

Research Brief on the Implementation of Alberta's Bill 27, Bill 29 and Ministerial Order 030/2025

Context and Methodology. This research report brief is the result of an intensive study conducted in September of 2025, where 30 educators from across Alberta participated to share what they had been asked to do in order to implement Bills 27, 29, and Ministerial Order 030/2025. All of the educators spoke to the specific ways in which they were instructed by administrators to remove resources, to change affirming practices, to censor topics and present obstacles to girls' sports. Although all school divisions represented were found to have implemented the policy in ways that are discriminatory, there was some nuance and thus potential to reduce its harm and increase student autonomy. The research team therefore recommends that if school boards will be mandating these discriminatory policies, that they intensely engage in several harm reduction strategies to limit their damage.

Bill 27: Names and Pronouns

Educators expressed both a moral and legal dilemma through the implementation of name and pronoun restrictions within Bill 27. Many had previously received professional development on the importance of affirming a student through their chosen name or pronoun, and this policy went against the standard of inclusion. Teachers worried about their legal obligations towards human rights under both federal and provincial law. Overall, the interviewed participants felt discomfort and helplessness at being asked to limit student rights, being the arbitrator of gender identity, and outing students in abusive or unsupportive situations.

Bill 29

Generally, educators felt disgusted about being involved in asking girls for their sensitive personal health information and policing their bodies. They unanimously shared that this was only impacting girls' sports teams. Teachers expressed how harmful they felt this would be to their student athletes, and women's sports in general. They questioned the attack on girls' involvement and sports at an age where body confidence is often lowest, and shared examples of girls who had already decided not to play sports out of fear of being challenged.

Bill 27: Opt-in topics

Generally, teachers felt that the law was vaguely written and open to overinterpretation. Teachers also felt a sense of dis-ease as to how to intervene when bullying and harassment happened in their classroom. Educators felt that the terms of gender identity and sexual orientation could be overinterpreted in discriminatory ways from the larger public, and many removed diverse texts.

Ministerial Order 030/025

This order mandated the cataloguing and removal of books, and many teachers felt indignation at being asked to add more labour to their job in September as well as at the questioning of their professional judgment regarding classroom resources that they had purchased with their own funds. This removal of resources was being juxtaposed against a perceived underfunding of education and scarcity of resources. They also felt that the book ban had been designed to target certain types of stories, specifically featuring queer and trans characters. Despite the minister modifying the order after massive public outcry, the impact on eroding the professionalism of teachers remained for many of the participants.

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Recommendations for Harm Reduction. Although these policies are inherently damaging, school authorities have the potential to reduce harm in schools.

1

Ensuring student consent. Some school divisions created explicit and detailed policies that ensured that students had agency over whether or not they would like to proceed with a name or pronoun change and parental notification or consent. Many attempted to shield youth from being involuntarily outed through a grandfathering approach. Further, some divisions also ensured that it was not left to individual teachers to manage these conversations, and instead a school counsellor or an administrator. These nuances show that school authorities have the ability to interpret the vaguely worded policy in the most generous ways to protect children's autonomy.

2

Detailed policy documents. The participants spoke to the frustration of the vagueness of the provincial legislation, as they felt that this left room for overinterpretation and overcompliance. Some felt that the lack of clear policy from their boards was detrimental and causing confusion. School authorities can practice harm reduction by elaborating detailed policies that outline students' rights and staff's responsibilities in straightforward visuals, including flow charts. They can also practice specific interpretation towards harm reduction. For example, school authorities can limit and define who can challenge a girl's sex assigned at birth. They can provide a distinct definition of gender identity so that name change requests are not automatically assumed to be related to gender identity. They can elaborate green flags for educators to use when intervening in homophobic and transphobic harassment and when establishing classroom conduct.

3

Queer and trans youth, staff, and affirming families advisory board. Albertans may see intensified versions of these policies in the near future, and it is essential that school authorities establish an advisory board of 2SLGBTQIA+ students and staff. Queer and trans students are at the heart of these policies, and their voices must be heard in formalized and continuous ways and included in discussions that will impact their well-being. Queer and trans staff also experience these policies in intensified and unique ways and should be consulted when making decisions surrounding the policy and its disciplinary processes. Furthermore, many decisions appear to be made to placate the most hostile groups of community members; school authorities should therefore actively seek to involve affirming families in policy elaboration and implementation.

4

Resisting repathologization. Schools should remain vigilant about not recasting queer and trans youth as inately need of counselling intervention. These policies serve to reproduce damage, risk, and deficit for queer and trans youth to the broader public. School authorities should use caution to ensure that policies do not mobilize discourses of riskiness and mental illness for queer and trans youth.

[Read the full research report](#)

