenge procedure administered by the Division. Challenges must be in writing, will be reviewed promptly, and bad faith challenges may be sanctioned.

7. All students and staff have the right to dress in a manner consistent with their consistently asserted gender identity or gender expression and within the guidelines established by schools.

8. All students, regardless of their sexual orientation or gender identity, have the right to participate in all curricular and extra-curricular activities.

References

[*Board Policy 1: Vision, Mission and Values*](#)

[*Board Policy 19: Welcoming Inclusive, Safe and Healthy Environments*](#)

[*Board Policy 20: Sexual Orientation and Gender Identities*](#)

[*Board Policy 21: Student Conduct and Discipline*](#)

[*Administrative Procedure 717: Workplace Violence and Harassment*](#)

[*Administrative Procedure 920: Extra-Curricular Athletics*](#)

The Education Act: Section 3, 16, 35.1, 42

Canadian Charter of Rights and Freedoms

Alberta Human Rights Act

[*GSA's and QSA's in Alberta Schools: ATA*](#)

[*Access to Information Act \(ATIA\)*](#)

Access to Information Act Regulation 133/2025

Fairness and Safety in Sport Act
Fairness and Safety in Sport Regulation (AR 124/2025)
Guidelines for Best Practices: Alberta Government

History

2020 Jan 29 Initial Approval
2022 Jun 22 Amended
2025 Aug 27 2025



712: Sexual Orientation and Gender Identities

Responsible Administrator: Deputy Superintendent Education Services

PURPOSE

The Board is committed to establishing and maintaining welcoming inclusive, equitable safe and healthy learning and working environments that respect diversity and foster a sense of belonging for all members of the school community. This includes students, staff, and families who identify or are perceived as two spirit, lesbian, gay, bisexual, transgender, transsexual, queer, gender fluid or questioning their sexual orientation, gender identity, or gender expression (2SLGBTQ+). The Board expects all members of this diverse community to be welcomed, respected, accepted, and supported in every school and workplace.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act*, and *Alberta Education Act*. These rights shall be supported and enforced so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board will not tolerate harassment, bullying, intimidation, or discrimination of a person's real or perceived sexual orientation or gender identity.

PROCESS

The Deputy Superintendent Education Services is responsible for maintaining this Administrative Procedure.

PROCEDURE

1. Sturgeon Public Schools strives to ensure that all students and staff members are provided with inclusive, equitable, safe and healthy working environment that respects diversity and fosters a sense of belonging for all students and staff members. All students and staff members share responsibility for creating and maintaining a work environment that is free of discrimination and harassment. Complaints of discrimination and harassment based on sexual orientation and gender identity shall be promptly investigated and resolved as stated in the Administrative Procedure 717: Workplace Violence and Harassment.

Any language or behavior that degrades, labels, stereotypes, incites hatred, prejudice, discrimination and harassment towards students, staff, or families on their real or perceived sexual orientation or gender identity will not be tolerated.

2. Schools shall ensure that the school student code of conduct references a prohibition of language or behavior that degrades, labels, stereotypes, incites hatred, prejudice, discrimination or harassment.

3. The Principal shall:

3.1 consult with staff, parents and students in the development of school based policies and practices that support the implementation of division Policy 20;

3.2 ensure all aspects of this Administrative Procedure are clearly and periodically communicated to all students, families and staff;

3.3 ensure that students are informed of their ability to request support to establish or lead an activity or organization intended to promote an inclusive, equitable, safe and healthy environment that respects diversity and fosters a sense of belonging including but not limited to organizations such as gay-straight alliances, diversity clubs and anti-bullying clubs and that any refusal to establish such a request may be appealed to the Board of Trustees in accordance with Section 35.1 of the *Education Act*;

3.4 ensure staff members address and provide appropriate remedial consequences for all interactions involving the use of comments, behaviours and actions which are homophobic, transphobic, and sexist, whether they occur in person or in digital form, on or off school property;

3.5 ensure staff members know their professional responsibility to identify discriminatory attitudes and behaviors and create inclusive, equitable, safe, healthy and respectful learning environments;

3.6 ensure awareness and adherence to all district policies with respect to diversity, equity, human rights, sexual orientation, gender identities, discrimination, prejudice and harassment;

3.7 ensure staff utilize language and educational resources and approaches that are inclusive; age-appropriate, and respectful of diverse sexual orientations and gender identities;

3.8 provide inclusive and respectful services and supports to sexual and gender minority students and families;

3.9 ensure staff will not refer students to programs or services that attempt to change or repair a student's sexual orientation or gender identity;

3.10 ensure staff work proactively to eliminate systemic inequities and barriers to learning for sexual and gender minority students and families;

3.11 identify a staff member to serve as a safe contact for sexual and gender minority students;

3.12 inform the school community about the location and availability of this safe contact resource person;

3.13 ensure discriminatory behaviours and complaints will be taken seriously, documented and dealt with expeditiously;

3.14 ensure that the school's Student Code of Conduct is consistent with Board requirements, is publicly available, reviewed annually, provided to all school staff, students and parents of the students of the school;

3.15 ensure all staff recognize the confidentiality of the sexual orientation and gender identity of all students and protect them from unwanted disclosure of such information.

4. To assist all staff to become more knowledgeable about sexual and gender minority identities, cultures, and communities, schools will provide professional learning opportunities to assist all staff to acquire the knowledge, skills, attitudes, and appropriate teaching practices necessary to create -inclusive, equitable, safe, healthy and respectful schools.

5. Staff members shall ensure that learning resources shall be chosen and/or updated to promote critical thinking and should include age-appropriate materials that accurately reflect the diversity of sexual and gender minority families, cultures, and communities.

Gender Identity and Expression

6. To support the safety, health, well-being and educational needs of students who identify as, or are perceived to be, gender minorities, staff shall adhere to the following recommended practices wherever possible and appropriate:

6.1 Names and Pronouns - A student or staff member has the right to be addressed by a name and pronoun that corresponds to his or her consistently asserted gender identity.

6.2 Official Records and Communication -

6.2.1 When requested in writing by an independent student, or the parent/guardian all school forms and records shall be changed to ensure that a student's preferred name and sex, or gender is current on internal school documentation including: class lists, timetables, student files, identification cards.

6.2.1.1 Legal guardians or the independent student provides the request to the school principal.

6.2.1.2 The principal will consult with the applicable staff regarding the requested change.

6.2.1.3 The Principal advises the Administrative Assistant to add the preferred name and/or change the gender identity within PowerSchool.

6.2.2 Subject to Alberta Education changing the requirements, a student's preferred name will appear on unofficial documents such as, but not limited to: student notifications, Diploma Exams labels, Provincial Assessment labels, Detailed Academic Report (DAR).

6.2.3 An independent student or the parent/guardian shall be informed by school staff that a legal name change is required if they desire the official Alberta Education documents to reflect another name (Official transcripts ordered through *MyPass*, credentials such as diplomas /certificates).

6.3 Gender-Segregated Activities - To the greatest extent possible, schools should reduce or eliminate the practice of segregating students by gender (except for already established single gender-based alternative programs).

In classroom activities or school programs where students are segregated by gender, all students should be given the option to be included in the group that corresponds to their consistently asserted gender identity.

6.4 Athletics, Locker Room, and Change Room Access and Accommodation

6.4.1 All schools shall proactively review their student athletic policies to ensure they are inclusive of sexual and gender minority students. Transgender and transsexual students shall not be asked or required to have Physical Education outside of assigned class time, and shall, subject to safety considerations, be permitted to participate in any gender-segregated activities in accordance with their consistently asserted gender identity.

6.4.2 All students shall, subject to safety considerations, have access to locker room facilities that correspond to their consistently asserted gender identity. In locker rooms that require undressing in front of others, students who desire increased privacy, for any reason (e.g., medical, religious, cultural, gender identity, personal preference) shall be provided with accommodations that best meet their individual needs and privacy concerns.

6.4.3 All students and staff shall have access to the restroom that allows for appropriate privacy. Staff shall consistently demonstrate sensitivity to the needs and safety of all students with respect to restroom or locker room access. The Principal shall ensure that individual solutions to restroom access or locker room are implemented with respect and discretion.

6.4.4 The use of locker room facilities or restrooms by transgender and transsexual students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration, ensuring the student's safety and comfort, minimizing stigmatization and providing equal opportunity to participate fully in school programming. The decision with regard to use of locker rooms or restroom facilities shall be made in consultation with the transgender student.

7. All students and staff have the right to dress in a manner consistent with their consistently asserted gender identity or gender expression and within the guidelines established by schools.

8. All students, regardless of their sexual orientation or gender identity, have the right to participate in all curricular and extra-curricular activities.

References

Policy 19: Welcoming Inclusive, Safe and Healthy Environments
Policy 20: Sexual Orientation and Gender Identities
Policy 21: Student Conduct and Discipline
Administrative Procedure 717: Workplace Violence and Harassment
The Education Act: Section 3, 16, 35.1, 42
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
GSA's and QSA's in Alberta Schools: ATA
Access to Information Act (ATIA)
Access to Information Act Regulation 133/2025
Guidelines for Best Practices: Alberta Government

History

2020 Jan 29 Initial Approval
2022 Jun 22 Amended

Administrative Procedures VII. Personnel and Employee Relations (Employee Conduct)

Comprehensive School Health

Responsible Administrator: Deputy Superintendent Education Services

PURPOSE

Consistent with the Education Act, this Administrative Procedure affirms the duty of the Division to ensure safe, caring, respectful and welcoming learning environments for all students. Comprehensive School Health is an integrated approach that provides students and staff with opportunities to observe and learn positive health attitudes and behaviours. It includes a broad spectrum of programs, activities, partnerships and services that take place in schools and communities in order to enhance health and build productive and satisfying relationships across their community.

Health and education are interdependent: healthy students are better learners, and better educated individuals are healthier. Research has shown that comprehensive school health is an effective way to enhance that linkage, improving both health and educational outcomes and encouraging healthy behaviours that last a lifetime. In the classroom, comprehensive school health facilitates improved academic achievement and can lead to fewer behavioural problems. In the broader school environment, it helps students develop the skills they need to be physically and emotionally healthy for life.

PROCESS

The Deputy Superintendent Education Services shall be responsible for maintaining this Administrative Procedure.

PROCEDURE

1. The school staff shall address the four distinct but interrelated components of Comprehensive School Health.
 - 1.1 Social and Physical Environment includes the quality of the relationships between the school community, the emotional well-being of students and the buildings, grounds, play spaces and equipment in and around the school.
 - 1.2 Teaching and Learning includes resources, activities and curriculum where students gain skills and knowledge related to health and wellness.
 - 1.3 Healthy School Policy includes practices, decision-making processes, policies and procedures that promote and support health and wellness.
 - 1.4 Partnerships and Services includes connections between schools, families, community organizations, health services and other sectors that support student health.

2. Physical Wellbeing: the ability, motivation and confidence to make choices that result in healthy growth, development, and care of the body.
 - 2.1 Active living: developing knowledge, skills and attitudes that correspond with leading a healthy, active lifestyle.
 - 2.2 Healthy eating: promoting healthy food choices and healthy attitudes about food.
3. Mental Health: the capacity of each of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face (Public Health Agency of Canada).
4. Positive Social Environments: building a predictable and safe environment, relating positively and respectfully to others, and supporting a strong sense of belonging and connection.
5. Division schools and work environments work towards creating and maintaining environments that support a division culture of health and wellness by:
 - 5.1 recognizing the importance of students' and staff wellness;
 - 5.2 establishing environments that support and integrate active living, healthy eating, and positive social environments;
 - 5.3 acknowledging that active living, healthy eating, and mental health play significant roles in students' and staff overall health and wellness; and
 - 5.4 promoting healthy attitudes toward active living, healthy eating, mental health, and positive social environments.
6. Division schools and work environments work towards supporting active living by:
 - 6.1 encouraging successful and meaningful engagement in physical activity and encourage lifelong fitness; and
 - 6.2 encouraging students to engage in physical activity inside and outside of regular curriculum (e.g. community events, clubs, special events, teams, intramurals, etc.) to support their development as healthy, active learners.
7. Division school and work environments work towards supporting healthy eating by:
 - 7.1 fostering knowledge, skills, and attitudes that promote healthy eating, promoting nutrition education, and create an environment of positive food messages;
 - 7.2 establishing a strong connection between nutrition education and foods available at the school/workplace; and
 - 7.3 creating an environment where healthy foods are available, accessible, and promoted as the best choice.
8. Division schools works towards supporting mental health by:

- 8.1 implementing school wide approaches that increase understanding of mental health and mental illness;
 - 8.2 supporting strength based approaches that build resilience;
 - 8.3 supporting social emotional learning and regulation;
 - 8.4 offering a continuum of supports including universal, targeted, and specialized supports and services; and
 - 8.5 partnering with community and health service providers to promote access to service. **All information gathered through mental health or wellness supports shall be documented and managed in accordance with Administrative Procedure 520: Student Records, ensuring compliance with the Education Act and related amendments.**
 - 8.6 developing a Counselling Wellness Plan, led by the school counsellor, to align and enhance mental health supports as part of the comprehensive approach to student well-being. **The development and implementation of the Counselling Wellness Plan shall include communication with and, where required, obtaining consent from parents/guardians in accordance with the Education Act amendments.**
9. Division schools work towards supporting positive social environments by:
- 9.1 fostering relationships between students, staff, the school division, and community;
 - 9.2 supporting and embedding character education programs to support emotional well-being, creating learning environments where emotional well-being is role modelled and developed in students;
 - 9.3 accessing resources and links with community agencies, partners, and support networks to help students develop the skills to be aware of and monitor their emotional well-being;
 - 9.4 recognizing the importance of students' emotional, social, intellectual, and physical wellness to their success in school and expect students to adhere to the Division's Code of Conduct and schools' code of conduct, **consistent with Section 33.1 of the Education Act;**
 - 9.5 promoting digital citizenship education including a proactive approach regarding the physical and psychological health risks of technology; and
 - 9.6 encouraging reporting to a responsible adult all incidents of threats, bullying, harassment, violence, intimidation, or discrimination.
 - 9.7 ensuring the Counselling Wellness Plan is collaboratively developed with staff, clearly communicated with the school council and community, and focused on fostering positive relationships and a sense of belonging.

References:

[Policy ~~110~~ 19: Welcoming Inclusive, Safe and Healthy Environments](#)

[Policy ~~900~~ 21: Student Conduct and Discipline](#)

[Administrative Procedure 211: School Councils](#)

[Administrative Procedure 520: Student Records](#)

[Administrative Procedure 711: Welcoming Inclusive, Safe and Healthy](#)

[Environments](#)

[Comprehensive School Health Approach - Alberta Health Services](#)

[Working Together to Support Mental Health in Alberta Schools - Alberta Education](#)

[Public Health Agency of Canada](#)

[Education Act: Section 33.1](#)

[Joint Consortium for School Health \(JCSH\)](#)

History

2020 Jan 29 Initial Approval

2020 Jul 24 Amended

2024 Jun 19 Amended

2024 Dec 19 Amended

2025 Aug 27 Amended

825: CALM/Health Human Sexuality

Responsible Administrator: Superintendent

PURPOSE

~~Sturgeon Public Schools believes that~~ The primary responsibility for the teaching of human sexuality belongs to the family.

~~Instruction in human sexuality will be provided by schools unless parents make an informed decision to exclude their children from such instruction.~~ Instruction in human sexuality will only be provided to students when a parent/guardian has given explicit opt-in consent, in accordance with the Education Act.

The Program of Studies for CALM and Health Programs in Alberta identifies the outcomes of the program including human sexuality understandings.

PROCESS

The Principal will be responsible for maintaining the process.

PROCEDURE

1. Each school will provide ~~key~~ clear, accessible information to parent(s)/guardian(s) to allow them to make an informed decision on their child's participation in the human sexuality segments of the CALM and health programs.
2. The communication of this information to parent(s)/guardian(s) will occur a minimum of ~~two weeks~~ 30 days prior to the introduction of the human sexuality segments of the program. The notice will include: (a) the specific topics that deal primarily and explicitly with gender identity, sexual orientation, or human sexuality; (b) the planned date(s); and (c) the teacher(s) or presenter(s). Notice must be sent directly to parents and posted on the school website and, where applicable, in the school newsletter. ~~The information on the program may include a written outline of the program and/or an information session.~~
3. Once the information has been provided, the school will request ~~the~~ a written opt-in from the parent(s)/guardian(s) of a student in a health or CALM course. (Form 825-1) indicate, in a written form, their choice of either "opting in" or "opting out" of the human sexuality segments of the program. The school will then deliver the program, or a modified version of the program based upon the written choice of the parent(s)/guardian(s). The parent/guardian may consent to all or part of the identified content. Students whose parent(s)/guardian(s) do not opt-in will be provided an alternate learning experience that meets curricular outcomes unrelated to the human sexuality segment(s).

4. If a school does not receive a written **opt-in** statement from the parent(s)/guardian(s), the school will make reasonable efforts to contact the parent(s)/guardian(s). If, at this point, the parent(s)/guardian(s) has not responded, the student will **not** be included in the human sexuality segments of the program and will be provided an alternate learning experience that meets curricular outcomes.
5. ~~The selection of resources to support the Human Sexuality segments of the program will comply with the “Selection of Resources” administrative procedure that requires the resource have the approval of the Superintendent.~~ **Principals shall not permit the use or provision of learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation, or human sexuality unless approved by the Minister. This Minister approval for resources is not required when such resources are used to provide religious instruction; however, external parties require Minister approval in all cases. Where an external party is involved, both the resources and the party must be approved by the Minister.**
6. **The opt-in requirement does not apply to incidental or indirect references to gender identity, sexual orientation, or human sexuality that may arise spontaneously during classroom interaction.**
7. **Schools will retain records of parental opt-in decisions for the current school year in accordance with Division record-management and Access to Information Act (ATIA) requirements.**

References:

Admin Procedure: 830 Controversial Issues in Education
Admin Procedure: 835: Challenge of Learning Resources
Exhibit 1: Form 825-1 Parental opt-in Consent
Education Act Section 58
Alberta Human Rights Act: 3(1), 3(2)
Alberta Education Guide to Education ECS to Grade 12
Access to Information Act (ATIA)
Access to Information Act Regulation 133/2025

History

2020 Jan 29 Initial Approval
2025 Aug 27 Amended

830: Controversial Issues in Education

Responsible Administrator: Deputy Superintendent Education Services

PURPOSE

~~Sturgeon Public Schools believes that~~ Through a well-rounded education, students are motivated and supported to pursue their unique path in future success.

By working together we create safe, respectful and collaborative learning environments where students are prepared to meet, and excel at, the challenges presented by a global community.

Opportunities to deal with sensitive issues and topics are an integral part of student learning.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society.

Controversial issues must be handled in a balanced manner that respects the rights and opinions reflected by different perspectives.

Instruction on sensitive topics will comply with the Education Act, including parental opt-in and advance notice requirements where subject matter deals primarily and explicitly with gender identity, sexual orientation, or human sexuality.

PROCESS

The Deputy Superintendent, Education Services shall be responsible for maintaining the procedure.

PROCEDURE

1. When a controversial issue is addressed, the information presented shall:
 - 1.1 Be of an educational nature;
 - 1.2 Represent alternative points of view, subject to the condition that resources used are not restricted by any federal or provincial law, or by the policy of the Board of Trustees;
 - 1.3 Appropriately reflect the maturity, capabilities, and educational needs of students;
 - 1.4 Effectively meet the requirements of provincially prescribed and approved courses of study and education programs;
 - 1.5 Reflect local, as well as provincial, national and international contexts.

2. Controversial issues which have been anticipated by the teacher and those which may arise incidentally in the course of instruction shall be used to promote critical inquiry rather than advocacy for a particular position.
3. Where courses, programs of study or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with gender identity, sexual orientation, or human sexuality:
 - 3.1 The school must provide written notice at least 30 days before instruction begins or materials are first used, including: topic(s), date(s), and the teacher/presenter. Notice must be sent directly to parents and also posted on the school website and, where applicable, shared via the school newsletter.
 - 3.2 A student may participate only if the parent/guardian has provided written opt-in consent (the form may allow consent to all or part of the identified content).
 - 3.3 Students without opt-in consent will be provided an alternate learning experience that meets curricular outcomes unrelated to the identified content.
 - 3.4 Schools must retain records of parental opt-in decisions for the current school year in accordance with Division record-management and FOIP requirements.
 - 3.5 The Division's parental notification and consent administrative procedures must be publicly available.
4. The principal shall not permit the use or provision of learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation, or human sexuality unless approved by the Minister of Education (this approval is not required when such resources are used to provide religious instruction).
 - 4.1 Where an external party presents learning and teaching resources that deal primarily and explicitly with these topics, both the resources and the external party must be approved by the Minister, whether or not the presentation occurs in a religious context.
 - 4.2 Principals must follow the current provincial resource review/approval process when seeking approvals.
5. The opt-in requirement does not apply to incidental or indirect references that may arise spontaneously during classroom interaction. (Opt-in applies only where the subject matter is primarily and explicitly about these topics.)
- ~~3.6.~~ The school should play a supportive role to that of the parent/guardian in the areas of values and moral development and shall handle parent views on

controversial issues with respect and sensitivity.

~~4. As per Section 58.2 of the Education Act, notification to parents/guardians is required where the instructional materials, exercises, outcomes and courses contain subject matter that deals primarily and explicitly with religion or human sexuality.~~

7. As per the Education Act, s.58.1 requires notification where subject matter deals primarily and explicitly with religion. Sections 58.11–58.12 require 30-day notice and parental opt-in where subject matter deals primarily and explicitly with gender identity, sexual orientation, or human sexuality.

5.8. As per Admin Procedure 825 CALM/Health Human Sexuality, schools will follow the 30-day notice and opt-in process for relevant Health and CALM outcomes. ~~the communication of this information to parent(s)/guardian(s) will occur a minimum of two weeks prior to the introduction of the human sexuality segments of the program.~~

References:

Admin Procedure: 825 CALM/Health Human Sexuality

Admin Procedure: 835 Challenge of Learning Resources

Education Act Section 58

Alberta Human Rights Act: 3(1), 3(2)

Alberta Education Guide to Education ECS to Grade 12

[Provincial Resource Review Guide](#)

History

2020 Jan 29 Initial Approval

2020 Jul 24 Amended

2025 Aug 27 Amended

832: Learning Materials Selection

Responsible Administrator: Deputy Superintendent Education Services

PURPOSE

The Division maintains high-quality school library (learning commons/classroom collection) materials that enrich curriculum, foster inquiry, reflect diverse perspectives, and are developmentally appropriate, in accordance with the Education Act, Ministerial Order 030/2025, and Division procedures.

DEFINITIONS

School library: any dedicated library space in a school, including a learning commons or classroom collection. Excludes a library governed by the *Libraries Act* located in a school building.

School library materials: materials (print/electronic) accessible to children or students in a school library; does not include learning and teaching resources (a) authorized/approved by the Minister or (b) selected and used by a teacher to support curricular outcomes.

Explicit sexual content / Non-explicit sexual content / Non-sexual content / Developmentally appropriate / Grade 10: as defined in Ministerial Order 030/2025.

Note: Learning and teaching resources used to deliver instruction remain governed by the Education Act (authorization/approval powers) and Division procedures (including AP 825, AP 830).

PROCEDURE

- 1 Selection principles
 - 1.1 Materials support the Alberta Program of Studies and Division priorities; are appropriate to student maturity, abilities and interests; reflect a range of viewpoints; and promote understanding and respect for others. Preference may be given to Canadian-developed resources where other factors are equal.
 - 1.2 Selection considers, as applicable: alignment with Ministerial Order 030/2025; educational relevance; timeliness/enduring value; subject significance; quality of writing/production; readability/appeal; authoritativeness; reputation of the publisher/producer; format; and price.
 - 1.3 Gift/donated materials are evaluated by the same criteria. Items no longer meeting criteria or in poor condition are removed and de-catalogued.
- 2 Standards for availability and access

- 2.1 No explicit sexual content may be selected for inclusion in school libraries or made available to children or students.
- 2.2 Children and students below Grade 10 must not access materials containing non-explicit sexual content.
- 2.3 Students in Grade 10 or higher may access non-explicit sexual content only when developmentally appropriate.
- 2.4 The Division and schools must review collections on a continual basis to ensure compliance with these Standards and Division procedures.

3 Roles and responsibilities

- 3.1 Deputy Superintendent Education Services: oversees Division-wide compliance, selection standards, supervision guidance, public catalogue, and alignment with challenge processes under AP 835; provides information/reporting to the Minister on request.
- 3.2 Principals (and designated library/learning commons staff): implement this AP at school level, including selection, ongoing evaluation and weeding, supervision of access during the school day (library and any other collections), and accurate catalogue entries.
- 3.3 Staff supervision: Staff supervise student access to school library materials and to any other collections accessible during the school day (e.g., classroom shelves, hallway displays) to prevent access to materials students are not permitted to access.

4. Collection evaluation

Each school, in collaboration with teaching and library staff, continually assesses its collection and conducts an annual review to:

- 4.1 Confirm compliance with Ministerial Order 030/2025;
- 4.2 Replace/refresh physical and digital resources;
- 4.3 Ensure sufficiency across curricular areas (especially core) and support new/revised curricula;
- 4.4 Support diverse learning needs; verify age/developmental appropriateness; and ensure quality, accuracy, credibility, artistic/literary merit, and respectful/accurate representation (including of First Nations and Métis peoples).

5 Public catalogue

The Division maintains a current, publicly available listing of all school library materials (print/digital). Schools must ensure holdings are accurate in the Division database.

6. Communication & Implementation

Principals will share school-level processes (e.g., supervision practices, catalogue access, and how to initiate reconsideration under AP 835) with staff and school councils.

7. Relationship to classroom instruction resources

This AP applies to school library materials. Learning/teaching resources used to deliver curriculum are governed by the Education Act (Ministerial authorization/approval) and Division procedures AP 825: CALM/Health Human Sexuality and AP 830: Controversial Issues in Education. Where those resources deal primarily and explicitly with gender identity, sexual orientation, or human sexuality, Ministerial approval and parental notice/opt-in apply under Division procedures.

8. Challenges and reconsideration

Requests to review, change access, reconsider, or remove specific school library materials are handled under AP 835 Challenge of Learning Resources. AP 835 will consider this AP and Ministerial Order 030/2025 when making decisions.

Reference:

Admin Procedure: 825 CALM/Health Human Sexuality

Exhibit 1: Form 825-1 Parental opt-in Consent

Admin Procedure: 830 Controversial Issues in Education

Admin Procedure: 835 Challenge of Learning Resources

Ministerial Order 030/2025: Standards for the Selection, Availability, and Access of School Library Materials

Education Act: Sections 18, 58

Alberta Human Rights Act: 3(1), 3(2)

Alberta Education Guide to Education ECS to Grade 12

Provincial Resource Review Guide

History:

2025 Aug 27 Initial Approval

835: Challenge of Learning Resources

Responsible Administrator: ~~Associate~~ **Deputy** Superintendent Education Services

PURPOSE

Sturgeon Public Schools recognizes that parents/guardians may **request reconsideration** ~~challenge the use of~~ teaching or learning resources **included in the learning commons (library) collection or** used in a school's educational program **by a staff member or consultant.**

When a teaching or learning resource is challenged, **the Principal will ensure the concern is addressed through a fair, timely and transparent process that respects intellectual freedom and the professional responsibility of staff in selecting materials.** ~~the principles of freedom to read, listen and view and the professional responsibility of staff in selecting materials must be defensible.~~

Parents/**guardians** ~~have the right to~~ **may** determine, only for their own child(ren), **whether a particular resource is used; decisions about resources for other students are made by the school in accordance with provincial approvals and Division procedures.** ~~the reading, viewing and listening matter used in instructional programming.~~

PROCESS

The ~~Associate~~ **Deputy** Superintendent Education Services shall be responsible for maintaining this Administrative Procedure.

PROCEDURE

1. ~~Informal Information~~ Reconsideration

Upon receiving a complaint concerning a teaching or learning resource, the Principal shall attempt to resolve the matter at the school level.

- 1.1 The Principal or designate shall explain the guiding principles involved in the selection of teaching or learning resources and the manner in which the teaching or learning resource in question is utilized in the school's education program.
- 1.2 The Principal shall make a reasonable effort to comply with a written request from a parent/guardian to restrict access by their child(ren) to a supplemental learning resource.

2. Formal Reconsideration

- 2.1 If a parent/guardian wishes to pursue a complaint beyond the informal level, **the complainant shall be asked to complete Form 835-1: Request for Reconsideration of Teaching or Learning Resources.** ~~a Request for~~

~~Reconsideration of Teaching or Learning Resources Form shall be completed and forwarded to the Principal.~~

- 2.2 The complaint is to be received courteously and non-judgmentally by the individual who is contacted.
- 2.2.3 The Principal shall ~~forward one~~ confirm that a copy of the Request for Reconsideration of Teaching or Learning Resources Form has been provided to the ~~Associate~~ Deputy Superintendent and Superintendent for review.
- 2.3.1 Materials in question shall be evaluated with respect to:
- 2.3.1.1 Administrative Procedure 832 Learning Materials Selection;
 - 2.3.1.2 Administrative Procedure 830 Controversial Issues in Education;
 - 2.3.1.3 Alberta Education policy re: Controversial Issues in the Classroom; and
 - 2.3.1.4 Existing community culture and values.
- 2.4 The Deputy Superintendent shall, within fourteen (14) business days of receiving the request, review the request and either issue a decision, or advise the parent/guardian that a recommendation is being made to the Superintendent to establish a Reconsideration Committee.
~~same and reply to the parent/guardian either rendering a decision on the matter or indicating to the parent/guardian that a recommendation is being made to the Superintendent for a Reconsideration Committee to be established to review the matter.~~
- 2.35 If the Superintendent elects to establish a Reconsideration Committee, ~~he/she~~ they shall:
- 2.35.1 Establish the membership and mandate of the Committee.
 - 2.35.2 Establish reasonable timelines for the Committee to be formed, to evaluate the learning resource and to prepare a confidential written report.
 - 2.35.3 Review and consider the recommendation of the Committee and render a decision on the matter to the parent/guardian and the school Principal, within fourteen (14) business days of receiving the Committee's report.
- 2.5.4 Resources remain in circulation/use during reconsideration unless the Superintendent determines otherwise.
- 2.46 The parent/guardian and the school Principal ~~shall have the right to~~ may appeal, in writing, to the Board of Trustees within seven (7) business days of receiving the Superintendent's decision regarding:
- 2.46.1 A judgment against the establishment of a Reconsideration Committee.
 - 2.46.2 The decision rendered by the Superintendent with regard to the teaching or learning resource.

~~2.5 Exhibit 1~~

~~2.5.1 Request for Reconsideration of Teaching or Learning Resources Form~~

Reference:

~~Board Policy: 245 Appeals Regarding Student Matters~~

Admin Procedure: 832 Learning Materials Selection

AP835 Exhibit 1: Request for Reconsideration of Teaching or Learning Resources Form

Ministerial Order 030/2025: Standards for the Selection, Availability, and Access of School Library Materials

Education Act: Sections 58, 196, 197, 222

Alberta Education Guide to Education: ECS to Grade 12 “Controversial Issues”

Canadian Library Association Position Statement on Intellectual Freedom

History

2020 Jan 29 Initial Approval

2020 Jul 24 Amended

2025 Aug 27 Amended

901: Student Conduct

Responsible Administrator: Deputy Superintendent Education Services

PURPOSE

Sturgeon Public Schools recognizes its responsibility to maintain a welcoming, caring, respectful and safe learning and working environment in schools.

PROCESS

The Deputy Superintendent, Education Services shall be responsible for administering this Administrative Procedure.

PROCEDURE

1. Principals shall develop a written School Code of Student Conduct consistent with Board Policy ~~900~~²¹ Student Conduct and Discipline and in consultation with students, parents/guardians, the School Council and staff. The School Code of Student Conduct shall be reviewed annually with any revisions communicated to the Deputy Superintendent Education Services.
2. Principals shall make copies of the School Code of Student Conduct available to students, parents/guardians and staff, on the school's website and in print if requested.
3. Principals shall review the School Code of Student Conduct with the School Council annually.
4. Schools shall review the School Code of Student Conduct with all students annually.
5. A School Code of Student Conduct shall include:
 - 5.1 expectations for student behaviour;
 - 5.2 a range of specific corrective measures that will be taken when students are found responsible for unacceptable behaviour;
 - 5.3 provisions regarding safety and security offences;
 - 5.4 expectations for the safe and effective use of a Personal Communication Device (PCD) while in class or at school;
 - 5.5 restrictions on social media use and access to social media while at school, on school networks, and on school devices; and
 - 5.6 any other matter which the Principal deems necessary.
6. Students, as partners in education, have the responsibility to:
 - 6.1 attend school regularly and punctually,

- 6.2 be ready to learn and actively engage in and diligently pursue the student's education; including completion of assignments and homework,
- 6.3 ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- 6.4 respect the rights of others in the school,
- 6.5 refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether it occurs within the school building, during the school day or by electronic means,
- 6.6 comply with the rules of the school and the policies of the board,
- 6.7 cooperate with everyone authorized by the board to provide education programs and other services,
- 6.8 to be accountable to the student's teachers and other school staff for the student's conduct, and
- 6.9 positively contribute to the student's school and community.

7. Furthermore students are expected to:

- 7.1 Resolve conflict or seek assistance to resolve conflict in a respectful, peaceful, safe, and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation or forms of restorative practice.
- 7.2 Use school and personal technology appropriately and ethically.
- 7.3 Conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating, plagiarizing, or submitting work supported by Artificial Intelligence (AI) without acknowledging its use.
- 7.4 Children and students may not use Personal Communication Devices (PCDs) during instructional time, or during any school sponsored activity, such as assembly or talk by a guest.
 - 7.4.1 PCDs are not be taken into test or examination settings, unless students have been given explicit permission to do so.
 - 7.4.2 PCDs are not be used in settings such as change rooms, washrooms, private counseling rooms, that have the potential to violate a person's reasonable expectation of privacy.
 - 7.4.3 If children and students have PCDs with them during instructional time, they are required to keep these devices on silent or powered off, and stored out of view.
 - 7.4.5 Students who bring PCDs to the school are expected to comply with all parts of [Administrative Procedure 901: Student Conduct](#), and the School's Code of Student Conduct may be subject to disciplinary measures detailed in the School's Code of Student Conduct and in [Administrative Procedure 901: Student Conduct](#).

7.4.6 PCDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner or user. The Division assumes no responsibility for the safety, security, loss, repair or replacement of PCDs.

7.4.6.1 PCDs that are taken temporarily from students by teachers or administrators must be securely stored.

7.5 Children and Students may not access social media during instructional time on PCDs, nor at any time on school networks or on school devices.

8. Students will be held responsible and accountable to Sturgeon Public Schools and its agents for unacceptable behaviour whether it occurs within the school building, during the school day or by electronic means.
9. Beyond school hours, students will be held responsible for unacceptable behaviour has connection back to the school and has a demonstrated detrimental impact on the welfare of other students or staff.
10. Examples of unacceptable behaviours include but are not limited to:
 - 10.1 conduct which verbally, physically, or emotionally threatens the safety of students or staff;
 - 10.2 conduct which demonstrates disrespect for ethnic, racial, religious, and sexual diversity;
 - 10.3 possession of a weapon, or anything used, or intended for use in causing injury to any person, or for the purposed of threatening or intimidating any person;
 - 10.4 assault;
 - 10.5 possession, distribution, and/or use of illicit, prohibited or restricted substances in school or on school property;
 - 10.6 possession, use, display, or distribution of offensive messages, videos, or images.
 - 10.7 discrimination or harassment;
 - 10.8 accessing PCDs during instructional time, school sponsored activities, exams, or in areas where privacy is expected unless explicitly allowed to do so by staff;
 - 10.9 accessing social media during instructional time or on school networks;
 - 10.10 participating in or contributing to cyberbullying;
 - 10.11 participating in or contributing to froshing or hazing activities;
 - 10.12 extortion;
 - 10.13 disruptive behaviour, willful disobedience or defiance of authority;
 - 10.14 interference with the orderly conduct of classes and school activities;
 - 10.15 willful damage to school or other's property;
 - 10.16 tampering with items such as fire alarms or safety equipment;
 - 10.17 criminal activity;

10.18 bystander encouragement or involvement.

11. When determining responses, interventions, or consequences for a student who engages in unacceptable behaviour, a teacher or Principal will consider:
 - 11.1 whether the student has failed to comply with the Education Act, Board Policy, or with the School Code of Student Conduct;
 - 11.2 the effect of the student's behaviour upon other students, the staff, the school, and the community;
 - 11.3 the nature of the action or incident that calls for disciplinary measures;
 - 11.4 informing and/or consulting with the student's parents/guardians when it is warranted;
 - 11.5 the student's previous conduct;
 - 11.6 the student's unique circumstances (age, maturity, extenuating circumstances);
 - 11.7 the impact of the proposed action on the student's future behaviour;
 - 11.8 any other information the teacher or Principal considers appropriate or relevant; and
 - 11.9 whether the student's conduct is injurious to the physical or mental well being of others in the school.
12. When a student engages in unacceptable behaviour, responses, interventions, and consequences may include, but are not limited to:
 - 12.1 Temporary assignment of a student to an alternate, supervised area within the school.
 - 12.2 Temporary assignment of a student to an alternate learning location.
 - 12.3 Short term removal of privileges.
 - 12.4 Short term or longer term removal of access to PCD. Repeat offences could lead to the student not being allowed to bring a PCD to the school for determined length of time.
 - 12.5 Interventions such as positive behaviour supports, contracts, and counselling.
 - 12.6 Restorative practices, where appropriate and agreed upon by impacted staff and students.
 - 12.7 Replacement or restitution for loss or or damage to property.
 - 12.8 Suspension or expulsion from bus transportation.
 - 12.9 In-school or out-of-school suspension.
 - 12.10 Referral to the Attendance Board.
 - 12.11 Recommendation for expulsion.
13. Depending on the resources that are available, the Principal shall arrange for support, if needed, for students who may be impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.

14. Where the behaviour of a student involves a violent threat, the Principal shall refer to the Violent Threat Risk Assessment (VTRA) protocol. This protocol allows the Principal, in consultation with the Director Learning Services, to involve regional partners such as RCMP, Alberta Health Services, and Children Services to collaborate on the risk assessment and implementation of recommendations for support.
15. Each teacher or Principal will ensure that appropriate documentation procedures are employed to record disciplinary actions.
16. The Principal must maintain order and discipline in the school, on school grounds, and during activities sponsored or approved by the Board and, therefore, has the responsibility for and the authority to establish and maintain appropriate procedures conducive to an acceptable standard of student discipline (Education Act, Section 197).

References:

Ministerial Order (#014/2024)

Policy 1: Vision, Mission and Values

Board Policy ~~110~~ 19: Welcoming Inclusive, Safe and Healthy Environments

Board Policy ~~230~~ 8: Board Committees

Board Policy ~~900~~ 21: Student Conduct and Discipline

Administrative Procedure 901: Student Conduct, Exhibit 1 - Social Media - Student Access

Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 196, 197

~~Freedom of Information and Protection of Privacy Act~~

Access to Information Act (ATIA)

Alberta Human Rights Act

Tobacco, Smoking and Vaping Reduction Act

Violent Threat Risk Assessment (VTRA) Protocol

History

2020 Jan 29 Initial Approval

2021 Feb 11 Amended

2023 May 15 Amended

2024 Jun 19 Amended

2024 Aug 28 Amended

2025 Aug 27 Amended

920: Extra-Curricular Athletics

Responsible Administrator: Deputy Superintendent Education Services

PURPOSE

Sturgeon Public Schools believes in and encourages interschool sports programs which provide educational experiences which will help students grow physically, mentally, emotionally, socially and morally.

This Administrative Procedure applies to relevant sports as defined in the Fairness and Safety in Sport Act and its Regulation, including interschool competitive athletics coordinated or sponsored by the Division.

“Female-only league, class or division” and “sex at birth” have the meanings set out in the Fairness and Safety in Sport Regulation.

PROCESS

The Deputy Superintendent, Education Services shall be responsible for maintaining the procedure. In Sturgeon Public Schools, athletics are coordinated through the Interschool Sports Committee (ISC) Coordinator at the junior high level, Athletics Directors at the high school level, and the Division Principal as the central office liaison.

PROCEDURE

1. School facilities and Division owned equipment (excluding transportation) shall be available, free of charge, to students participating in extra-curricular athletics programs. Students may be required to provide their own personal equipment.
2. A fee may be charged to students to defray the costs of participation in extra-curricular athletics programs. Financial support may also be achieved through school fundraising projects.
 - 2.1. If fees are charged, a statement of accounts shall be kept in accordance with Administrative Procedure 464: Fees and is subject to periodic review and audit.
 - 2.2. No profit or benefit shall be realized by a school or the Division as a result of extra-curricular fees being charged.
3. Extra-curricular athletics programs shall be conducted in an environment of fairness, good sportsmanship and safety.
 - 3.1. Principals shall ensure proper supervision for all extra-curricular activities.
 - 3.2. Schools will minimize loss of instructional time for coaches and athletes.

4. Extra-curricular athletics programs are to provide for maximum opportunities for both males and females to participate in a variety of activities (individual, dual, team).
 - 4.1. In female-only competitions, eligibility is female sex at birth for athletes 12 years of age and older. At the time of registration, the individual—or if a minor, the parent/guardian—must confirm in writing that they understand and meet the eligibility requirement.
 - 4.2. The eligibility of any individual in a female-only competition may be challenged in writing by any coach in the competition or any parent of an individual participating in the competition. Confidential challenges are to be submitted to the Deputy Superintendent (or designate) for an immediate ruling, after consultation with the ISC Coordinator (junior high), the Athletics Director (high school), and the Division Principal. Subsequent to the competition, the Deputy's ruling may be appealed to the Superintendent.
 - 4.2.1 The Division may dismiss a challenge if, in the Division's opinion, reasonable grounds do not exist.
 - 4.2.2 The Division may direct the individual (or, if a minor, the parent/guardian) to file a copy of the individual's birth registration document with the Division for eligibility determination.
 - 4.2.3 Within a reasonable time after a birth registration document is filed, the Division will determine whether the individual meets the eligibility requirement (if the document indicates sex at birth is female) or does not meet the requirement.
 - 4.2.4 If the Division determines the individual does not meet the requirement, the individual is prohibited from participating in the female-only competition.
 - 4.2.5 The Division may reconsider a prior dismissal under 4.2.1.
 - 4.2.6 The Division may impose reasonable sanctions against a person who brings a challenge in bad faith.
 - 4.3. The Division will meet the reporting and policy obligations set out in the Fairness and Safety in Sport Regulation and will align school athletics with the Alberta Schools Athletic Association (ASAA) policies and procedures.
 - 4.4. Females may compete in male competitions.
 - 4.5. Mixed gender or mixed sex competitions may occur as determined by the ISC Coordinator (junior high) or the school's Athletics Director (high school), in consultation with the Division Principal when appropriate.
 - 4.6. Reporting to the Minister
 - 4.6.1 Within 3 business days of a written challenge being made, the Division will notify the Minister.
 - 4.6.2 Within 30 business days after a challenge is made, the Division will report the decision on that challenge to the Minister.

- 4.6.3 Annually (once every 12 months), the Division will report on requests for and the establishment of mixed-gender or mixed-sex leagues/classes/divisions.
 - 4.6.4 Upon the Minister's request, the Division Principal will coordinate information collection, and the Deputy Superintendent will submit the required reports to the Minister regarding complaints or decisions under this AP.
- 4.7 Privacy and Records
 - 4.7.1 Where required to decide a challenge, the Division may collect and use personal information contained in a birth registration document, for the sole purpose of determining eligibility under this AP.
 - 4.7.2 Collection may be from the individual or, if a minor, from the parent/guardian.
 - 4.7.3 Any records created under this section are managed in accordance with Administrative Procedure 520: Student Records Management.
- 5. Extra-curricular athletics programs are to be organized and directed by coaches who stress educational objectives, fairness, safety, active participation by all participants, competence in the sport with an emphasis on enjoyment.
- 6. All extra-curricular athletics programs at a school are subject to the approval of the Principal.
- 7. Staff involved with extra-curricular athletics programs are to be familiar with the contents of the document Safety Guidelines for Secondary Interschool Athletics in Alberta and follow the recommended safety practices as is reasonable in the circumstances.
- 8. Athletics Coordination
 - 8.1. Junior high athletics will be coordinated through the Sturgeon Interschool Sports Council (ISC) Coordinator, appointed annually from among school principals.
 - 8.1.1 Duties include scheduling, playoff organization, and communication among schools.
 - 8.2. High school athletics will be coordinated at each school by the Athletics Director in collaboration with the school's Principal.
 - 8.2.1. Duties include scheduling, playoff organization, and communication within and between schools.
 - 8.3. The Division Principal will serve as the central office liaison for athletics matters, ensuring consistency with division policy, alignment with ASAA expectations, and support for the Deputy Superintendent in responding to challenges and fulfilling ministerial reporting requirements under the Fairness and Safety in Sport Regulation.

- 8.4. The ISC Coordinator (junior high) and Athletics Directors (high school) will meet with principals as needed, at minimum once per year. The Division Principal may convene additional meetings to address division-wide athletics matters.
- 8.5. The ISC Coordinator (junior high) and Athletics Directors (high school) may receive funds from participating schools to support expenses of sports activities.
9. All coaches shall emphasize safety of the athletes and not allow students to be put in competitive situations where their physical health is in danger.
 - 9.1. Coaches are to be knowledgeable about any physical problems regarding students under their direction as well as being aware of each student's Alberta Health Care number, name of the family physician, and a home phone number.
 - 9.2. Parents have the responsibility of informing the coach of any relevant physical or medical problems.
10. Coaches are role models and will model for all students under their charge and for this reason are to model a high degree of sportsmanship, fairness, consistency, and self-control to their own students, students and coaches on other teams, and officials.
 - 10.1. The self-esteem of each athlete must be respected.
 - 10.2. Parental communication must be evident.
11. At extra-curricular athletic events students will behave in a manner that reflects positively on their school.
12. Early in the sports season the parents will be offered the opportunity to be informed of the coach's procedures and expectations in regards to the students and their parents. Early in the season, the coach shall provide a copy of the provisional game schedule to the parents.
13. Student travel to athletic events is subject to Administrative Procedure 310: Off-Site Activities - Day Trips and in Province Overnight and Administrative Procedure 312: Off-Site Activities - Out of Province and International Trips.
14. The Principal may approve a coach who is not a member of the school's teaching staff.
 - 14.1. The Principal must provide guidance and direction to this coach in regards to all rules and procedures pertaining to extra-curricular athletics.

14.2. If a person, other than a member of a teaching staff, coaches a school team, the Principal will assign a teacher to the coach for the purpose of coordinating and managing the team's activities.

14.2.1. The teacher liaison must be present for Zone and Provincial Competitions.

15. Student members of school teams must travel to all away games as directed by the Principal.

Reference:

Admin Procedure 310: Off-Site Activities - Day Trips

Admin Procedure 312: Off-Site Activities - Out of Province and International Trips

Admin Procedure 464: Fees

Admin Procedure 520: Student Records Management

Education Act: Sections 1, 6, 11, 31, 32, 33, 52, 53, 196, 197, 204, 222

Access to Information Act

Fairness and Safety in Sport Act

Protection of Privacy Act

Vital Statistics Act

Fairness and Safety in Sport Regulation

School Fees Regulation

Guide to Education ECS to Grade 12

Physical Education Safety Guidelines

Safety Guidelines for Physical Activity in Alberta Schools

Safety Guidelines for Secondary Inter-School Athletics in Alberta

History

2025 Aug 27 Initial Approval