

Guide to Education

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Summary of key changes

Last updated on: Sep 04, 2026

2026/27 school year

Section	Change
Education Act Program Planning: Introduction – Inclusive education Program Administration and Delivery – Considerations for program delivery and school operations	Updates have been made throughout these sections to replace the language ‘welcoming, caring, respectful and safe learning environments’ to ‘safe and caring environment that fosters and maintains respectful and responsible behaviours’, and to include new provisions related to student responsibilities regarding violence prevention and reporting. These updates reflect the requirements of <i>An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026</i> (Bill 25), which came into force on September 1, 2026. Current versions of the <i>Education Act</i> and regulations are available on the King’s Printer website.
Education Act – Complex Education Needs Tribunal	A new section has been added to support improved clarity on the process to establish a Complex Education Needs Tribunal and to provide department contact information. Includes information on the Complex Education Needs Tribunal referral process, roles, and responsibilities.
Regulations – NEW Literacy and Numeracy Screening Assessments Regulation	Updates have been made to reflect recent legislative changes, effective September 1, 2026, as part of the <i>Education (Prioritizing Literacy and Numeracy) Amendment Act, 2025</i> (No.

Program Administration and Delivery – Student Assessment: Kindergarten to Grade 9 – Literacy and Numeracy Screenings	2) (Bill 6) and <i>An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026</i> (Bill 25). Information has been added on the Literacy and Numeracy Screening Assessments Regulation and expanded literacy and numeracy screening requirements.
Program Administration and Delivery – Considerations for program delivery and school operations – Controversial Issues	Information has been updated in this section to reflect the requirements of <i>An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026</i> (Bill 25), which came into force on September 1, 2026. Updates clarify requirements for the impartial, balanced and objective delivery of content, and the expectation to support diverse student perspectives when addressing political or social issues.
Program Administration and Delivery – Student Assessment: Kindergarten to Grade 9 – Provincial Achievement Testing Program Program administration and delivery – Student assessment in senior high school – Diploma Examinations Program	Information has been updated in these sections on electronic administration requirements for provincial achievement tests and diploma examinations, to reflect the requirements of <i>An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026</i> (Bill 25), which came into force on September 1, 2026. Clarification on the process for registering for diploma examinations has also been added.
Program Planning – Courses and Programs – External Learning (Career Education)	Information has been updated in this section to reflect changes to external learning opportunities, including broadened eligibility, updated approval processes, and clarification on the awarding of credits where equivalent course credit has already been granted.

Program Administration and Delivery – Diploma and Certificate Requirements – Alberta High School Diploma: Graduation Requirements (English) (Career Education) Program Administration and Delivery – Awarding Course Credits – Course Challenge (Career Education)	Information has been updated in these sections to clarify that up to 30 Work Experience credits may be applied toward the Alberta High School Diploma. Related updates have also been made to clarify which courses are no longer on the course challenge exception list, such as: • Workplace Practicum 20-4 and Workplace Practicum 30-4; • locally developed courses, with the exception of locally developed language arts or language and culture courses; and • Work Experience 15, 25 and 35.
Program Planning – Courses and Programs – Locally Developed Courses	Updates on locally developed course processes, including revised submission dates, and board approval requirements.
Resources and Services: Introduction – Minister Approval of Learning and Teaching Resources and External Parties Dealing Primarily and Explicitly with Gender Identity, Sexual Orientation or Human Sexuality	Information has been updated in this section to reflect recent legislative changes on the removal of the requirement for approval of external parties using or providing teaching and learning resources that deal primarily and explicitly with gender identity, sexual orientation or human sexuality to provide religious instruction. These changes came into force on September 1, 2026, as part of <i>An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026</i> (Bill 25).
Government Contacts	Alberta Education and Childcare contact information has been updated in this section.

Guide to Education: introduction

Last updated on: Sep 04, 2026

Message from the Deputy Minister of Education and Childcare

All changes to Alberta Education and Childcare requirements contained in this document are effective September 1, 2026, unless otherwise stated.

The Guide to Education: ECS to Grade 12 should be read in conjunction with the *Education Act* and associated regulations, and the Funding Manual for School Authorities.

Original approved by Lora Pillipow, Deputy Minister of Education and Childcare, September 1, 2026.

Introduction

The education of our students is fundamental to shaping a preferred provincial, national and global future. It is also essential in maintaining Alberta's standard of living and ensuring our global competitiveness. Our education system must simultaneously prepare students to be responsible citizens while equipping them with the foundational knowledge and skills they need to lead meaningful, fulfilling lives and to succeed in a changing economy.

Alberta Education and Childcare's [business plan](#) describes directions that will help our young people get the education they need. The outcomes, key objectives and performance measures in the plan reflect Alberta Education and Childcare's leadership role in developing programs for students, setting standards for education, communicating these expectations to our stakeholders and supporting improvements to meet student needs.

Schools have the responsibility to provide instructional programs that ensure students meet the provincial high school completion requirements and will be prepared for entry into the workplace or post-secondary studies. As well, schools are to ensure that students understand the rights and responsibilities of citizenship, and have the skills and virtues to pursue learning throughout their lives.

The Guide is developed by Alberta Education and Childcare for the use of administrators, counsellors, teachers and other parties engaged in the delivery of quality education. It is consistent with the objectives and underlying principles of the [Education Act](#), and contains key requirements and other information for the implementation of education programming and the operation of schools.

Purposes of the Guide

The Guide serves the following purposes:

- to support Alberta Education and Childcare’s objective of providing consistent direction while encouraging flexibility and discretion at the local level
- to provide information about ECS to Grade 12 programs, education delivery and achievement standards for students enrolled in Alberta schools
- to communicate information useful in organizing and operating Alberta schools to meet the needs of children/students
- to serve as the key policy repository for the ministry

In school, students should be encouraged to challenge themselves at new levels and in new experiences, as well as to prepare themselves for future choices in their lives and in their communities. The [Program Foundations](#) section of the Guide describes Kindergarten to Grade 12 (K-12) education in Alberta and outlines the learning outcomes for students and schools. A focus on students is integral to all school programming and reflects the emphasis of the [Education Act](#).

Definitions

The terms “board” and “school” in this document are in accordance with the definitions used in the [Education Act](#). In the *Guide*, the term “school jurisdiction” refers to an Alberta public or separate school division, francophone regional authority, or public charter school. The term “school authority” includes school jurisdictions, accredited funded independent schools and independent early childhood services (ECS) operators.

The subjects in the new Kindergarten to Grade 6 (K-6) curriculum are referred to as “curriculum”, not “programs of study”. To continue to align with the *Education Act*, “programs of study” is retained in all instances, but in instances that encompass newly implemented subjects and grades, “/curriculum” is added.

Document availability

The French version of the Guide to Education: ECS to Grade 12, entitled [Guide de l’éducation](#), is also available.

Current versions of the complete statutes and regulations are on the [King's Printer](#) website.

Provincial Approach to Student Information (PASI)

The Provincial Approach to Student Information (PASI) is a strategic, multi-faceted system, including business processes, information systems and technologies, to support a collaborative enterprise for education that allows schools, school authorities and the ministry to share student information in real-time. PASI provides the right information to the right people at the right time, supporting schools and school authorities with student information as students move from school to school and transition from grade to grade and teacher to teacher.

Alberta Student Number (ASN)

Alberta Education and Childcare assigns every student a unique 9-digit Alberta Student Number (ASN). The ASN is required for students to receive services from Alberta Education and Childcare.

It is the responsibility of each school to ensure that students are aware of their ASN. To assist in this awareness it is recommended that a student's ASN be incorporated into any official documentation produced by a school or school authority, and be included in the official student record. Some examples of official documentation include student identification cards, report cards and progress reports.

myPass

myPass is an Alberta Education and Childcare self-service website for students to

- order high school transcripts in English or French
- view diploma examination marks
- register to write or rewrite diploma examinations with online payment
- view and print Detailed Academic Reports (DAR)
- view progress toward a credential (diploma or certificate)
- order additional copies of an awarded credential in English or French
- receive notifications for important messages

Visit [myPass](#) for more information.

new.LearnAlberta.ca

[new.LearnAlberta.ca](#) is Alberta's bilingual platform that provides access to learning and teaching resources, programs of study/curriculum and related information to support teachers, parents, students and other education partners.

Identification of content changes

A [Summary of Key Changes](#), which identifies significant updates since the previous edition of the Guide, is posted on Alberta.ca. However, readers are encouraged to familiarize themselves with the Guide in its entirety.

Program foundations

Last updated on: Sep 04, 2026

Alberta Education and Childcare vision

The ministry supports students in gaining the knowledge and skills needed to form the foundations for successful and fulfilling lives, and to make meaningful contributions to their communities and the world. Key outcomes are focused on providing policy direction, funding and assurance to the Kindergarten to Grade 12 education system so that all students are successful at learning.

Ministerial order on student learning



[Ministerial Order](#)
[Education Act](#), Section 18(2)(b)

This ministerial order sets the goals and standards for student learning outcomes.

Programming principles



[Education Act](#), Section 18(1)

The development of programs to meet the educational needs of students involves multiple levels of planning and decision making. At the provincial level, in accordance with section 18(1)(a) of the *Education Act*, planning takes place through the development of programs of study/curriculum. Programs of study/curriculum identify the learning outcomes for all subject-area courses and programs. Alberta Education and Childcare seeks broad input from educators, business, industry, post-secondary institutions and the community in planning programs of study/curriculum. Programs of study/curriculum are established at the provincial level and apply to all students.

At the local level, planning involves decisions about how programs of study/curriculum can best be implemented with particular groups of students and with individual students. This type of planning is referred to as programming.

Programming takes place at the local level and is concerned with effective delivery of the programs of study/curriculum to the students enrolled. Programming decisions are made by school authorities, schools, teachers and students. Programming involves a variety of processes for ensuring effective program implementation. These processes include:

- identifying outcomes for learning (based on programs of study/curriculum and student progress)
- organizing for instruction (including the grade configuration of schools)
- selecting learning activities
- selecting learning resources
- assessing student progress
- evaluating student progress
- providing time for learning based on student progress

Programming decisions are best made at the local level to ensure that the scope of the programs offered and the delivery of those programs are responsive to the learning needs of all students. Decision making at the local level also provides the opportunity for effective use of local resources and for local guidelines to be recognized. This is done in many different ways (for example, by introducing enrichment activities, optional courses, alternative programs, off-campus education programming, mentoring and adjustments in instructional time).

General principles for effective programming

The following principles provide a general guide for programming:

Outcomes are clearly defined

Progress in learning is enhanced when the student, the parents and the teacher have a clear understanding of what is to be achieved. A shared understanding of what is expected enables the student, the parents and the teacher to work together.

The selection of outcomes for student learning must be based on the programs of study/curriculum. These outcomes should be linked to specific ways in which students can demonstrate their learning.

Outcomes are most clear when the means of determining student progress are identified and exemplars are provided and communicated to all involved.

Planning is based on assessments of student progress

Ongoing assessment of student progress informs the student, parents and teacher of what has been achieved and what is yet to be achieved. Learning and instruction should be consistent with student abilities and should set appropriate levels of challenge.

Learning experiences are connected

Student learning is cumulative and takes place in a variety of formal and informal settings. Learning is enhanced when what is learned in one setting reinforces and extends what has been and is being learned in others.

- **Communication Between School and Home**
 - Parents are the first and ongoing educators of their children. Schools should enable families to continue their involvement in their children's education. The linkage between school and home enables teachers and parents to exchange information, jointly support student learning and ensure the continuity of learning experiences.
- **Connections Across Subject Areas**
 - There are many opportunities to connect and apply what students learn in one subject area with what they learn in other subject areas. By making these connections, student learning in each subject area is enhanced and the ability to apply learning in new situations is improved. This helps students see the world as a connected whole instead of in a fragmented way.
- **Partnerships Between School and Community**
 - What students learn in school is enhanced when applied and extended in the community. Involvement in projects, community service activities, mentorship programs and job shadowing makes learning more relevant. Involvement in these activities also may provide significant role models for students and an opportunity for them to explore future career possibilities.
- **Consistency Between Programs of Study/curriculum and Assessment**
 - Student learning is reinforced when what is taught is reflected in what is assessed. The methods used in assessing student progress, as well as mastery of the subject matter, should be consistent with the outcomes that have been communicated to students.
- **Coordination Between Schools**
 - When students change schools, the coordination of programming and assessment practices between schools can help achieve a smooth transition. Disruptions can be minimized when the receiving school is provided with full information on student attainment and learning characteristics. Information on student progress should be referenced directly to the programs of study/curriculum.

Programming responds to the learning progress of students

Programming involves decisions about time, resources, instructional approaches, assessment and organization for instruction. To maximize student learning, programming needs to be

flexible and responsive to the learning progress of students.

Flexible programming involves:

- using time as a resource, recognizing that students learn at different rates
- grouping students according to educational needs and according to the characteristics of the learning activity
- using a broad range of learning resources, with the selection of particular resources according to learner needs and learning traits
- using a broad range of instructional strategies to provide a variety of ways for viewing subject matter as well as an opportunity for individual students to learn in their preferred modes
- using a wide variety of examples and applications of the subject matter to provide students with an opportunity to explore and discover areas of relevance and interest
- using a wide variety of assessment strategies to monitor student progress in all areas of the programs of study/curriculum
- decision making about future programming based upon assessment of students

Programming responds to the developmental stages of students

During their school years, students go through many developmental stages in their intellectual, physical, emotional and social growth. The stage of student growth in each of these areas is an important consideration in developing and implementing school programs.

Indicators of effective programming

School programming is effective when it responds to the learning needs and progress of students. The following characteristics and indicators provide a description of programming that recognizes and responds to students' learning needs:

Indicators of effective programming

Characteristics	Indicators
The learning needs and progress of each student are known.	• Parents are aware of the learning needs and educational progress of their children. • Teachers are aware of the characteristics and learning needs of individual students. • Teachers are aware of student progress in previous years.

	• Teachers are aware of student progress in other program areas. • Students are able to describe their learning progress, can identify what they are currently studying and can identify what they will be working on next.
Instruction is based on the student's current level of achievement.	• Students are able to successfully complete the learning activities they are assigned. • Students show continuous growth in their learning.
Connections are made between what the student already knows and what the student learns next.	• Students can describe the relationship between what they are currently studying and what they have previously studied. • Students are able to apply learning in situations that require a combination of knowledge, understanding and skills from different parts of their programs.
School learning experiences provide challenge.	• Students show interest in their studies. • Parents comment on student interest and achievement. • Students experience a wide range of approaches to learning. • At any given time, different students can be observed working on different tasks. • Students use a variety of sources to complete their work. • Students take initiative in and show responsibility for their learning.

Education Act

Last updated on: Sep 04, 2026

Introduction

The [Education Act](#) sets out the legal parameters that govern the education of students in Alberta. This section contains extracts from the *Education Act* that highlight the roles and responsibilities of parents, students, teachers, principals, superintendents and school councils.

Extracts from the *Education Act* regarding student attendance, suspension and expulsion have been included so that they may be related to the role of the parent, student, teacher and principal. References are also made to the sections of the *Education Act* that highlight the importance of providing students and board staff with a safe and caring environment that fosters and maintains respectful and responsible behaviours, Bullying Awareness and Prevention Week, and support for student organizations.

Readers are advised to access the complete [statute](#) on the [King's Printer](#) website.

The parent



[Education Act](#), Preamble and Sections 1(1)(r), 1(2)

The preamble of the *Education Act* states that parents have a right and responsibility to make informed decisions respecting the education of their children. The definition of parent is set out in section 1 of the *Education Act* and includes:

- the guardian as set out in section 20 of the [Family Law Act](#)
- the guardian appointed under Part 1, Division 5 of the [Child, Youth and Family Enhancement Act](#) or section 22 or 23 of the *Family Law Act* if the guardian notifies the board in writing of the guardian's appointment
- the guardian of a student appointed under a temporary or permanent guardianship order under section 31 or 34 of the *Child, Youth and Family Enhancement Act*, a permanent guardianship agreement under section 11 of the *Child, Youth and Family Enhancement Act* or 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
- 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)

The student

[Education Act](#), Sections 1(1)(hh), 31

Section 1(1)(hh) of the *Education Act* defines a “student” as a person who is:

- (i) enrolled in a school, or
- (ii) required under section 7 to attend school

but does not include a child younger than 6 years of age who is enrolled in an early childhood services program.

Section 31 of the *Education Act* states that a student, as a partner in education, has the responsibility to:

- (a) attend school regularly and punctually
- (b) be ready to learn and actively engage in and diligently pursue the student’s education
- (c) ensure that the student’s conduct safeguards and contributes to a safe and caring environment that fosters and maintains respectful and responsible behaviours
- (d) respect the rights of others in the school
- (e) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means
- (e.1) refrain from engaging in violence of any kind at school and during school-related activities and, without putting the student’s own safety or well-being at risk, assist in the prevention of such violence by reporting concerns respecting it to, and co-operating with the intervention efforts of, school staff
- (f) comply with the rules of the school and the policies of the board
- (g) co-operate with everyone authorized by the board to provide education programs and other services
- (h) be accountable to the student’s teachers and other school staff for the student’s conduct
- (i) positively contribute to the student’s school and community

Independent student

[Education Act](#), Sections 1(1)(n), 6

Section 1(1)(n) of the *Education Act* defines an “independent student” as a student who is:

- (i) 18 years of age or older, or
- (ii) 16 years of age or older and:
 - (A) living independently as determined by a board in accordance with section 6 [of the *Education Act*], or
 - (B) a party to an agreement under section 57.2 of the [Child, Youth and Family Enhancement Act](#).

Resident student

[Education Act](#), Sections 1(1)(w), 4(1), 10, 15(3)

Section 1(1)(w) of the *Education Act* defines a “resident student” as an individual who is entitled to have access to an education program under section 3 and who is a resident student as determined under section 4.

Section 4(1) of the *Education Act* contains the general provisions that can be used to determine whether a student is a “resident student.” Subject to this section, a student is a resident student of the board of the school division in which the student’s parent resides.

Section 10 of the *Education Act* sets out the responsibilities of boards in relation to enrolment of a “resident student.”

Although francophone education regions and their regional authorities do not have “resident students,” section 15(3) of the *Education Act* states:

If a student is the child of a francophone and is enrolled in a school operated by a francophone regional authority, the student continues to be a resident student of a board of a school division

or, if section 4(6) applies to the student, of the government, but section 11(1) does not apply to that board or the Minister, as the case may be, with respect to that student while the student is enrolled in a school operated by a francophone regional authority.

Residence

[Education Act](#), Section 4.1

The *Education Act* defines the place of residence of a person as governed by the following:

- (a) a person is deemed to have only one place of residence;
- (b) a person's residence is the place where that person ordinarily lives and sleeps and to which, when absent from the residence, that person intends to return.

Student attendance

[Education Act](#), Sections 7, 8, 31(a)

Section 7(1) of the *Education Act* states that every person who:

- (a) is a resident of Alberta and has a parent who is a resident of Canada
- (b) at September 1 in a year is 6 years of age or older, and
- (c) subject to subsection (2), is younger than 16 years of age

shall attend school.

Student responsibilities for school attendance are set out under section 31(a). Section 7(3) sets out the requirement that a board shall make all reasonable efforts to ensure that a student who is a resident student of the board or who is enrolled in a school operated by the board attends school. Students may be excused from attending school for reasons described under section 7(4). Enforcing school attendance is described under section 8.

Attendance board

[Education Act](#), Sections 7, 8, 9, 45–50

The [Attendance Board](#) provides a means to address and seek solutions to issues or problems regarding attendance at school. School jurisdictions and independent schools may make referrals to the Attendance Board, under section 9, when a student who is required to attend school under section 7 does not attend school. Before referring a matter to the Attendance Board, the student must be advised of the student's duty to attend school under section 7, and efforts must be made to enforce the student's attendance at school as set out under sections 8 and 9.

Under section 47, where a referral is made, the Attendance Board may choose to schedule a formal hearing or may attempt to mediate the matter by means of a case conference with the student, the student's parents and the school staff. When a case conference is not successful, the Attendance Board will schedule a formal hearing.

Upon conducting a formal hearing, the Attendance Board may issue an order under section 49 for one or more of the following:

- directing the student to attend school
- directing the parent to send the student to school
- directing the student to take an education program set out in the order
- reporting the matter to a child intervention worker under the [Child, Youth and Family Enhancement Act](#)
- imposing a monetary penalty on the parent for each day the student does not attend school
- giving any other direction that the Attendance Board considers appropriate in the circumstances

An order of the Attendance Board, when filed with the Court of King's Bench, has the same force and effect as if the order were an order of that Court. Failure to comply with a filed order of the Attendance Board may lead to civil contempt proceedings before the Court of King's Bench.

Suspension

Education Act, Sections 1(1)(jj), 36

The *Education Act* outlines the requirements related to the suspension of students.

Suspension is defined in the *Education Act* by section 1(1)(jj):

- “suspend”, with respect to a student, means to suspend a student in accordance with section 36.

36 (1) A teacher or a principal may suspend a student in accordance with subsection (2) or (3) if in the opinion of the teacher or principal

- (a) the student has failed to comply with section 31
- (b) the student has failed to comply with the code of conduct established under section 33(2)
- (c) the student’s conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or
- (d) the student has distributed an intimate image of another person in the circumstances described in section 1(1.1)

(2) A teacher may suspend a student from one class period.

(3) A principal may suspend a student

- (a) from school
- (b) from one or more class periods or courses
- (c) from transportation provided under section 59, or
- (d) from any school-related activity

(4) When a student is suspended under subsection (3), the principal shall

- (a) immediately inform the student’s parent of the suspension
- (b) report in writing to the student’s parent all the circumstances respecting the suspension, and

- (c) provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the suspension

(5) A suspension may not exceed 5 school days, except in accordance with a recommendation for expulsion made by the principal under section 37.

Expulsion

[Education Act](#), Sections 1(1)(h), 37

The *Education Act* outlines requirements related to the expulsion of students. Expulsion is defined in the *Education Act* by section 1(1)(h):

- “expel” means to expel a student in accordance with section 37.

Section 37 of the *Education Act* outlines the expulsion process:

37 (1) If a student is suspended in accordance with section 36, the principal may recommend, prior to the end of the student's suspension, that the board expel the student if:

- (a) the student has displayed an attitude of wilful, blatant and repeated refusal to comply with section 31
- (b) the student has displayed an attitude of wilful, blatant and repeated refusal to comply with the code of conduct established under section 33(2)
- (c) the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or
- (d) the student has distributed an intimate image of another person in the circumstances described in section 1(1.1)

(2) If the principal recommends expulsion under subsection (1), the principal shall:

- (a) immediately inform the board of the recommendation for expulsion, and
- (b) report in writing to the board all the circumstances respecting the suspension and the principal's recommendation for expulsion
- and the student remains suspended until the board has made a decision under

subsection (4)

(3) The student and the student's parent may make representations to the board with respect to the principal's recommendation to expel the student.

(4) The board shall, within 10 school days after the initial date of the suspension, make a decision:

- (a) to return the student to school, class, a course or courses, transportation provided under section 59 or a school-related activity, or
- (b) to expel the student

(5) The board may expel a student under subsection (4) only if the principal has recommended that the board expel the student.

(6) If a student is expelled under this section, the expulsion takes effect immediately following the board's decision under subsection (4)(b).

(7) The board may establish rules or conditions for an expelled student respecting the circumstances in which the student may be enrolled in the same or a different education program.

(8) An expulsion or any rule or condition under subsection (7) may apply to a student beyond the school year in which the student was expelled.

(9) When a student is expelled under this section, the board shall immediately notify, in writing, the student's parent, and the student if the student is 16 years of age or older:

- (a) of the expulsion and any rules or conditions that apply to the student, and
- (b) of the right to request a review under section 43.

(10) When a student is expelled under this section, the board shall:

- (a) ensure that the student is provided with a supervised education program consistent with the requirements of this Act and the regulations
- (b) ensure that the student is provided with supports and services in accordance with section 33(1)(e), and
- (c) make all reasonable efforts to ensure the attendance of the student in accordance with section 7

For further clarification or information regarding student suspension and expulsion processes, contact the local school board or authority.

Complex Education Needs Tribunal (CENT)

[Education Act](#), Section 40

The *Education Act* states that, subject to section 40, a student who is determined by a board to be in need of specialized supports and services (section 11(3)) is entitled to have access to those supports and services (section 11(4)) in an education program.

For an individual student, a board may determine that a student requires specialized supports and services that cannot be met in an education program that may be provided by the board (section 40(1)).

In exceptional circumstances, a board may determine that it cannot meet the needs of an individual student. In that event, pursuant to section 40(2), the board must refer the matter to a Complex Education Needs Tribunal (CENT). Only a board may refer a matter to a CENT.

Where a CENT is required, the referral is made by the board to Education and Childcare. The process to establish a CENT requires the submission of a board motion confirming the board's determination.

Members of a CENT are qualified professionals with demonstrated experience working with students who have highly complex, specialized support needs, and/or disabilities.

The *Education Act* grants the CENT, and its members, the powers of a commissioner under the *Public Inquiries Act* (*Education Act*, s. 40(8)), which includes the power to compel parties to provide evidence.

If the CENT confirms the determination of the board (section 40(3)), the CENT will:

- Identify the educational needs of the student and develop an education plan;
- Determine the relationship between the student, the board and any other person or government that may provide the services required under the plan (section 40(3)(a));
- Apportion the costs for providing the services required between the board and the government (section 40(3)(b)).

Upon conclusion of the CENT, the tribunal's decision is communicated through a written report provided to the board, the parents/guardians, and the Minister of Education and Childcare.

A board and the parent/guardian of a student must comply with a plan developed or approved by the CENT (section 40(5)).

A student's education plan must be formally reviewed at least every three years (section 40(6)). A parent/guardian or a board may request in writing that the Minister review a confirmation made under subsection (2) or a plan developed or approved under subsection (3)

by a CENT (section 40(9)).

For more information regarding Complex Education Needs Tribunals, contact the Learner Supports Branch. For contact information, see [Government Contacts](#).

Review by the minister

[Education Act](#), Sections 43, 44
[Charter Schools Regulation](#) ([Education Act](#), s. 28)

The Review by the Minister is a mechanism where a parent/guardian of a student or child, or a student (if the student is 16 years of age or older), may request in writing a review of a decision made by a board on appeal in respect of the specific matters set out in section 43 of the *Education Act* and section 16 of the Charter Schools Regulation. The Review by the Minister is an independent examination of the reasonableness of a decision. In order to request a Review by the Minister, the parent/guardian or student must have a written decision on the outcome of the appeal to the school board or charter board (*Education Act*, section 42(8)).

The Review by the Minister is limited to those matters outlined in legislation or regulation. Section 43 of the *Education Act*, states that:

(1) If a board makes a decision, on an appeal to it or otherwise, with respect to:

- (a) the provision of specialized supports and services to a student in accordance with section 11(4) or to a child enrolled in an early childhood services program, or
- (b) the expulsion of a student
- a parent of a student or child affected by the decision, and the student if the student is 16 years of age or older, may request in writing that the Minister review the decision

(2) A request under subsection (1) must be made within 60 days of the date on which the parent or the student, if the student is 16 years of age or older, is informed of the decision.

(3) Where a dispute arises as to which board is responsible for a student or child referred to in this section, a board or other person that is a party to the dispute may request in writing that the Minister review the matter.

(4) A person who may review a student record under section 56 may request in writing that the Minister review a decision of the board, made on an appeal to it or otherwise, respecting access to or the accuracy or completeness of the student record.

Section 44 of the *Education Act* states that:

(1) The Minister may review a matter as requested in accordance with this Act or the regulations and may review the matter in any manner the Minister considers appropriate in order to determine whether the decision of the board was reasonable in the circumstances.

(2) Where the Minister reviews a matter under subsection (1), the Minister may, subject to this

Act and the regulations, make whatever decision with respect to the matter in dispute appears to the Minister to be appropriate in the circumstances, and that decision is final.

(3) The Minister may, by regulation, set out the circumstances in which the Minister will review a matter and the manner in which reviews will be conducted.

For more information regarding the Review by the Minister process, contact the Learner Supports Branch. For contact information, see [Government Contacts](#).

The teacher

[Education Act](#), Sections 1(1)(kk), 1(1)(kk.1), 196(1)(2)
[Certification of Teachers and Teacher Leaders Regulation](#) (*Education Act*, s. 201)
[Professional Conduct and Competency for Teachers and Teacher Leaders Regulation](#) (*Education Act*, s. 225.5)

Section 1(1)(kk) of the *Education Act* defines a teacher as a person who holds a teaching certificate.

Section 1(1)(kk.1) of the *Education Act* sets out that a teaching certificate is defined in the regulations made under Section 201.

Section 196(1) of the *Education Act* states that a teacher, while providing instruction or supervision, must:

- (a) provide instruction competently to students
- (b) teach the courses and programs of study that are prescribed, approved or authorized pursuant to this act
- (c) promote goals and standards applicable to the provision of education adopted or approved pursuant to this act
- (d) encourage and foster learning in students
- (e) regularly assess students and periodically report the results of the assessment to the students, the students' parents and the board
- (f) maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board
- (g) subject to any applicable collective agreement and the teacher's contract of employment, carry out the duties that are assigned to the teacher by the principal or the board

Section 196(2) of the *Education Act* states that at any time during the period of time that a teacher is under an obligation to a board to provide instruction or supervision or to carry out duties assigned to the teacher by a principal or the board, the teacher must, at the request of the board:

- (a) participate in curriculum development and field testing of new curriculum
- (b) develop, field test and mark provincial assessments
- (c) supervise student teachers

Section 201 of the *Education Act* sets out the authority of the Lieutenant Governor in Council to make regulations relating to the issuance and refusal of professional teacher and leadership certification in Alberta.

Section 225.5 of the *Education Act* states that:

(1) The Lieutenant Governor in Council may by regulation establish a code of professional conduct for teachers and teacher leaders.

(2) A teacher or teacher leader shall comply with the code of professional conduct.

The principal

[Education Act](#), Sections 1(1)(s), 197, 202(1.1)
[Certification of Teachers and Teacher Leaders Regulation](#) (*Education Act*, s. 201)
[Professional Conduct and Competency for Teachers and Teacher Leaders Regulation](#) (*Education Act*, s. 225.5)

Section 1(1)(s) of the *Education Act* defines a principal as a teacher designated as a principal or acting principal under this Act.

Section 197 of the *Education Act* states that a principal of a school must

- (a) provide instructional leadership in the school
- (a.1) provide a safe and caring environment that fosters and maintains respectful and responsible behaviours
- (b) ensure that the instruction provided by the teachers employed in the school is consistent with the courses and programs of study prescribed, approved or authorized pursuant to this act
- (c) evaluate or provide for the evaluation of programs offered in the school

- (d) ensure that students in the school have the opportunity to meet the standards of education set by the Minister,
- (e) direct the management of the school
- (f) maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board
- (g) promote co-operation between the school and the community that it serves
- (h) supervise the evaluation and advancement of students
- (i) evaluate the teachers employed in the school, and
- (j) subject to any applicable collective agreement and the principal's contract of employment, carry out the duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board

Section 202(1.1) of the *Education Act* states that a board must only designate a teacher as a principal if that teacher holds a valid leadership certificate.

Section 201 of the *Education Act* sets out the Lieutenant Governor in Council's authority to make regulations relating to professional teacher and leadership certification in Alberta.

Section 225.5 of the *Education Act* states that:

(1) The Lieutenant Governor in Council may by regulation establish a code of professional conduct for teachers and teacher leaders.

(2) A teacher or teacher leader shall comply with the code of professional conduct.

The superintendent

[Education Act](#), Sections 33(1)(j), 222, 223, 224
[Superintendent of Schools Regulation](#)
[Certification of Teachers and Teacher Leaders Regulation](#)
[Professional Conduct and Competency for Teachers and Teacher Leaders Regulation](#)

Section 33(1)(j) of the *Education Act* (Act) states that the responsibility of the Board is to recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent.

Sections 222, 223, and 224 of the Act outline the appointment, contract of employment and regulations pertaining to the superintendent as a non-teaching employee.

222 (1.1) Unless otherwise authorized under this Act, a board must appoint as a

superintendent of schools only a teacher who holds a superintendent leadership certificate prescribed by the regulations and issued under the Act.

(3) The superintendent is the chief executive officer of the board and the chief education officer of the school division.

(4) The superintendent shall carry out the duties assigned to the superintendent by the board.

(5) The superintendent shall supervise the operation of schools and the provision of education programs in the school division, including, but not limited to, the following:

- (a) implementing education policies established by the Minister;
- (b) ensuring that students have the opportunity in the school division to meet the standards of education set by the Minister;
- (c) ensuring that the fiscal management of the school division by the treasurer or secretary-treasurer is in accordance with the terms or conditions of any grants received by the board under this Act or any other Act;
- (d) providing leadership in all matters relating to education in the school division.

(6) The superintendent shall report to the Minister with respect to the matters referred to in subsection (5)(a) to (d) at least once a year.

The school council



[Education Act](#), Section 55
[School Councils Regulation](#)

Section 55 of the *Education Act* states that

(1) For each school operated by a board, a school council must be established in accordance with the regulations.

(2) The majority of the members of a school council must be parents of students enrolled in the school.

(3) A board of a separate school division may by resolution require that the parents of students enrolled in a school operated by the board who are members of the school council declare themselves to be of the same faith as the electors of the separate school division, whether Protestant or Roman Catholic.

(4) A school council may, at its discretion,

- (a) advise the principal and the board respecting any matter relating to the school
- (b) perform any duty or function delegated to it by the board in accordance with the delegation
- (c) consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the minister
- (d) consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent
- (e) do anything it is authorized under the regulations to do

(5) Subject to the regulations, a school council may establish and implement policies in the school that the school council considers necessary to carry out its functions.

(6) A school council may make bylaws governing its meetings and the conduct of its affairs.

(7) Subject to the regulations, a board may establish and implement policies respecting school councils.

(8) A board shall establish a dispute resolution process to address disputes between the principal and the school council with respect to policies proposed or adopted for a school.

(9) The Minister, on the request of the board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this Act and the regulations.

(10) Where a school council has been dissolved by the Minister pursuant to subsection (9), a school council must, in accordance with the regulations, be established after the start of the school year immediately following the year in which the school council was dissolved.

(11) The Minister may make regulations:

- (a) respecting the establishment of school councils, the election or appointment of the members of a school council, the term or other conditions of election or appointment and the dissolution of a school council
- (b) respecting the roles of the principal and the school council of a school and their respective powers, duties and responsibilities
- (c) respecting the re-establishment of school councils that have been dissolved by the minister pursuant to subsection (9)
- (d) respecting any other matter the minister considers necessary respecting school councils
- (e) exempting a school or class of schools from the application of this section

The [School Council Resource Guide](#) provides information on the operation of school councils

and is available on Alberta.ca.

Safe and caring environment

[Education Act](#), Sections 1(1)(d), 31, 32, 33, 34

Students are entitled to a safe and caring environment that fosters and maintains respectful and responsible behaviours.

Section 1(1)(d) of the *Education Act* states that:

- “bullying” means 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 other individuals in the school community, including psychological harm or harm to an individual’s reputation.

Student responsibilities

Section 31 of the *Education Act* states that a student, as a partner in education, has the responsibility to:

- (c) ensure that the student’s conduct safeguards and contributes to a safe and caring environment that fosters and maintains respectful and responsible behaviours
- (d) respect the rights of others in the school
- (e) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means
- (e.1) refrain from engaging in violence of any kind at school and during school-related activities and, without putting the student’s own safety or well-being at risk, assist in the prevention of such violence by reporting concerns respecting it to, and co-operating with the intervention efforts of, school staff

Parent responsibilities

Section 32 of the *Education Act* states that a parent, as a partner in education, has the responsibility to:

- (d) ensure that the parent's conduct safeguards and contributes to a safe and caring environment that fosters and maintains respectful and responsible behaviours

Board responsibilities

Section 33 of the *Education Act* states that a board, as a partner in education, has the responsibility to:

(1)(d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with safe and caring environment that fosters and maintains respectful and responsible behaviours.

(1)(d.1) ensure that each student enrolled in a school operated by the board is free to express any perspective or idea at school in a manner that complies with the code of conduct for students established by the board under subsection (2) and all applicable legislation.

(2) A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1)(d) to provide a safe and caring environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.

(3) A code of conduct established under subsection (2) must:

- (a) be made publicly available
- (b) be reviewed every year
- (c) be provided to all staff of the board, students of the board and parents of students of the board
- (d) contain the following elements:
 - (i) a statement of purpose that provides a rationale for the code of conduct, with a focus on a safe and caring environment that fosters and maintains respectful and responsible behaviours
 - (ii) one or more statements that address the prohibited grounds of discrimination set out in the [Alberta Human Rights Act](#)
 - (iii) one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means
 - (iv) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour
 - (v) one or more statements that address the responsibility under section 31(e.1) to refrain from engaging in, and to assist in the prevention of, violence

- and
- (e) be in accordance with any further requirements established by the Minister by order

(4) An order of the Minister under subsection (1)(k) or (3)(e) must be made publicly available.

Trustee responsibilities

Section 34(a) of the *Education Act* states that a trustee of a board, as a partner in education, has the responsibility to fulfil the responsibilities of the board as set out in section 33, including those noted above.

Bullying Awareness and Prevention Week



[Education Act](#), Section 35

Section 35 of the *Education Act* states that:

(1) The 3rd week in November in each year is Bullying Awareness and Prevention Week.

(2) The purpose of subsection (1) is to promote awareness and understanding of bullying and its consequences in the school community.

Support for student organizations



[Education Act](#), Section 35.1

Section 35.1 of the *Education Act* states that:

(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a safe and caring environment that fosters and maintains respectful and responsible behaviours, the principal of a school shall:

- (a) permit the establishment of the student organization or the holding of the activity at the school, and
- (b) designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity

(2) For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

(3) The students may select a respectful and inclusive name for the organization, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

(5) If a staff member indicates to a principal a willingness to act as a staff liaison under subsection (1):

- (a) a principal shall not inform a board or the Minister under subsection (4) that no staff member is available to serve as a staff liaison, and
- (b) that staff member shall be deemed to be available to serve as the staff liaison.

Religious and patriotic instruction

[Education Act](#), Section 58

Section 58 of the *Education Act* states that:

(1) A board may

- (a) prescribe religious instruction to be offered to its students
- (b) prescribe religious exercises for its students

- (c) prescribe patriotic instruction to be offered to its students
- (d) prescribe patriotic exercises for its students
- (e) permit persons other than teachers to provide religious instruction or exercises to its students

(2) Where a teacher or other person providing religious instruction or exercises or a teacher providing patriotic instruction or exercises receives a written request signed by a parent of a student that the student be excluded from religious instruction or exercises or patriotic instruction or exercises, or both, the teacher or other person shall, in accordance with the request of the parent, permit the student:

- (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
- (b) to remain in the classroom or place without taking part in the instruction or exercises.

Notice to parent

[Education Act](#), Sections 58.1, 58.11, 58.12, 58.2

Notice to parent

Section 58.1 of the *Education Act* states that:

(1) A board shall provide notice to a parent of a student where courses, programs of study or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion.

(2) Where a teacher or other person providing instruction, teaching a course or program of study or using the instructional materials referred to in subsection (1) receives a written request signed by a parent of a student that the student be excluded from the instruction, course or program of study or use of instructional materials, the teacher or other person shall, in accordance with the request of the parent, permit the student, without academic penalty,

- (a) to leave the classroom or place where the instruction, course or program of study is taking place or the instructional materials are being used for the duration of the part of the instruction, course or program of study, or the use of the instructional materials, that includes the subject-matter referred to in subsection (1), or
- (b) to remain in the classroom or place without taking part in the instruction, course or program of study or using the instructional materials.

(3) This section does not apply to incidental or indirect references to religion, or religious themes in a course, program of study, instruction or exercises or in the use of instructional materials.

Notice and consent regarding gender identity, sexual orientation or human sexuality instruction

Section 58.11 of the *Education Act* states that:

(1) A board shall, in accordance with the policies established under section 58.12, provide notice to, and seek the consent of, a parent of a student 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.

(2) A board shall provide notice to the parent of a student at least 30 days before the start of a course, program of study or instruction, or the first use of instructional materials or an exercise, referred to in subsection (1).

(3) No board or teacher shall permit a student to take part in a course, program of study or instruction, or use instructional materials or an exercise, referred to in subsection (1) unless the parent of the student has, before the start of the course, program of study or instruction, or before the first use of the instructional materials or exercise, provided consent for the student to do so in accordance with the policies established under section 58.12.

(4) Where no consent has been provided under this section in respect of a student, the teacher shall arrange for alternate instruction or supervision for the student outside the classroom or place where the course, program of study or instruction will take place or the instructional materials or exercise will be used.

(5) This section does not apply to incidental or indirect references to gender identity, sexual orientation or human sexuality in a course, program of study, instruction or exercises or in the use of instructional materials.

(6) Nothing in this section shall be construed so as to require the provision of notice to, or the seeking of consent of, the parent of a student for any participation by the student in a student organization established, or activity held, under section 35.1.

Parental notification and consent policies

Section 58.12 of the *Education Act* states that:

(1) A board shall establish and implement policies respecting the provision of notice to, and the seeking of consent of, a parent of a student under section 58.11.

(2) The policies established under subsection (1) must:

- (a) address the following matters:

- (i) the form and manner of the provision of notice under section 58.11(2);
- (ii) the frequency and timing of the provision of notice under section 58.11(2);
- (iii) the form and manner of the seeking of consent under section 58.11 (3), which must
 - (A) include sufficient detail to enable the parent of a student to make an informed decision under section 58.11(3), and
 - (B) provide the parent of a student with the option to consent to the student
 - (I) taking part in all or part of a course or program of study or instruction, or
 - (II) using all or part of instructional materials or an exercise referred to in section 58.11;
- (iv) any matters specified by the Minister under subsection (3), and
- (b) be made publicly available.

(3) The Minister may specify other matters that must be addressed in the policies established under subsection (1).

Non-compliance

Section 58.2 of the *Education Act* states that

(1) If a board, teacher or other person fails to comply with section 58, 58.1, or 58.11 that failure to comply is deemed to be a decision that may be appealed in accordance with section 42.

(2) A decision of the board under section 42 with respect to an appeal relating to subsection (1) is final.

Other legislation

Last updated on: Sep 04, 2026

Access to Information Act

Note: On June 11, 2025, the *Access to Information Act* and the *Protection of Privacy Act* came into force, replacing the *Freedom of Information and Protection of Privacy Act* (FOIP Act) to modernize and streamline Alberta's access and privacy laws.

[Access to Information Act, A-1.4 2024](#)

The *Access to Information Act* (ATIA) establishes the legislative framework on access to information in the public sector, including educational bodies (public or separate school division, francophone regional authority, or public charter school). It provides for public accountability through a right of access to records under the control of public bodies.

For more information, go to [Access to Information Act](#).

Children First Act



[Children First Act, SA 2013, c. C-12.5](#)

The *Children First Act* (CFA) supports the health, safety, education, security and well-being of children by providing collection, use and disclosure authorities in addition to those that are currently in the *Protection of Privacy Act* and the *Health Information Act* (HIA).

Educators can learn more about how and when it is appropriate to share and collect students' personal and health information: take the [Information Sharing Under the Children First Act eCourse](#). The course will help meet the following learning objectives:

- Understand how the act works with privacy and health legislation.
- Apply information sharing rules from the act to common scenarios.
- Learn why collaboration is important to the information sharing process.
- Recognize how sharing the right kind of information in the right way can lead to better outcomes for Alberta's children and families.

For more courses, seminars and resources to enhance information management and sharing skills for government and service providers, go to the [information management and sharing education](#) page.

Child, Youth and Family Enhancement Act

[Child, Youth and Family Enhancement Act, RSA 2000, c. C-12](#)

The *Child, Youth and Family Enhancement Act* imposes the duty to report on a person who believes a child is in need of intervention. Section 4 of the *Child, Youth and Family Enhancement Act* states the following:

Reporting child in need

4(1) Any person who has reasonable and probable grounds to believe that a child is in need of intervention shall forthwith report the matter to

- (a) a director, or
- (b) a police officer.
- (1.1) A referral received pursuant to section 35 of the *Youth Criminal Justice Act* (Canada) is deemed to be a report made under subsection (1).
- (1.2) A police officer who receives a report pursuant to subsection (1)(b) shall report the matter to a director as soon as practicable.

(2) Subsection (1) applies notwithstanding that the information on which the belief is founded is confidential and its disclosure is prohibited under any other Act.

(3) This section does not apply to information that is privileged as a result of a solicitor-client relationship.

(4) No action lies against a person reporting pursuant to this section, including a person who reports information referred to in subsection (3), unless the reporting is done maliciously or without reasonable and probable grounds for the belief.

(5) Notwithstanding and in addition to any other penalty provided by this Act, if a director has reasonable and probable grounds to believe that a person has not complied with subsection (1) and that person is registered under an Act regulating a profession or occupation prescribed in the regulations, the director shall advise the appropriate governing body of that profession or occupation of the failure to comply.

(6) Any person who fails to comply with subsection (1) is guilty of an offence and liable to a fine of not more than \$10 000 or to imprisonment for a term of not more than 6 months, or to both a fine and imprisonment.

For more information, see the [Duty to Report](#) section or contact System Support and Policy.
For contact information, see [Government Contacts](#).

College of Alberta School Superintendents Act

[College of Alberta School Superintendents Act, SA 2021, c. C-18.8](#)

The *College of Alberta School Superintendents Act* establishes the College of Alberta School Superintendents (CASS) as a legislated professional organization to support school superintendents and education system leaders. The Act identifies CASS responsibilities, mandatory membership requirements and governance of the College.

Personal Information Protection Act



[Personal Information Protection Act, SA 2003, c. P-6.5](#)

The *Personal Information Protection Act* (PIPA) governs the collection, use and disclosure of personal information by independent schools and independent ECS operators and the right of an individual to have access to their own personal information. For more information, visit the [PIPA](#) website.

Protection of Privacy Act

[Protection of Privacy Act, P-28.5 2024](#)

The *Protection of Privacy Act* (POPA) establishes the legislative framework on the protection of personal information in the public sector, including educational bodies (public or separate school division, francophone regional authority, or public charter school). It mandates how a public body is to collect, use and disclose an individual's personal information.

For more information, go to [Protection of Privacy Act](#).

Protection of Students with Life-threatening Allergies Act



[Protection of Students with Life-threatening Allergies Act, SA 2019, c. P-30.6](#)

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The *Protection of Students with Life-threatening Allergies Act* came into force on January 1, 2020 and contains requirements for how schools can support students with life-threatening allergies at school.

The Act applies to public and separate school divisions, francophone regional authorities, independent schools and public charter schools. For more information, visit [Students with medical needs](#).

Public Health Act



[Public Health Act, RSA 2000, c. P-37](#)

The *Public Health Act* regulates Alberta's public health policy practices.

Provision of information by Minister of Education and Childcare

18.2 (1) The Minister may require the Minister of Education and Childcare to provide to the Minister, in the form and manner and within the time specified, the information set out in subsection (2) that is in the custody or under the control of the Department of Education and Childcare, 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 diseases control.

(2) For the purposes of subsection (1), the Minister may require the following information to be provided:

- (a) a student's name, address, postal code, date of birth, sex, grade level and school;
- (b) the name, address, postal code, telephone number and electronic address
 - (i) of the parent or guardian of a student other than an independent student, or
 - (ii) of an independent student;
- (c) any other information prescribed in the regulations.

Public Interest Disclosure (Whistleblower Protection) Act

[Public Interest Disclosure \(Whistleblower Protection\) Act, SA 2012, c. P-39.5](#)

The *Public Interest Disclosure (Whistleblower Protection) Act* (PIDA) facilitates the disclosure of wrongdoing and protects those who make disclosures from reprisals. The act applies to public entities in Alberta, including public, separate, francophone, public charter and accredited-funded independent school authorities. For more information, visit Alberta's [Public Interest Commissioner](#) website.

Remembrance Day Act

[Remembrance Day Act, RSA 2000, c. R-16](#)

The *Remembrance Day Act* outlines the requirements for the observance of Remembrance Day in schools.

School remembrance ceremony

1(1) A board, as defined in the [Education Act](#), shall on Remembrance Day, with respect to each of its schools,

- (a) arrange for a remembrance ceremony that will encompass at least the time period from 11:00 a.m. to 11:05 a.m., or
- (b) ensure the observance of 2 minutes' silence from 11:00 a.m. to 11:02 a.m.

(2) If a ceremony referred to in subsection (1)(a) is held at a school, all pupils shall either attend the ceremony or remain in the school, silent, during the ceremony.

(3) If Remembrance Day falls on a day on which the school is not open, the board shall comply with subsection (1) on the school day immediately preceding Remembrance Day.

Teaching Profession Act



Teaching Profession Act, RSA 2000, c. T-2

The *Teaching Profession Act* establishes The [Alberta Teachers' Association](#) (ATA) as a corporation that advances education in Alberta, including improvements in the teaching profession and increasing public interest in, and awareness of, important education matters. The Act identifies ATA responsibilities, such as promoting teaching excellence, supporting teacher preparation and certification, contributing to positive working conditions, advancing professional development, and assisting members in the discharge of their professional duties. It also outlines ATA membership requirements and governance of the Association.

Regulations

Last updated on: Sep 04, 2026

Introduction

Regulations are legal requirements. The following subsections provide a synopsis of selected regulations that are relevant to the operation of schools. The regulation number and the relevant sections of the [Education Act](#) are also noted.

All regulations are available on the [King's Printer](#) website.

Certification of Teachers and Teacher Leaders Regulation

[Certification of Teachers and Teacher Leaders Regulation](#)
[Education Act](#), Sections 201 and 224

The Certification of Teachers and Teacher Leaders Regulation sets out the role, powers, and responsibilities of the Minister of Education and Childcare with respect to the certification of individuals who wish to be teachers and teacher leaders. This regulation also addresses the appointment of the Registrar, who is primarily responsible for the evaluation of teaching credentials, and officers who collect information from teachers for the registry. The Regulation also establishes the Certification Appeal Committee, which hears appeals of the decision of the Registrar.

Charter Schools Regulation



[Charter Schools Regulation](#)
[Education Act](#), Section 28

The Charter Schools Regulation addresses the establishment of charter schools in the province. It also outlines the application for and approval or rejection of public charter school status, contents of a proposed charter, charter renewal, charter amendment and charter repeal. For more information, see the [Charter Schools](#) section.

Early Childhood Services Regulation



[Early Childhood Services Regulation](#) [Education Act](#), Section 21

The Early Childhood Services Regulation sets out the requirements for the establishment and operation of early childhood services programs, including application process, safety standards, programs and policies, teacher qualifications, common age of entry for Kindergarten, financial reporting and auditing, and insurance. For more information, see the [Early Childhood Services](#) section.

Home Education Regulation



[Home Education Regulation](#) [Education Act](#), Section 20

The Home Education Regulation sets out requirements for parents and supervising school authorities with respect to the planning and delivery of supervised home education programs and home education programs that are not supervised. The regulation identifies the roles and responsibilities of the parent and supervising school authority, the notification process, the learning outcomes to be achieved, eligibility for high school credits, requirements for the evaluation of student progress, key funding parameters and the circumstances under which a home education program may be investigated and/or terminated. For more information, see the [Home Education](#) section.

In-person Learning Regulation

[In-person Learning Regulation](#) [Education Act](#), Section 3.1

The In-Person Learning Regulation sets out requirements for in-person learning and masking for school authorities. The regulation requires that in order for school authorities to provide an at-home learning option, they must also provide an in-person learning option for students in grades 1 to 12. The regulation also ensures that children and students in early childhood services to Grade 12 cannot be denied in-person education due to their decision to wear or not wear a mask.

Professional Conduct and Competency for Teachers and Teacher Leaders Regulation

[Professional Conduct and Competency for Teachers and Teacher Leaders Regulation](#)
[Education Act](#), Section 225.5

The [Professional Conduct and Competency for Teachers and Teacher Leaders Regulation](#) establishes how complaints regarding the competency and conduct of teachers and teacher leaders are addressed. The Regulation identifies the administrative mechanisms and the procedures to be followed in the investigation of complaints, conduct of hearings and appeals, issuance of decisions, and recommendations regarding teacher or teacher leader certification.

The Code of Professional Conduct for all Alberta teachers is included in Schedule 1.1 of this regulation. The Code of Professional Conduct applies to all teachers and teacher leaders regardless of where they are employed.

Section 225.5 of the *Education Act* requires all Alberta certificated teachers and teacher leaders comply with the Code of Professional Conduct.

Under the *Education Act* the professional discipline process applies equally to all teachers and teacher leaders, whether they are members of the Alberta Teachers' Association, the College of Alberta School Superintendents or employed in a public, separate, francophone, independent, charter school authority, early childhood service program established under the *Education Act* or in a First Nation school.

The Alberta Teaching Profession Commissioner oversees all complaints of alleged unprofessional conduct and/or professional incompetence against Alberta certificated teachers or teacher leaders.

Independent Schools Regulation

[Independent Schools Regulation](#)
[Education Act](#), Section 29

The Independent Schools Regulation sets out requirements for the establishment and operation of independent schools in Alberta, including accredited independent schools, which teach the Alberta programs of study/curriculum, and registered independent schools, which teach skills and knowledge consistent with the requirements of a ministerial order on basic education in Alberta. The regulation addresses the criteria required for registration and accreditation of such schools, obligations regarding school policies, proposed programs of study/curriculum, teaching qualifications, leadership certification for principals, learning

outcomes to be achieved, student assessment, health and safety standards, and annual planning and reporting. Additional requirements are specified for funded independent schools.

Literacy and Numeracy Screening Assessments Regulation

Note: This Regulation's coming into force date aligns with the coming into force of the *Education (Prioritizing Literacy and Numeracy) Amendment Act, 2025 (No. 2) (Bill 6)*, which came into force on September 1, 2026.

[Literacy and Numeracy Screening Assessments Regulation Education Act](#), Sections 30.3, 30.7(a)

The Literacy and Numeracy Screening Assessments Regulation sets out the timing and frequency of literacy and numeracy screening assessments and includes a Schedule for when public, separate, francophone, charter, accredited independent schools and independent early childhood services operators must administer literacy and numeracy screenings assessments for children and students in kindergarten to grade 3.

For more information, see the [Literacy and Numeracy Screenings](#) section.

School Councils Regulation



[School Councils Regulation Education Act](#), Section 55

The School Councils Regulation outlines the requirements for the establishment and operation of school councils, which advise the school board on matters pertaining to a specific school. The regulation addresses school council membership and responsibilities, governance, reporting requirements, responsibilities related to the management of money, and circumstances under which an advisory committee may fulfill the functions of a school council.

Additional information about the School Councils Regulation is available in the [School Council Resource Guide](#).

School Fees Regulation





[School Fees Regulation](#) [Education Act](#), Section 57

The School Fees Regulation requires school boards to establish policies and procedures respecting the charging of school fees. These policies and procedures must include a requirement to consult with parents as well as a process for parents to follow regarding a request that school fees be waived. Fee policies, schedules and increases do not require ministerial approval.

School Transportation Regulation



[School Transportation Regulation](#) [Education Act](#), Sections 18, 21, 57, 59

The School Transportation Regulation sets out the requirements respecting student and early childhood services transportation. The regulation permits boards to charge fees for both eligible and ineligible students. The regulation requires school boards that are charging fees to create fee policies that include the maintenance of financial statements, the need to charge the fees, dispute resolution and the process to request a fee waiver or fee refund. The regulation also requires school boards that are charging fees to publish their fee policies on their website. Fee schedules and increases do not require ministerial approval.

Student Record Regulation

Note: On June 11, 2025, the *Access to Information Act* and the *Protection of Privacy Act* came into force, replacing the *Freedom of Information and Protection of Privacy Act (FOIP Act)* to modernize and streamline Alberta's access and privacy laws.



[Student Record Regulation](#) [Education Act](#), Section 56

The Student Record Regulation sets out the requirements and obligations regarding the management of student records maintained by a board, an operator of a public charter school, a francophone regional authority, an operator of an independent school, or an early childhood

services program. The regulation addresses the scope of information to be maintained in a student record; the transfer, retention and disposition of records; student, parent and third-party access to a student record; board disclosure of information; and compliance with the [Protection of Privacy Act](#) and the [Personal Information Protection Act](#).

Superintendent of Schools Regulation

[Superintendent of Schools Regulation](#)
[Education Act](#), Section 224

The Superintendent of Schools Regulation sets out the qualifications that an individual must meet to be appointed as a superintendent or acting superintendent. The Regulation also provides for Minister approval of the superintendent appointment and sets out terms and conditions of employment including a compensation framework.

2(1) No individual may be appointed as a superintendent unless the individual has a superintendent leadership certificate issued under the [Certification of Teachers and Teacher Leaders Regulation](#)

Policies

Last updated on: Sep 04, 2026

Introduction

The following policies, listed in alphabetical order, are mandatory; however, those responsible for implementing these policies have some flexibility in choosing the methods of implementation.

Daily Physical Activity Policy

To increase students' physical activity levels, school authorities shall ensure that all students in Grades 1 to 9 are physically active for a minimum of 30 minutes a day through activities that are organized by the school. This policy is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle. See the [Daily Physical Activity](#) section.

English as an Additional Language Policy

To support children and students who are learning English as an additional language (EAL), school authorities shall provide appropriate English language instruction that meets students' diverse learning needs and develops language proficiency. Such programming is critical in helping EAL learners participate fully in Alberta's ECS to Grade 12 education system, complete high school and become productive and contributing members of Canadian society. For more information, see:

- [Funding Manual for School Authorities](#) (coding and funding for EAL learners)
- [EAL Programs of Study](#)
- [Supporting English as an Additional Language Learners](#)
- [EAL Program Planning Grades 1-9](#)
- [EAL Program Planning Senior High Schools](#)

Human Sexuality Education Policy

To ensure that students achieve learning outcomes prescribed by Alberta Education and Childcare through the programs of study/curriculum, school jurisdictions and accredited independent schools in providing grades 4 to 6 Physical Education and Wellness, Grades 7 to 9 Health and Life Skills, and Career and Life Management shall ensure that the human sexuality component is offered to all students. Under section 58.11 of the Education Act, school authorities must notify parents and provide the opportunity to opt their child in, rather than opt-out, where courses, programs of study or instructional materials, instruction, or exercises include subject matter that deals primarily and explicitly with gender identity, sexual orientation or human sexuality. No board or teacher shall permit a student to take part in a course, program of study or instruction, or use instructional materials or an exercise unless the parent of the student has provided consent for the student to do so. As parental opt-in consent is required, no academic penalty can apply to the extent that a student's parent has not opted the student in to the applicable course, program of study or instructional materials, instruction or exercises. For more information, see Notice under Section 58.11 and 58.12 of the *Education Act*.

Inclusive Education Policy

Alberta's education system is built on a values-based approach to accepting responsibility for all children and students. Inclusion is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all children and students.

To support children and students in attaining the goals as stated in the [Ministerial Order on Student Learning](#), school authorities must ensure that all children and students (Kindergarten to Grade 12), regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences that include appropriate instructional supports.

For more information, see [Inclusive Education](#).

Learning Commons Policy

To support students in attaining the goals and standards as stated in the [Ministerial Order on Student Learning](#), school authorities must ensure that students have access to a learning commons. A learning commons is an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning.

For more information, see the [Learning Commons](#) section.

Locally Developed Courses Policy

School authorities offering locally developed courses must adhere to the approval processes and requirements contained in the Locally Developed Courses section of the Guide. School authorities offering locally developed religious studies courses for grades 7 to 12 must ensure that course content includes a comparative study of other major world religions.

For more information, see the [Locally Developed Courses](#) section of the Guide.

Student Assessment Policy

To assist in improving programs, establishing and maintaining standards, and improving student achievement, school jurisdictions and all accredited schools (funded and non-funded) shall develop, document, keep current and implement student assessment policies and procedures for conducting continuous assessments and evaluations of student learning in education programs that provide for:

- accurate, fair and equitable student assessment
- the student's right of appeal and procedures for appeal
- the role of the student and the teacher in assessments
- the use of assessment information for the improvement of the quality of educational programs
- timely communication of assessment information to students, parents and school councils

For more information, see Program Administration and Delivery sections [Student Assessment: Kindergarten to Grade 9](#) and [Student Assessment in Senior High School](#).

Teacher Growth, Supervision and Evaluation Policy

School jurisdictions, accredited independent schools, ECS operators, superintendents, principals and teachers must work together to develop and implement policy to ensure that all teachers practise consistently in keeping with the [Teaching Quality Standard](#). For more information, see the [Teacher Growth, Supervision and Evaluation Policy](#) on Alberta.ca.

Use and Reporting of Results on Provincial Assessments Policy

School authorities shall analyze, interpret and report provincial grades 6 and 9 assessment results and Grade 12 diploma examination results, and use these assessment results to complement locally designed and administered student assessment procedures that assess the quality and effectiveness of education provided to students and to improve student learning. For more information, see:

- [Assurance and accountability in Alberta's K to 12 education system](#)
 - [Provincial Achievement Tests](#)
 - [Provincial achievement tests subject bulletins](#)
 - [Administering Diploma Exams](#)
 - [Diploma examinations information bulletins](#)
-

Standards

Last updated on: Sep 04, 2026

Introduction

The following standards specify compulsory acceptable levels of educational program delivery.

Ministerial order on student learning



[Ministerial Order](#)
[Education Act](#), Section 18(2)(b)

This ministerial order sets the goals and standards for student learning outcomes.

Professional practice standards for the teaching profession



[Ministerial Orders #015/2026, #016/2026, #017/2026 \(as amended by Ministerial Order 001/2023\)](#)

These ministerial orders apply to teaching, leadership and superintendent certification; professional development; supervision; and evaluation.

Leadership certification is required for principals and acting principals, while superintendent leadership certification is required for superintendents of schools and acting superintendents of schools.

The Teaching Quality Standard (#015/2026), Leadership Quality Standard (#016/2026) and Superintendent Leadership Quality Standard (#017/2026) describe the competencies and expectations of professional practice for teachers, school leaders and superintendents throughout their careers.

All 3 professional standards were updated (Ministerial Order #001/2023) to include a

requirement to complete professional learning on the code of professional conduct for teachers and teacher leaders.

Standards for the use of personal mobile devices and social media in schools



[Ministerial Order #019/2026](#)

The Standards for the Use of Personal Mobile Devices and Social Media in Schools limits the use of personal mobile devices, restricts access to social media and provides details of required limited use exceptions for Alberta's K-12 public, separate, francophone, public charter, independent school authorities and early childhood services operators. The Standards come into effect on September 1, 2024. School authorities are required to have policies and/or procedures relating to the use of personal mobile devices and social media in schools that comply with the Standards by January 1, 2025.

Standards for the selection, availability, and access of school literary materials



[Ministerial Order #018/2026](#)

This ministerial order establishes standards applicable to school authorities when selecting, curating and managing school literary materials.

The standards came into effect on September 8, 2025.

By October 31, 2025, school authorities must provide the Minister of Education and Childcare with a list of any school literary materials they intend to remove in order to implement the standards.

By January 5, 2026, school authorities must ensure that school literary materials containing any explicit visual depiction of a sexual act are not accessible or available to children or students in a school and have policies and/or procedures relating to the selection, availability and access to school literary materials that comply with the standards in place. All policies must be made publicly available.

Standards for the provision of early childhood special

education

[Standards for the Provision of Early Childhood Special Education](#) outlines the requirements for school authorities regarding the delivery of high quality special education programming to children who are eligible for Alberta Education and Childcare funding. For more information, see the [Early Childhood Services](#) section.

Standards for seclusion and physical restraint in Alberta schools



[Ministerial Order #042/2019](#)

The [Standards for Seclusion and Physical Restraint in Alberta Schools](#) outline requirements for school authorities regarding the use of seclusion and physical restraint in schools and are a basis for school authorities to develop policies, procedures and/or practices on the prevention and use of seclusion and physical restraint. For more information, visit [Seclusion standards](#) on Alberta.ca.

Standards for special education, amended June 2004



[Ministerial Order #015/2004](#)

This ministerial order outlines the requirements for school boards regarding the delivery of education programming and services to students with special education needs in Grade 1 to Grade 12. For more information, visit [K to 12 Education policies and standards](#).

Requirements in other Alberta Education and Childcare documents

Last updated on: Sep 04, 2026

Introduction

Those responsible for the implementation of education programs and the operation of schools must refer to the following documents that also contain requirements for schools.

Alberta Education and Childcare Business Plan

The [Alberta Education and Childcare Business Plan](#) identifies outcomes, key objectives and performance measures for improving the provincial education system.

Alberta programs of study/curriculum

The Alberta [programs of study/curriculum](#) are primarily descriptions of the expectations for student learning at the elementary, junior high and senior high school levels. The content of the programs of study/curriculum is focused on what students are expected to know and be able to do in each course that has been developed for these levels.

Funding Manual for School Authorities

The [Funding Manual for School Authorities](#) defines the terms and criteria under which a school jurisdiction, accredited funded independent school or independent early childhood services (ECS) operator may obtain funding.

Information regarding the legislative basis, policy and requirements for school authority planning and results reporting are also contained in the Funding Manual, **specifically in Section B (Assurance Framework) and Section L (Requirements for School Authority Planning and Results Reporting)**. In accordance with relevant legislation, school authorities are required each year to prepare Education Plans and Annual Education Results Reports (AERRs).

These plans and reports are aligned to the Assurance Framework, are products and evidence

of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The Education Plan sets out what needs to be done, including determining outcomes, measures and strategies using the most recent results, while the AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the 5 assurance domains.

School Capital Manual

The [School Capital Manual](#) serves as a resource for public and separate school divisions, francophone regional authorities, and public charter schools, by providing a reference to policy and processes applicable to the planning, approval and implementation of school infrastructure projects. This manual also includes guidelines and minimum standards for the preparation of capital funding requests, 3-year capital plans, and associated planning documentation.

Program Planning

Program planning: Introduction

Last updated on: Sep 04, 2026

Programs of study/Curriculum

[Education Act](#), Section 18(1)

Alberta Education and Childcare develops programs of study/curriculum in both English and French. The [programs of study/curriculum](#) are prescribed by the minister pursuant to section 18(1) of the *Education Act*.

See new.LearnAlberta.ca for all programs of study/curriculum.

Inclusive education

[Education Act](#), Preamble, Section 33(1)(e)
Inclusive Education Policy

The *Education Act* recognizes the importance of an inclusive education system that provides each student with relevant learning opportunities and supports necessary to achieve success.

Inclusive education demonstrates universal acceptance and belonging of all learners, values choice and promotes equity of educational opportunities for all. Anticipating, valuing and supporting diversity requires schools to accept responsibility for all learners, adapt and respond to learner differences, and incorporate diverse cultural perspectives and ways of knowing.

[Six inter-related principles](#) are the foundation to inclusive education in Alberta. These principles guide and inform evidence-informed decision-making and learner-centred instructional planning. School authorities are to use these principles as criteria for reviewing and revising existing policies, guidelines, procedures and practices, as well as informing the development of new policies and procedures related to creating and sustaining inclusive learning environments.

In addition, the *Education Act* sets specific obligations for school boards (public, separate and francophone regional authorities) and public charter schools to provide a continuum of supports and services that can be accessed by any student in a manner consistent with the principles of inclusive education. All Alberta school authorities (which include public, separate and francophone regional authorities, public charter schools and accredited independent schools) are required to ensure students and staff members are provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.

Alberta Education and Childcare has produced a number of resources, videos, templates and tools that include information and strategies for supporting diverse learning and support the implementation of the Inclusive Education Policy.

Supports and services for children



[Education Act](#), Section 21
[Standards for the Provision of Early Childhood Special Education](#)

Alberta Education and Childcare supports the education of children who require specialized supports and services. Section 21(1) of the *Education Act* states that a board or, with the approval of the Minister, a person may provide an early childhood services program. A program may be provided to a child who is a minimum of 2 years and 8 months (32 months) of age as of August 31 and less than 6 years (72 months) of age as of September 1, if the parent or guardian of the child requests it.

A child attending an early childhood services (ECS) program is not considered a resident of the board or entitled to any of the rights or benefits given to a student under the Act.

The Standards for the Provision of Early Childhood Special Education outlines school authority program delivery requirements and expectations that support Alberta Education and Childcare's objective of providing consistent direction while supporting flexibility and discretion at the local school authority level.

As per section E1.2(5) of the [Funding Manual for School Authorities](#), an approved ECS operator must be prepared to accept and organize programming for all funded children for whom programming is requested, including children who require specialized supports and services. This programming:

- is based on an [individualized program plan \(IPP\) or instructional support plan \(ISP\)](#); all children who require specialized supports and services, including children who are gifted and talented, require IPPs/ISPs
- provides parents with opportunities to participate in decisions affecting their children's education

- may be provided in a variety of settings
- is based on the results of continuous assessment and evaluation
- is individually and developmentally appropriate
- includes a collaborative approach to ensure coordinated service delivery when other agencies and service providers are involved

Alberta Education and Childcare has developed an [Early Childhood Services Fact Sheet](#). For more information, contact School Accreditation, Monitoring and Print Services. For contact information, see [Government Contacts](#).

Supports and services for students



[Education Act](#), Section 11(4)

For some students, full participation in learning requires that they receive specialized supports and services. By collecting and using relevant student data, school boards (public, separate and francophone regional authorities), public charter schools and designated special education independent schools determine if individual students are in need of specialized supports and services, based on behavioural, intellectual, learning, communication or physical characteristics, or a combination of any of them, that may impair the student's ability and opportunity to learn.

Parents have a right and a responsibility to work with boards to make informed and evidence-based decisions with respect to the education of their children.

When individual students require specialized supports and services, an instructional support plan (ISP) or individualized program plan (IPP) is collaboratively developed to inform planning and to facilitate sharing of information.

The ISP or IPP is reviewed regularly by school staff with the parent and, when appropriate, the student to update information; review the effectiveness of identified supports, strategies and services; and revise plans and/or identify new supports, strategies and/or services that will be provided.

Francophone education



Note: On June 11, 2025, the *Access to Information Act* and the *Protection of Privacy Act* came into force, replacing the *Freedom of Information and Protection of Privacy Act* (FOIP Act) to modernize and streamline Alberta's access and privacy laws.

Alberta Education and Childcare recognizes that English and French are the official languages of Canada. Canadian citizens belonging to the francophone minority in Alberta have the right to have their children educated in francophone schools according to section 23 of the [Canadian Charter of Rights and Freedoms](#) and section 14 of the *Education Act*.

Section 23 right holders may exercise their rights under the *Canadian Charter of Rights and Freedoms* by enrolling their children in a francophone school operated by a francophone regional authority.

The Student Record Regulation requires that public and separate school divisions collect data regarding whether parents are right holders under section 23 of the Charter and whether they wish to exercise this right. Schools are required to include two questions on student registration forms. Schools can access the required wording for these two questions through the PASI community site. The data obtained under this regulation allows the ministry to collect and share this information with francophone regional authorities in accordance with the [Protection of Privacy Act \(POPA\)](#). Accredited-funded independent schools, independent early childhood services (ECS) operators and band operated schools are not required to collect this information.

To support the education of children and students eligible for francophone education, the francophone school provides appropriate programming that reflects the pillars of francophone education: language, identity, culture and community integration. Francophone regional authorities should consult [Affirming Francophone Education: Foundations and Directions, A Framework for French First Language Education in Alberta](#) and see [francophone education rights](#) on Alberta.ca.

Francisation programming provides instructional supports for eligible children and students enrolled in the francophone education system to help them develop the French-language proficiency needed to participate fully socially, academically and culturally in francophone communities and in Canadian society. See [Francisation \(Francophone education\)](#) for more information.

First Nations, Métis and Inuit education

Alberta Education and Childcare is committed to improving education outcomes for First Nations, Métis and Inuit students in Alberta. First Nations, Métis and Inuit students are supported by an education system that works to meet their programming and learning needs from Kindergarten to Grade 12.

Alberta Education and Childcare supports First Nations, Métis and Inuit student success with a

number of key strategies, including establishing collaborative partnerships with First Nations and Métis communities; supporting school authorities to build relationships and engage with First Nations, Métis and Inuit parents and families; developing culturally relevant learning resources and program supports; increasing understanding of approaches to First Nations, Métis and Inuit student achievement, promoting effective practices in First Nations, Métis and Inuit education; and supporting professional learning in First Nations, Métis and Inuit education to ensure that all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties and the history and legacy of residential schools.

Outcome 2 from [Alberta Education and Childcare's Business Plan 2026-2029](#) provides a basis for the ministry to work collaboratively with First Nations, Métis and Inuit communities, partners and schools to enhance student success and advance reconciliation.

Alberta Education and Childcare provides supports and works collaboratively with partners to improve First Nations, Métis and Inuit student outcomes. Information about First Nations, Métis and Inuit education, partnerships with First Nations and Métis communities and other initiatives and resources is available on [Alberta.ca](#). For more information, contact the [First Nations, Métis and Inuit Division](#).

Education services agreement standards

Alberta Education and Childcare recognizes that First Nations students deserve to feel welcomed and supported in provincial schools, no matter where they live. In September 2022, the Minister signed a Ministerial Order to establish standards for Education Services Agreements that help school boards and First Nations work together when First Nations students living on-reserve choose to attend a provincial school.

Education Services Agreements are agreements between provincial school boards or public charter schools and First Nations, or the federal government on behalf of First Nations to enable First Nations students living on-reserve to attend provincial schools. The Alberta government is not party to Education Services Agreement negotiations or the agreements. The Education Services Agreement standards apply to all new and renewed Education Services Agreements between a provincial school board or public charter school and a First Nation, a First Nations delegated authority or the federal government.

The standards provide guidance for school boards or public charter schools and First Nations during Education Services Agreement discussions, as well as an opportunity to explore and discuss programming and relationships that focus on student success. The Education Services Agreement standards specify that agreements must address certain items; however, they do not dictate how they must be addressed.

More information and resources to support collaborative Education Services Agreements can be found online at [Education Services Agreement Standards](#).

Curriculum

Alberta Education and Childcare collaborates with First Nations, Métis and Inuit Elders, Knowledge Keepers, teachers and representatives from governments, organizations,

communities and other partners to advance reconciliation. Alberta is committed to supporting the advancement of Education for Reconciliation through the inclusion of First Nations, Métis and Inuit perspectives and experiences, in historical and contemporary contexts, throughout Alberta's Kindergarten to Grade 12 (K to 12) curriculum.

As described in the [Teaching Quality Standard](#), schools are required to use learning and teaching resources that ensure Alberta students and teachers are knowledgeable, respectful and have understanding of the rich diversity of First Nations, Métis and Inuit experiences and perspectives, cultures and contributions in historical and contemporary contexts, including understanding residential schools and their legacy, and treaties and agreements.

Alberta Education and Childcare worked in partnership with First Nations, Métis and Inuit educators and Elders to develop the [Aboriginal Studies 10–20–30 Program of Studies](#) and published resources such as [Our Words, Our Ways](#) to assist teachers and schools in deepening their understandings of First Nations, Métis and Inuit ways of knowing and perspectives and in improving education outcomes for First Nations, Métis and Inuit students. For more information, visit [Education for Reconciliation](#).

Alberta Education and Childcare works closely with First Nations, Métis and Inuit Elders, Knowledge Keepers, language holders and educators to enhance curriculum and support to K to 12 First Nations, Métis and Inuit language and culture programs. School authorities intending to offer First Nations, Métis and Inuit language and culture programs may choose from Alberta Education and Childcare programs of study, including [K to 12 Blackfoot or Cree language and culture programs](#), or they may use locally developed courses such as Dene, Nakoda/Nakota or Tsuut'ina.

Reporting

School authorities are required to include a voluntary First Nations, Métis and Inuit self-identity question on student registration forms. The required wording for this question can be accessed through the resource [Student Self-Identification Information for School Authorities](#). This document also provides advice about how schools should submit this information to Alberta Education and Childcare. The data obtained under this initiative allows the ministry to monitor and report on education outcomes, such as achievement levels for First Nations, Métis and Inuit students. The data also informs the Truth and Reconciliation Support Allocations, the Student Self-Identification Allocation and the School and Community Demographic Allocation components of the First Nations, Métis and Inuit Grant to school authorities.

Funding

The First Nations, Métis and Inuit Grant is allocated to assist school authorities to provide system, program and instructional supports that improve education outcomes for First Nations, Métis and Inuit students and support the implementation of Truth and Reconciliation Commission recommendations. For further information on funding for First Nations, Métis and Inuit students, see the [Funding Manual for School Authorities](#) and guidance to school authorities on the new [First Nations, Métis and Inuit reporting requirements in the 2025-2026 funding manual](#).

Adult programming in the K–12 education system

Last updated on: Sep 04, 2026

[Education Act](#), Section 23

Boards are required to concentrate their educational programming on students who are six years of age or older and younger than 19 years of age, as of September 1. Any and all adult programs offered by a board are subject to the following conditions:

- No public post-secondary institutions offer similar programs within the board's jurisdiction.
- No courses, programs or vocational training for adults are offered to students residing outside the province of Alberta.
- All adult programs are offered on a cost-recovery basis using full-cost accounting.
- Any adult programs are delivered through separate organizational units that include the maintenance of separate records and accountability information.
- All records and accountability information are available on demand for inspection by Alberta Education and Childcare.
- Any adult vocational training is licensed through the [Private Vocational Training Act](#).
- No board under the [Education Act](#) may use the term “college” in connection with its educational or other activities.
- No funding provided to support ECS to Grade 12 programs is diverted to support any courses, programs or vocational training for adults.

The following definitions apply to the requirements for adult programming:

- “Adult” means an individual who on September 1 of the current school year is 19 years of age or older.
- “Adult program” means a set of courses offered to adults that may lead to a post-secondary credential such as, but not limited to, a diploma or certificate.
- “Adult vocational training” means a program of instruction provided to adults in a vocation.
- “Vocation” means a particular occupation, business, profession or calling.
- “Jurisdiction” means the geographical area in the province where education services are

delivered, and resident students are governed, by an operating school board.

- “Separate organizational unit” means an entity for program delivery for which there is a separate program code through which all expenses and revenues for the program are tracked.
 - “Full-cost accounting” means a model that provides details on all the costs associated with producing a product or service.
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Program planning - ECS to Grade 9

Early childhood services

Last updated on: Sep 04, 2026



[Education Act](#), Section 21
[Early Childhood Services Regulation](#)

Early Childhood Services (ECS), in the Guide to Education, refers to programming offered by school authorities prior to compulsory schooling that meets the diverse needs of young children and their families. Pre-Kindergarten refers to the two years of educational programming before Kindergarten. Kindergarten is part of the ECS continuum of programs and refers specifically to the education program for children in the year prior to Grade 1.

In ECS programs, young children participate as active learners within developmentally appropriate learning experiences and develop knowledge, understanding and skills that lay the foundation for subsequent learning.

ECS programs may be offered in accordance with section 21 of the *Education Act*. As per section E1.2(5) of the [Funding Manual for School Authorities](#), an approved ECS operator must be prepared to accept and organize programming for all funded children for whom programming is requested, including children with disabilities or who require specialized supports and services.

The guiding principles within the Kindergarten Program Statement are the basis of all ECS programs. Additionally, these program statements describe the learning that is foundational for future learning and development.

Pre-Kindergarten

Pre-Kindergarten, as part of ECS programming, is intended for children who require additional supports prior to their Kindergarten year. Children who are eligible include those who are learning English as an additional language or who require Francisation, those who are gifted and talented, and those who are diagnosed with a mild, moderate or severe disability or delay.

Kindergarten

Kindergarten, as part of ECS programming, is intended for children in the year prior to entry into Grade 1 and shall be planned and implemented to help children achieve the learner expectations outlined in the [Kindergarten Program Statement](#), the [Programme d'éducation pour la maternelle – Français langue première](#) or the [Programme d'éducation pour la maternelle – Immersion](#) and the Kindergarten learning outcomes outlined in Alberta's Kindergarten to Grade 6 Curriculum.

The Kindergarten Program Statement learner expectations and learning areas remain relevant where new curriculum has not yet been implemented.

New curriculum that includes content for kindergarten is available in the following subject areas:

- English Language Arts and Literature
- French First Language and Literature
- French Immersion Language Arts and Literature
- Mathematics
- Physical Education and Wellness
- Science
- Social Studies

Kindergarten curriculum for subjects that have been implemented can be found on new.LearnAlberta.ca.

Definition of instruction

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for children are directed toward achieving the outcomes of approved programs of study/curriculum and/or [individualized program plans \(IPPs\)/instructional support plans \(ISPs\)](#) through:

- face-to-face interaction with children for the purpose of teaching and assessing children's achievement of outcomes, and/or
- interaction with children who are engaged in classroom learning in a Kindergarten, preschool, playschool, daycare or child-care setting

Definition of teacher-directed instruction

For ECS programming for children diagnosed with severe disabilities or severe language delay and moderate language delay, an Alberta certificated teacher takes the lead role in the program planning process and takes responsibility for ensuring each child receives instruction, services and supports in order to meet the IPP/ISP goals.

- Teacher-directed instruction does not mean that the individual is in a classroom and delivering instruction to a child or group of children for either 300, 400, 475 or 800 hours per school year. Rather, teacher-directed instruction must be scheduled in a manner that is flexible enough to accommodate daily, weekly and monthly adjustments that best support a child and/or a group of children's learning.
- Teacher-directed instruction can take place in a variety of settings like classrooms, playschools, preschools and daycares.

Instructional time

Instructional time includes time scheduled for the purposes of instruction and other activities for children where direct child–teacher interaction and supervision are maintained.

Instructional time does not include:

- teacher convention days
- professional development days
- teacher planning days
- staff meetings
- statutory and school authority-declared holidays
- lunch breaks
- recesses
- time taken for the registration of children

Teacher-directed instructional time

For ECS programming for children diagnosed with severe disabilities or severe language delay and moderate language delay, teacher-directed instruction may include:

- IPP/ISP development
- lesson planning
- assessment of child's learning
- reporting progress to parents
- liaison and coordination of IPP/ISP activities with playschool, preschool and other staff
- transition planning for following school year
- individual sessions with parents and their child
- coordination of direct and/or consultative services from therapists in support of the child's IPP/ISP goals

Other instructional activities may include visits to the child's home to coach parents and caregivers on specific skill/strategies related to the child's learning, or, demonstration of child learning in child-parent-teacher conferences as a means of reporting the results of the teacher's evaluation of the child.

Other professionals

- Examples of other professionals are speech language pathologist, occupational therapist, physical therapy, psychologist, and behaviour specialist.

Roles/activities of other professionals may include:

- participating in IPP/ISP meetings with family and teacher(s)
- parent consultation and strategy demonstrations
- direct services to child and/or teacher
- teacher consultation on programming goals
- activities
- conducting formal and informal assessment of progress
- location or classroom observations
- record keeping
- contributing to reports for parents (for example, monthly progress reports, report cards, etc.)

Minimum hours of instruction

As per the [Funding Manual for School Authorities](#), all school authorities that provide an ECS program must provide children with a minimum of 475 hours of instruction during a school year.

Minimum hours of teacher-directed instruction

For children diagnosed with severe disabilities or severe language delay and moderate language delay, half-day ECS programs must provide access to a minimum number of hours of teacher-directed instruction per year as follows:

- Children 2 years, 8 months to 3 years, 7 months – minimum of 300 hours
- Children 3 years, 8 months to 4 years, 7 months – minimum of 400 hours
- Children 4 years, 8 months and older – minimum of 475 hours

A program that provides access to less than the required minimum hours as defined above will not qualify for funding. School authorities may operate a full-day educational program, totalling access to a minimum of 800 hours of teacher-directed instruction per year. Programs providing more than half-time program requirements but less than 800 hours will be funded at the half-day rate. Separate programs cannot be combined to create a 300/400/475/800 hour program, for example 2 separate 400 hour programs cannot be combined, or attended in 2 different authorities to create an 800 hour program.

For children diagnosed with severe disabilities or severe language delay and moderate language delay, ECS programming hours may include:

- up to 20% of total required hours in half and full day programs for children 2 years, 8 months to 4 years, 7 months, and
- up to 10% of total required hours in half and full day programs for children 4 years, 8 months and older

in parent and child engagement sessions, such as visits to the child's home and demonstration of skills and strategies to parents and/or caregivers.

Program option for remote areas

A child who is eligible for ECS and who lives in a remote area that has no ECS program within a reasonable transportation distance may be served by an ECS home program. The ECS home program must be planned, delivered and evaluated by an Alberta certificated teacher, and must be composed of at least 22 visits to the home of one and a half hours or longer per visit.

For additional information, see the [Funding Manual for School Authorities](#).

For individual children with disabilities who live in a remote area, the ECS operator should contact School Accreditation, Monitoring and Print Services to discuss program options. For contact information, see [Government Contacts](#).

Grade 1 to Grade 9

Last updated on: Sep 04, 2026

Minimum hours of instruction

To ensure equitable access for Grade 1 to Grade 9 students, a minimum number of instructional hours is specified. The organization of schools at these grade levels is the responsibility of the school authority.

As per the [Funding Manual for School Authorities](#), and to allow for a balanced program that leads to the student learning outcomes outlined in the [Ministerial Order on Student Learning](#), schools must provide Grade 1 to Grade 9 students with a minimum of 950 hours of instruction per year in each grade.



For individual Grade 1 students, alternative minimum times are permissible to ensure a smooth transition from ECS.

Definition of instruction

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for students are directed toward achieving the outcomes of approved programs of study/curriculum and/or [individualized program plans/instructional support plans](#) through:

- interaction with students, either face-to-face or through technology, for the purpose of teaching and assessing student achievement of outcomes, and/or
- interaction with students who are engaged in classroom learning, independent study, online education and/or distance education, and/or
- supervision of student workplace learning

Instructional time

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student–teacher interaction and supervision are maintained.

Instructional time does not include:

- teacher convention days
- professional development days
- parent–teacher interview days
- teacher planning days
- staff meetings
- statutory and school authority–declared holidays
- lunch breaks
- breaks between classes
- recesses
- time taken for the registration of students
- extracurricular activities

Organization of instructional time

The following requirements and considerations apply to the organization of instructional time:

- As per the [Funding Manual for School Authorities](#), all students must be provided with a minimum number of hours of instruction. See [Minimum Hours of Instruction: Early Childhood Services](#) and [Minimum Hours of Instruction: Grade 1 to Grade 9](#) in this section.
- Subject to the above requirement, decisions on the organization and scheduling of instructional time are a school authority matter and should be flexible enough on a daily, weekly and yearly basis to meet the learning needs of students.
- Organization for instruction may be based on an integrated programming model in which the outcomes from two or more subject areas are addressed within a common time block.
- All students should be provided sufficient opportunity to achieve the outcomes outlined in the programs of study/curriculum. To assist schools in planning, recommendations regarding the apportioning of instructional time for required and optional subjects are

provided in the subsections that follow.

Information, communication technology

The [Information and Communication Technology \(ICT\) Program of Studies](#) identifies the technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12 to ensure they are prepared for the workplace, further studies and lifelong learning. Proficiency with technology has become an essential skill in almost every area of human endeavour. Students need to have these basic skills along with the skills found in language arts and literature, language arts, mathematics, science, social studies and physical education and wellness. Although the technology outcomes form a program of studies, they are not intended to be taught as a stand-alone course but rather within the context of other subject areas.

Daily physical activity

The goal of [daily physical activity](#) (DPA) is to increase students' physical activity levels. DPA is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle. [Daily Physical Activity: A Handbook for Grades 1–9 Schools](#) supports the implementation of DPA. For more information, see the [Daily Physical Activity Policy](#).

Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of healthy lifestyles and a lifelong habit of daily physical activity.

School authorities are to monitor the implementation of DPA to ensure that all students are active for a minimum of 30 minutes daily. Exemptions from DPA may be granted by the principal under the following conditions:

- religious beliefs—upon written statement from the parent to the principal
- medical reasons—certification to the principal by a medical practitioner indicating activities in which the student is not able to participate

Daily physical activities should vary in form and intensity and take into account each student's ability. Teachers should consider resources available within the school and the larger community to allow for student choice.

School authorities have the flexibility to use instructional and/or non-instructional hours to implement DPA.

- Physical education classes are an appropriate strategy to meet the DPA requirement.

- DPA should be offered in as large a block of time as possible but can be offered in time segments adding up to the minimum 30 minutes per day (for example, two 15-minute blocks of time for a total of 30 minutes).
- DPA can be incorporated throughout the day and integrated into other subject areas.

The School Physical Activity, Health & Education Resource for Safety ([SPHEReS](#)) has been developed to assist school authorities in their formulation of site-specific safety guidelines for physical activity in Alberta schools. Implementation of safety guidelines should in all cases be preceded by a close review of the information in SPHEReS, with appropriate modification on the part of each school authority in order to meet the specific requirements and circumstances of their respective school programs.

English as an Additional Language

Alberta Education and Childcare recognizes the strengths and contributions of Alberta's culturally and linguistically diverse student population. Students with skills and knowledge in many languages may also have varying levels of English proficiency and so require support to learn English.

English as an additional language (EAL) learners are children and students, born in or outside of Canada, who have a home language(s) other than English and who require and receive support to develop their English language proficiency.

Students who are learning EAL require programming and instructional supports to develop English fluency, achieve grade level expectations in subject areas instructed in English and reach their full potential. To support children and students who are learning EAL, school authorities shall provide appropriate English language instruction and programming that meets students' diverse learning needs and develops students' English language proficiency. For information on coding and funding for students who are learning EAL, refer to the [Funding Manual for School Authorities](#).

Kindergarten to Grade 9 schools with students who are learning English as an additional language should refer to the [English as an Additional Language information](#), the [Supporting English as an Additional Language Learners](#) web page and [Working with Young Children Who Are Learning English as a New Language](#).

Annual language proficiency assessments and ongoing monitoring and documentation of students' language proficiency development is required to inform instructional planning and the provision of timely and appropriate learning supports.

A child/student who was born outside of Canada and has entered Canada as a refugee will typically require EAL or Francisation supports as well as significant additional supports and services to address considerations such as limited or disrupted formal schooling experiences and possible exposure to traumatic events while adjusting to an unfamiliar language and culture.

The [Alberta K–12 English as an Additional Language Proficiency Benchmarks \(Benchmarks 2.0\)](#), located on the [Supporting English as an Additional Language Learners](#) web page, has been developed to guide EAL programming and to support teachers with assessing and reporting the progress of students' English language development and to guide EAL programming and inform instruction of EAL learners in all subjects.

For more information, see the [English as an Additional Language Policy](#) or email additional-languages@gov.ab.ca.

Francisation (Francophone education)

Francisation refers to the instructional supports provided to eligible children and students enrolled in the francophone education system offered through francophone regional authorities. These supports help children and students develop the French-language proficiency needed to participate socially, academically, and culturally in francophone communities and in Canadian society.

Francisation programming is guided by Alberta Education and Childcare's [Seuils repères pour la francisation – Préscolaire – 12e année \(ECS to Grade 12 Francisation benchmarks\)](#) and by the digital resource [La francisation: l'affaire de tout le monde](#), developed in collaboration with francophone regional authorities. These resources support early learning educators and teachers in planning, assessing, and reporting progress of francophone students with Francisation needs.

Annual language proficiency assessments and ongoing monitoring and documentation of children's/students' language proficiency development is required to inform instructional planning and the provision of timely and appropriate learning supports.

A child/student who was born outside of Canada and has entered Canada as a refugee will typically require Francisation and/or English as an additional language (EAL) supports. They may also require significant additional supports and services to address considerations such as limited or disrupted formal schooling, experiences and possible exposure to traumatic events while adjusting to an unfamiliar language and culture.

Refer to the [Funding Manual for School Authorities](#) for information on Francisation coding and funding.

For more information, see [Francisation](#) or contact the French Education Branch. For contact information, see [Government Contacts](#).

Elementary program

In planning for instruction in the elementary grades, the following percentage of time

allocations for the school year are recommended for required and optional subject areas. Individual students may require varying times to meet the learning outcomes in each subject area.

Percentage of time allocations recommended

Grade 1 and Grade 2

Subject areas	English language programming percentage	Francophone education/French immersion programming percentage
English Language Arts and Literature	30%	30%
French First Language and Literature ¹ /French Immersion Language Arts and Literature ²	0%	
Mathematics	15%	15%
Science	10%	10%
Social Studies	10%	10%
Art and Music	10%	10%
Physical Education and Wellness	10%	10%
Time for other subjects (for example, second languages, ³ drama, locally developed courses, religious instruction)	15%	15%

¹French First Language and Literature is taught in francophone schools.

² French Immersion Language Arts and Literature is taught in the alternative French language program (French immersion).

³ The recommended time is 10% for schools that implement provincial programs of study for the alternative French language program - French, First Nations, Métis and Inuit language and culture programs or international language and culture programs.

Information and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts and literature, mathematics, science, social studies and physical education and wellness at all grade levels.

Grade 3 through Grade 6

Subject areas	English language programming percentage	Francophone education/French immersion programming percentage
English Language Arts and Literature	25%	35%
French First Language and Literature ¹ , French Immersion Language Arts and Literature ²	0%	
Mathematics	15%	15%
Science	15%	10%
Social Studies	10%	10%
Art and Music	10%	10%
Physical Education and Wellness	10%	10%
Time for other subjects (for example, second languages, ³ drama, locally developed courses, religious instruction, Career and Technology Foundations)	15%	10%

¹French First Language and Literature is taught in francophone schools.

² French Immersion Language Arts and Literature is taught in alternative French language programs (including French immersion).

³ The recommended time is 10% for schools that implement provincial programs of study for the alternative French language program - French, First Nations, Métis and Inuit language and culture programs or international language and culture programs.

Information and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts and literature, mathematics, science, social studies, and physical education and wellness at all grade levels.

Elementary optional subjects

[Education Act](#), Section 53(2)(a)

At the elementary level, programming may include one or more optional subjects. The

following are optional subjects for which learning outcomes have been developed at the provincial level:

- Career and Technology Foundations (CTF)
- Drama (English program only)
- First Nations, Métis and Inuit languages programs (see the chart in the [Language Programs/Course Sequences/Courses](#) section)
- French as a second language (for more information, see the [Language Programs/Course Sequences/Courses](#) section)
- International languages programs (see the chart in the [Language Programs/Course Sequences/Courses](#) section)

Optional subjects may also be developed at the local level and be approved by a resolution or a motion of the board of a school authority or governing body of an independent school as locally developed courses.

Junior high program

The primary consideration that schools need to take into account when organizing for instruction is to provide their students with an opportunity to meet all of the requirements of education in Alberta. The junior high school program should be organized within the context of the outcomes included in the [Ministerial Order on Student Learning](#).

A course in junior high school represents a set of specific knowledge, skills and attitudes. Most students can achieve these outcomes in the recommended time; however, it is recognized that some students can acquire the knowledge, skills and attitudes specified in a course of studies in less than the recommended time, while others may require more time.

Recommended time allotments for required subject areas

Junior high school program

Subject areas	English language programming (hours per year)	Francophone education/French immersion programming (hours per year)
English Language Arts	150	250
Français ¹ /or French Language Arts ²	0	

Mathematics	100	100
Science	100	100
Social Studies	100	100
Physical Education	75	75
Health and Life Skills	50	50
Optional Courses ³ including Second Languages ⁴	(time may vary)	(time may vary)
Total hours of instruction:	950 hours	950 hours

¹ Français is taught in francophone schools.

² French Language Arts is taught in the alternative French language program - French immersion.

³ Programs of study for Fine Arts are designed as 75-hour courses at each level.

⁴ The recommended time allocation is 95 hours for schools that implement provincial programs of study or locally developed courses for French as a second language, First Nations, Métis and Inuit language and culture programs or international language and culture programs.

Information and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

Recommended time allotments

For instruction in a language other than English or French

[Education Act](#), Section 17

For schools offering instruction in a language other than English or French, the recommended time allotments for subject areas apply. In addition to English language arts and literature/English language arts, it is recommended there be a minimum of 150 hours of language arts instruction in the language of study.

Junior high optional courses

Optional courses help students achieve the outcomes outlined in the [Program Foundations](#) section. Optional courses also reinforce learnings in language arts, mathematics, science and social studies, and provide learning opportunities in other subject areas.

Sequencing

Students should be encouraged to continue in Grade 8 and Grade 9 with at least one of the optional courses selected in Grade 7.

Optional courses

Schools shall offer two optional courses listed below. Where instruction is offered in a language other than English, only one other optional course is required:

Career and Technology Foundations (CTF) / Career and Technology Studies (CTS)

Environmental and Outdoor Education

Ethics

- This course may be offered in Grade 7, Grade 8 or Grade 9.

Fine Arts

- art
- drama
- music
 - choral
 - general
 - instrumental

First Nations, Métis and Inuit Languages

- Provincial programs for First Nations, Métis and Inuit languages are outlined in the chart in the [Language Programs/Course Sequences/Courses](#) section.

- Local language programs may be approved locally developed courses.

French as a Second Language

- For more information, see [Language Programs/Course Sequences/Courses](#).

International Languages

- Provincial [programs of study](#) are available for bilingual as well as language and culture programming.
- Provincial programs for international languages available at the junior high school level are outlined in the chart in the [Language Programs/Course Sequences/Courses](#) section.
- Local language programs may be approved locally developed courses.

Knowledge and Employability Occupational Courses (Grade 8 and Grade 9)

- For more information, see the [Knowledge and Employability Courses](#) section.

Locally Developed Courses

- For more information, see the [Locally Developed Courses](#) section.

Locally Developed Religious Studies Courses

- Religious studies instruction may be offered under section 58 of the [Education Act](#) as locally developed religious studies courses.

Junior high course selections

A student's choice of courses is subject to the approval of the principal, except where a student (aged 16 or over) elects to take online learning or print-based distance education courses. Principals should ensure that students are made aware of programs available to meet their individual educational needs and that parents understand and concur with their children's course selections.

Planning in junior high for senior high school programs

Students should be provided with assistance in planning their senior high school programs while they are still in junior high school. Certain courses are required for an Alberta High School Diploma or a Certificate of High School Achievement. Some Grade 10 courses are prerequisites for more advanced senior high school courses. When junior high school students are planning their Grade 10 programs, all students and parents should become familiar with the prerequisites to avoid possible difficulties in the later senior high school years.

For example, in mathematics, students need to focus on their strengths and determine what they are likely to do after Grade 12. In Grade 10, students will take either Mathematics 10C or 10-3, with the 10C course leading to either the -1 or -2 course sequence. The -1 course sequence (20-1, 30-1) is designed for students whose post-secondary studies may require the study of calculus. The -2 course sequence (20-2, 30-2) is designed for students whose post-secondary studies do not require the study of calculus. The -3 course sequence (10-3, 20-3, 30-3) is designed for students pursuing apprenticeship programs or for those directly entering into the workforce. For students who meet the criteria, the Knowledge and Employability Mathematics 10-4 and 20-4 courses are also available. Also see [Programming for High School Completion and Beyond](#) in the Program Planning – Senior High School section.

Given the compressed nature of high school programming, planning for international student exchange participation should also begin in junior high school. Students considering an exchange in Grade 11 should take exchange timelines and requirements into account when selecting Grade 10 courses, as applications typically occur in Grade 10. See also [Student exchange programs](#).

When assisting students in planning their programs, junior high school staff should ensure that students discuss their proposed programs with their parents and keep in mind the specific requirements for high school completion.

Career plans

Schools are encouraged to require students to develop a program and career plan when beginning junior high school. The plan should be updated annually and signed off annually by the parents and the principal.

More information about career planning is on the [ALIS](#) website.

Program planning - senior high school

Grade 10 to Grade 12

Last updated on: Sep 04, 2026

Minimum hours of instruction: Grade 10 to Grade 12

As per the [Funding Manual for School Authorities](#), all schools must provide students with a minimum of 1000 hours of instruction per school year.

Access to instruction means:

- Alberta certificated teachers are assigned to deliver or supervise the instruction
- the instruction and evaluation of performance are based on the outcomes in an approved program of studies
- there are designated times when teachers are available to students
- students know, prior to enrolling in courses, how and when they will be able to access the instructional expertise of teachers

Definition of instruction: Grade 10 to Grade 12

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for students are directed toward achieving the outcomes of approved programs of study and [instructional support plans](#) through:

- interaction with students, either face-to-face or through technology, for the purpose of teaching and assessing student achievement of outcomes, and/or
- interaction with students who are engaged in classroom learning, independent study, online education and/or distance education, and/or
- supervision of student workplace learning

Instructional time: Grade 10 to Grade 12

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student–teacher interaction and supervision are maintained.

Instructional time does not include:

- teacher convention days
 - professional development days
 - parent–teacher interview days
 - teacher planning days
 - staff meetings
 - statutory and school authority–declared holidays
 - lunch breaks
 - breaks between classes
 - supervised study halls
 - time taken for the registration of students
 - extracurricular activities
 - graduation/commencement rehearsals and ceremonies
-

School organization

Last updated on: Sep 04, 2026

Senior high school programming

School authorities are to develop methods of school organization and instructional delivery that best meet the diverse needs and interests of individual students. Student-centred approaches to high school completion are essential to improving student engagement, student achievement and successful high school completion.

Schools not previously part of the Moving Forward with High School Redesign cohort can access further information and resources on the [high school completion](#) web page to help ensure a successful shift from a time-based model of instructional planning to one focused on engaged students, high levels of achievement and quality teaching. Senior high schools are encouraged to implement strategies and approaches aimed at transforming one or more of the following areas:

- school structures
- pedagogy
- school leadership
- school culture

In planning for student-centred organization, programming and planning, schools and school authorities should consider

- supporting students to prepare for transitions
- engaging students in career and personal planning
- providing students with personalized learning opportunities such as dual credit and off-campus education programs, as well as optional courses
- creating opportunities for students to have input into their learning and school environment
- offering opportunities for flexible pacing and programming that is responsive to diverse learning needs
- that programming decisions be research based, data informed and regularly monitored and reviewed

Organization of instruction

In planning for senior high school course instruction, school leaders must consider the following:

- Instruction must be provided to all senior high school students, including but not limited to:
 - students needing support in English as an Additional Language (EAL) and/or Francisation (francophone education)
 - students requiring specialized supports and/or services
 - students in an institution (code 550)
 - students registered in a Knowledge and Employability Program (code 710)
 - students enrolled in an outreach school for junior or senior high school grades
 - students in a one-year reciprocal exchange program
 - refugee students (code 640)
- School authorities are responsible for determining which education programs to provide, including but not limited to:
 - Career and Technology Studies (CTS) courses
 - fine arts courses
 - physical education
 - social science courses
 - dual enrolled, dual credit courses (authorized for the school authority)
 - second language courses
 - alternative French language programs
 - English as an Additional Language
 - Knowledge and Employability academic, occupational and practicum courses
 - locally developed courses (authorized for the school authority)
 - off-campus education courses
 - Registered Apprenticeship Program (RAP) courses
 - special projects

- evening and weekend courses
- Programming can be provided:
 - in a classroom setting
 - in an online setting
 - in an outreach setting
 - at a distance
- Schools must ensure that all students have the appropriate programming and supports to meet the curricular outcomes as outlined in the programs of study.
- Even though courses are developed for 25 hours of instruction per credit, the requirement for 25 hours of instruction per credit no longer applies for the vast majority of courses, except for the following:
 - Green Certificate Program courses
 - Registered Apprenticeship Program (RAP) courses
 - Special Projects 10, 20 and 30
 - Work Experience 15, 25 and 35
 - Workplace Practicum 20-4 and 30-4
 - Workplace Readiness 10-4
- Schools can deliver a block of 3 or more 1-credit CTS courses; however, schools must ensure that students meet all of the outcomes of each 1-credit course.
- Summer school for credit and heritage language courses may be offered by boards, accredited independent schools and other accredited high schools. The program requirements noted in the Guide to Education apply to all schools offering senior high school summer, evening and weekend programs, except that, for these programs, access to instruction of at least 16 hours per credit must be provided. For detailed summer school funding information, see the [Funding Manual for School Authorities](#).
- Subject to the approval of the principal, students under age 16 may take online learning or print-based distance education courses. School authorities are encouraged to consider obtaining parent permission for students under age 16 to participate in online learning or print-based distance education. These courses are offered through a number of school authorities in the province. Students aged 16 or over do not require approval of the principal to take online learning or print-based distance education courses. For more information about online learning or print-based distance education courses, see the [Program Delivery Options](#) section under Program Administration and Delivery.
- School leaders ensure that students have access to instruction that is focused on the

outcomes of the courses they have chosen and are evaluated on that basis. Whatever the method(s) of programming, the certificated teacher and school leader are responsible for the student-centred planning and implementation of instruction, as well as the assessment of student learning in relation to the outcomes from the Alberta programs of study. The school authority is responsible for ensuring that teachers and school leaders are meeting the requirements of the [Teaching Quality Standard](#) and the [Leadership Quality Standard](#).

Programming for high school completion and beyond

Last updated on: Sep 04, 2026

Planning to meet the high school diploma and certificate requirements

Certain courses are mandatory to meet [Alberta High School Diploma](#) and [Certificate of High School Achievement](#) requirements. Some Grade 10 courses are prerequisites for more advanced senior high school courses. To avoid possible difficulties in later senior high school years, principals should ensure that students planning their Grade 10 programs are familiar with the prerequisites.

For example, a student must successfully complete a Social Studies course at the 30 level (30-1 or 30-2) to qualify for an Alberta High School Diploma. A Grade 9 student wishing to obtain an Alberta High School Diploma should enrol in Social Studies 10-1 or 10-2 to ensure completion of the necessary courses by the end of Grade 12. For more information, see [Transfer Points and Course Sequences for Senior High School](#).

Students with a significant cognitive disability can achieve the [Certificate of School Completion](#). For more information on graduation requirements, credentials and credits, see the [Diploma and Certificate Requirements](#) section.

In addition to diploma and certificate requirements, a student's choice of subjects in senior high school may be governed by requirements adopted by the school authority that has jurisdiction over the student, provided that these requirements do not contravene the provisions in the guide.

Students eligible under section 14 of the [Education Act](#) have the opportunity to complete all of their core and optional coursework in French, with the exception of English language arts requirements.

For more information, see [Planning in Junior High for Senior High School Programs](#).

Planning for after high school

To enhance student learning and engagement, senior high school programming and course timetabling should provide students with relevant opportunities to make connections beyond the classroom and in the community, to explore careers, to develop competencies and to transfer learning to other areas of their lives.

School authorities are encouraged to strengthen partnerships with relevant business,

community and post-secondary partners to develop high school programming that is articulated with a variety of programs in colleges and technical institutes and that meets diploma or certificate requirements.

For more information, contact the Career Education Branch or the Wellness and Languages Branch. For contact information, see [Government Contacts](#).

Scholarships

All students should be made aware of the requirements for the [Alexander Rutherford High School Achievement Scholarship](#).

Students should also be made aware of Alberta's [High School Apprenticeship Scholarships](#).

For more information on scholarships and bursaries, see the [ALIS website](#).

General requirements for admission to post-secondary educational institutions

Possession of an Alberta High School Diploma or Certificate of High School Achievement does not guarantee admission to a post-secondary institution. Students who intend to enter a post-secondary institution should be advised, as early as Grade 10, to check the calendars of these institutions for admission requirements, and they should plan their senior high school programs accordingly. Information about post-secondary institutions can be found on the [ALIS website](#).

Apprenticeship articulation

Admission into apprenticeship programs may not require a senior high school diploma, though attaining one is often desirable for admission. Articulation agreements have been established with Alberta Apprenticeship and Industry Training for several trades. The programs of study for apprenticeships are available at [Career and Technology Studies: Apprenticeship](#).

Information regarding apprenticeship programs is available at [Apprenticeship and Industry Training](#).

Mark submission

Last updated on: Sep 04, 2026

Unless otherwise indicated, marks are to be submitted to Alberta Education and Childcare in percentages. All marks are to be submitted into PASI.

Program planning - courses and programs

Courses and programs: introduction

Last updated on: Sep 04, 2026

This section provides information primarily about senior high school courses and programs. In several instances, however, references are made to courses and programs for elementary (Kindergarten to Grade 6) and for junior high school (Grade 7 to Grade 9).

Career and Life Management (CALM)

Last updated on: Sep 04, 2026

[Career and Life Management \(CALM\)](#) may be taken by senior high school students in their Grade 10, Grade 11 or Grade 12 year. Principals may wish to consider the option of having students take CALM in either their Grade 10 or Grade 12 year, if students plan to take three sciences as well as a [Fine Arts](#) or [Career and Technology Studies \(CTS\)](#) course in Grade 11.

Partial Opt-in to CALM

Section 58.11 of the [Education Act](#) requires boards to notify parents and provide the opportunity to opt their child in, rather than opt-out, where courses, programs of study or instructional materials, instruction, or exercises include subject matter that deals primarily and explicitly with gender identity, sexual orientation or human sexuality. As parental opt-in consent is required, no academic penalty can apply to the extent that a student's parent has not opted the student in to the applicable course, program of study or instructional materials, instruction or exercises. For more information, see [Notice under Section 58.11 and Section 58.12 of the Education Act](#).

Exemption from CALM

Principals can exempt students from CALM when students transfer from out-of-province into Alberta schools in Grade 12. For the purpose of this exemption, a Grade 12 student is defined as one who is expected to graduate in the school year the student transfers into an Alberta school. In this case, the principal exempts the student and submits the exemption into PASI. The exemption should be submitted at the time it is granted. If the student does not graduate, the exemption is not removed automatically. It is at the principal's discretion whether to remove the exemption or allow it to remain.

For more information, see [Grade 12 Exemptions for Transfer-in Students](#), [Mature Students](#) or the [Career and Life Management Program of Studies](#).

Students can also be exempted completely from CALM because of religious beliefs. In this case, parents must write to the [Minister of Education and Childcare](#) to request the exemption. It is essential to the processing of the request to include the following information about the student in the letter to the Minister of Education and Childcare:

- complete surname and given names
- date of birth
- school currently attending
- Alberta Student Number

If the minister approves the exemption based on religious beliefs, Field Services will write a letter to the parents on the minister's behalf. A copy of this letter is sent to the school principal and Student Records. Upon receipt of this letter, the principal will submit the exemption into PASI.

For further information, contact [Field Services](#).

Career and Technology Studies (CTS)

Last updated on: Sep 04, 2026

Career and Technology Studies (CTS) is a high school program designed around a career pathways model to offer flexible programming.

CTS is organized into five clusters:

- Business, Administration, Finance & Information Technology (BIT)
- Health, Recreation & Human Services (HRH)
- Media, Design & Communication Arts (MDC)
- Natural Resources (NAT)
- Trades, Manufacturing & Transportation (TMT)

A cluster is a grouping of CTS courses that represent occupations and broad industry commonalities. Clusters in CTS are aligned with the [National Occupational Classification system](#) and function as an organizing tool.

Some students may successfully complete all the learning outcomes for individual introductory-level (1000 series) CTS courses offered in grades 7 to 9. Upon recommendation of the junior high school principal, a student who successfully completes all of the learning outcomes for an introductory-level (1000 series) CTS course may be granted credits associated with that CTS course by a senior high school principal. Such recommendations should be made on an individual, case-by-case basis. A mark of “P” for pass or a percentage grade may be assigned to the student by the senior high school principal.

English as an Additional Language

Last updated on: Sep 04, 2026

Alberta Education and Childcare recognizes the strengths and contributions of Alberta's culturally and linguistically diverse student population. Students with skills and knowledge in many languages may also have varying levels of English proficiency and so require support to learn English.

English as an additional language (EAL) learners are children and students, born in or outside of Canada, who have a home language(s) other than English and who require and receive support to develop their English language proficiency.

Students who are learning EAL require programming and instructional supports to develop English fluency, achieve grade level expectations in subject areas instructed in English and reach their full potential. To support children and students who are learning EAL, school authorities shall provide appropriate English language instruction and programming that meets students' diverse learning needs and develops students' English language proficiency. For information on coding and funding for students who are learning EAL, refer to the [Funding Manual for School Authorities](#).

Senior high schools with students who are learning English as an additional language should refer to [Organizing for EAL Instruction for Senior High Schools](#) located on the [Supporting English as an Additional Language Learners](#) web page. School authorities may also offer [English as an Additional Language](#) or [locally developed courses](#) to address the needs of EAL learners.

Annual language proficiency assessments and ongoing monitoring and documentation of students' language proficiency development is required to inform instructional planning and the provision of timely and appropriate learning supports.

A child/student who was born outside of Canada and has entered Canada as a refugee will typically require EAL or Francisation supports as well as significant additional supports and services to address considerations such as limited or disrupted formal schooling experiences and possible exposure to traumatic events while adjusting to an unfamiliar language and culture.

The [Alberta K–12 English as an Additional Language Proficiency Benchmarks](#), located on the [Supporting English as an Additional Language Learners](#) web page, has been developed to guide EAL programming and to support teachers with assessing and reporting the progress of students' English language development and to guide EAL programming and inform instruction of EAL learners in all subjects.

For more information, see the [English as an Additional Language Policy](#) or email additional-languages@gov.ab.ca.

Francisation (Francophone education)

Last updated on: Sep 04, 2026

Francisation refers to the instructional supports provided to eligible children and students enrolled in the francophone education system through francophone regional authorities. These supports help children and students develop the French-language proficiency needed to participate socially, academically, and culturally in francophone communities and in Canadian society.

Francisation programming is guided by Alberta Education and Childcare's [Seuils repères pour la francisation – Préscolaire – 12e année \(ECS to Grade 12 Francisation benchmarks\)](#) and by the digital resource [La francisation: l'affaire de tout le monde](#), developed in collaboration with francophone regional authorities. These resources support early learning educators and teachers in planning, assessing, and reporting progress of francophone students with Francisation needs.

Annual language proficiency assessments and ongoing monitoring and documentation of children's/students' language proficiency development is required to inform instructional planning and the provision of timely and appropriate learning supports.

A child/student who was born outside of Canada and has entered Canada as a refugee will typically require Francisation or English as an additional language supports. They may also require significant additional supports and services to address considerations such as limited or disrupted formal schooling, experiences and possible exposure to traumatic events while adjusting to an unfamiliar language and culture.

Refer to the [Funding Manual for School Authorities](#) for information on Francisation coding and funding.

For more information, see [Francisation \(Francophone Education\)](#) or contact the French Education Branch. For contact information, see [Government Contacts](#).

External learning

Last updated on: Sep 04, 2026

Students may be able to get high school credits for learning opportunities they take on their own to support career and life planning. These external learning opportunities:

- must be authorized by Education and Childcare
- are not part of provincial curriculum
- happen outside school
- give students a more personalized and flexible way to complete high school
- let students pursue their passions and earn up to 5 credits toward a high school diploma or certificate
- are not substitutes for required high school courses
- do not require Alberta Education and Childcare pre-requisites for students to participate
- do not provide funding to school authorities
- cannot be used for credit when a student has already been granted credit for an equivalent course (e.g., an external learning robotics camp with the same learning outcomes as CTS Robotics courses)

Approved external learning opportunities will be listed in [Explore Senior High School Courses](#).

Organizations and school authorities can contact Education and Childcare to request approval of new external learning opportunities. Information about the application process can be found at [Career Education](#).

Francophone education

Last updated on: Sep 04, 2026



[Education Act](#), Section 14

Rooted in the constitutional rights established by section 23 of the [Canadian Charter of Rights and Freedoms](#), francophone education provides students with learning opportunities that support their personal, intellectual and social development, and ensures access to an education program delivered in accordance with the requirements of the *Education Act*. Francophone education enables students to develop strong French-language proficiency and to build a sense of belonging to, and identification with, francophone culture, community and language. The overall goal of francophone education is twofold: to develop strong French-language proficiency and to foster francophone identity.

For information on francophone education, visit [French language education](#).

Green Certificate Program

Last updated on: Sep 04, 2026

The Green Certificate Program is administered by the Government of Alberta (Alberta Agriculture and Irrigation). The program is delivered off campus and students may earn credits for successfully completing a Green Certificate specialization. Alberta senior high school students 15 years of age or older can register in any one of the specializations available.

Like the Registered Apprenticeship Program, each of the Green Certificate specializations provides students with access to the first level of an agricultural apprenticeship. Courses in these specializations are listed in [Provincially Authorized Senior High School Courses and Course Codes](#). Get additional information on the [Green Certificate](#).

International Baccalaureate and Advanced Placement

Last updated on: Sep 04, 2026

Schools may choose to offer programming aligned with the International Baccalaureate (IB) and/or College Board: Advanced Placement (AP) courses and examinations. Programming may include the use of provincial courses and/or the use of locally developed courses.

Schools should inform students:

- that these programs do not replace the Alberta diploma requirements
- of post-secondary institution acceptance of IB and/or AP programs (for example, courses, exam scores, grades) for credit and/or advanced placement

School authorities offering locally developed courses for IB or AP programming must receive authorization for high school courses from Alberta Education and Childcare and approval by resolution or board motion prior to offering the courses to students.

For more information on locally developed courses, see the [Locally Developed Courses](#) section.

Further information may also be obtained on the [International Baccalaureate Organization](#) or [Advanced Placement](#) websites.

Knowledge and Employability courses

Last updated on: Sep 04, 2026

[Knowledge and Employability](#) (K&E) courses are designed for students in grades 8 to 12 who demonstrate reading, writing, mathematical and/or other levels of achievement 2 to 3 grade levels below their age-appropriate grade. School authorities may offer K&E courses to provide students with opportunities to experience success and become well prepared for employment, further studies, citizenship and lifelong learning.

Students may enrol in K&E courses and other junior–senior high school courses or transition in and out of K&E courses throughout grades 8 to 12.

Further information about K&E programming may be found in the [Knowledge and Employability Courses Handbook, Grades 8–12](#).

Junior high Knowledge and Employability courses

Junior high K&E courses for Grades 8 and 9 include 4 academic courses and 9 occupational areas.

K&E academic courses comprise:

- K&E English Language Arts
- K&E Mathematics
- K&E Science
- K&E Social Studies

K&E achievement tests for Grade 9 students reflect the Grade 9 outcomes in the academic courses noted above. All of the K&E achievement tests are administered according to the same schedule as other Grade 9 achievement tests. Grade 9 students who are receiving instruction from a K&E program of studies are expected to write the achievement test for that K&E course. Get more information on [Knowledge and Employability achievement tests](#).

The junior high K&E [occupational courses](#) consist of the following nine occupational areas:

- Art/Design and Communication
- Auto Mechanics
- Business Services
- Construction

- Fabrics
- Foods
- Horticulture
- Human Care
- Workplace Readiness

The K&E occupational courses for junior high school are separated into various units of instruction. The units in each course can be combined in any order to make up the junior high occupational program based on student interest and available facilities and equipment.

Senior high Knowledge and Employability courses

Students choosing senior high K&E courses typically wish to enhance their academic and occupational competencies and transition into employment and/or continuing education and training opportunities. All K&E courses are designated 5□ credit courses and are identified with the -4 suffix.

Students taking K&E courses may qualify for a [Certificate of High School Achievement](#) or they may continue their studies to qualify for an [Alberta High School Diploma](#). To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic K&E course or be identified as a K&E student (710 code) within the 12 months previous to the awarding of the certificate.

Senior high K&E academic courses comprise:

- K&E English Language Arts 10-4, 20-4, 30-4
- K&E Français 10-4, 20-4, 30-4 (Francophone education program)
- K&E Mathematics 10-4, 20-4
- K&E Science 10-4, 20-4
- K&E Social Studies 10-4, 20-4

The senior high K&E [occupational courses](#) are available in the following 11 occupational areas:

- Art/Design and Communication
- Auto Mechanics

- Business Services
- Construction: Building
- Construction: Metal Fabrication
- Cosmetology
- Fabrics
- Foods
- Horticulture
- Human Care
- Natural Resources

The senior high K&E practicum courses are available in the following areas:

- Workplace Readiness
- Workplace Practicum



Workplace Readiness 10-4 may be used by students enrolled in K&E courses in lieu of HCS3000 (Workplace Safety Systems) as the prerequisite for the first off-campus education learning experience, with the exception of the Registered Apprenticeship Program (RAP). Any student engaging in RAP must take HCS3000 as the required prerequisite.

All courses are offered for 5 credits. However, courses may be combined to allow for further instruction or off campus education learning experiences, such as workplace safety courses. Marks and credits must be reported separately for each course that has been combined. For more information, contact the English Language Arts and Literature, Fine Arts and Social Studies Branch; the Mathematics and Sciences Branch; the Career Education Branch; or the French Education Branch. For contact information, see [Government Contacts](#). Information is also provided in the [Knowledge and Employability Courses Handbook, Grades 8–12](#).

Language programs / course sequences / courses

Last updated on: Sep 04, 2026

Alternative French language programs

[Education Act](#), Sections 17, 19

According to section 17 of the *Education Act*, a board may authorize the use of French or any other language as a language of instruction. Since French is one of Canada's 2 official languages, learning French is considered important to enhance opportunities for living and working throughout Canada and the world, as well as to foster a greater understanding between French-speaking and English-speaking Canadians. Alberta Education and Childcare encourages opportunities for all Alberta students to learn French by making available alternative French language programs (including French immersion) and related services, under section 19 of the *Education Act*.

Boards offering the alternative French language Program – French immersion (French Immersion Language Arts and Literature and French Language Arts) and alternative French language program – French as a second language (French as a second language course sequences) shall implement these programs and courses in a manner consistent with provincial requirements.

For information on Federal French Language Funding managed by [Official Languages in Education Programs](#) (Alberta Education and Childcare), see Section F of the [Funding Manual for School Authorities](#).

Alternative French program - French immersion

French immersion is an alternative French language program available from Kindergarten to Grade 12 where French is used as the language of instruction for a significant part of each school day; several or all subjects are taught in French except the English Language Arts and Literature/English Language Arts course.

Elementary and junior high schools

French Immersion Language Arts and Literature is a mandatory subject for Kindergarten to Grade 6 students in French immersion. It provides the opportunity to develop communication skills in French as an additional language. Students engage in reading, writing, listening, speaking, viewing, and representing to enhance their understanding and fluency in various contexts. They explore a wide variety of texts from local, national and international sources, and are exposed to diverse viewpoints and cultural experiences. This course also allows students to experience Canadian linguistic duality, develop as a plurilingual individual and experience the cognitive and social benefits of learning a new language.

French Language Arts is a mandatory subject for Grade 7 to 9 students in French immersion. It provides an opportunity to enrich vocabulary and sentence structures in both oral and written communication. By building a solid language foundation, students can better understand, articulate, and express abstract ideas in French. They also explore how information is organized in the texts they read and hear. Students recognize the importance of well-organized information for effective communication.

Students in Grades 6 French Immersion Language Arts and Literature and Grade 9 French Language Arts take a Provincial Achievement Test (PAT), which assesses whether they have met the learning expectations for their grade. For more information, consult [Provincial Achievement Tests](#).

Senior high schools (Grades 10 to 12)

French Language Arts in senior high school are courses where French immersion students can earn credits and enhance their language skills. These courses focus on oral and written communication for academic, social, and professional contexts. Students critically engage with French media and literature from Canada and beyond. At the end of French Language Arts 30-1, they write a diploma exam. For more information on diploma exams, visit [Writing diploma exams](#).

French Language Arts course sequences for high school students in French immersion include:

- French Language Arts 10-1, 20-1 and 30-1
- French Language Arts 10-2, 20-2 and 30-2.

Hours of instruction for French immersion programs

Research and experience have clearly demonstrated that student proficiency in the French language is strongly correlated to the amount of time during which French is used as the language of instruction. Recognizing that many local factors may determine the time allocated to instruction in the French language, Alberta Education and Childcare recommends the following ranges as supportive of the objectives of French immersion programming:

Kindergarten: 100%
Grades 1 to 2: 90% – 100%
Grades 3 to 6: 70% – 80%
Grades 7 to 9: 50% – 80%
Grades 10 to 12: 40% – 80%

Alternative French language program - French as a Second Language

[French as a Second Language](#) (FSL) course sequences provide elementary, junior high and senior high students with the opportunity to learn French. At the elementary and junior high levels, French as a second language courses are often taught for 30 to 40 minutes a day. Senior high school FSL courses are awarded 5 credits per successfully completed course.

There are 2 course sequences available that allow students to begin their study of French: the 9-year (9Y) FSL program of studies and the 3-year (3Y) FSL program of studies. The goal of the 9-year FSL course sequence is to develop students' communicative abilities and linguistic, cultural and strategic knowledge in French. Upon completion of the 9-year course sequence in high school, students are able to communicate personal messages using a variety of language structures while demonstrating understanding of different francophone cultures.

In the 3-year course sequence, students are able to communicate basic ideas in a number of situations and have a general understanding of different francophone cultures.

For information on Federal French Language Funding managed by Official Languages in Education Programs (Alberta Education and Childcare), see Section F of the [Funding Manual for School Authorities](#).

Elementary and junior high schools

The 9-year French as a second language program of studies begins in Grade 4 and continues through to Grade 9 and then on to senior high school. This program of studies is a grade-related course sequence and will improve the articulation between elementary and junior high schools. Elementary students entering junior high school should be encouraged to continue their study of French.

Junior high school principals may offer senior high school French 10-3Y as a second language course for credit to junior high school students who have no previous experience in French. For more information on offering French 10-3Y for credit at a junior high school, see [Senior High School Courses and Credits for Junior High School Students](#) in the Student Placement and Promotion section.

Senior high schools

Both 9-year and 3-year FSL course sequences are available. When students enter senior high school, they are to be placed in FSL courses that correspond to their levels of proficiency in FSL. Students who are coming from junior high school with the requisite skills, knowledge and attitudes outlined in the Grade 9 French course are to be registered in French 10-9Y; students with no prior experience in French are to be registered in French 10-3Y.

The following course sequence is still available:

- French 31a
- French 31b

- French 31c

Languages other than French or English

Provincial programs for First Nations, Métis and Inuit languages and international languages available from Kindergarten to Grade 12 are outlined in the following chart:

First Nations, Métis and Inuit and international languages provincial programs available from Kindergarten to Grade 12

	Blackfoot	Cree	Arabic	Chinese	German	Italian	Japanese	Latin	Punjabi	Spanish	Ukrainian
Bilingual Programming: Language Arts											
School authorities determine the other subject areas/senior high school courses to be delivered in the language of choice and determine instructional time.			✓	✓	✓					✓	✓
Language and Culture programs of study available:											
Twelve-year Language and Culture (12Y) program (Kindergarten to Grade 12)	✓	✓				✓					
Nine-year Language and Culture (9Y) program (Grade 4 to Grade 12)		✓		✓	✓		✓		✓	✓	✓
Six-year Language and Culture (6Y) program		✓		✓	✓	✓	✓			✓	✓

(Grade 7 to Grade 12)											
Three-year Language and Culture (3Y) program (Grade 10 to Grade 12)	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

Locally developed courses are available for additional international language and culture, international bilingual, and First Nations, Métis and Inuit language and culture programs.

Bilingual programs

[Education Act](#), Sections 17, 19

According to section 17 of the *Education Act*, a board may authorize the use of a language other than English or French as a language of instruction.

Section 19 of the *Education Act* allows a board to offer an alternative program that emphasizes a particular language and culture, if the board determines there is sufficient demand.

A bilingual program (partial immersion) means a program in which a language other than French or English is used as a language of instruction, to a maximum of 50% of the instructional day. Language arts instructional time is equally divided between English Language Arts and Literature/English Language Arts and target Language Arts. Language Arts courses (Kindergarten to Grade 12), which are a component of bilingual programs, can only be offered by schools providing bilingual programming. In offering bilingual (partial immersion) programs, boards:

- must ensure that students also have the opportunity to acquire competence in all English language arts skills to meet diploma or certificate requirements
- have the responsibility of deciding the amount of time needed in all subject areas from Kindergarten to Grade 12, provided the instructional time is consistent with the direction in the *Guide to Education*

School authorities will determine the balance of subjects for bilingual programming. For more information, refer to the [School Administrator's Guide to Implementing Language Programming](#).

As per the [School Administrator's Guide to Implementing Language Programming](#), to

successfully complete the learning outcomes, it is recommended that students in bilingual language programs have access to: 45 to 50% of the instructional time in the target language at the elementary school level; 30 to 50% of the instructional time in the target language at the junior high school level; and 20% of the instructional time in the target language at the senior high school level (most often two 5-credit courses). Schools that provide second language and culture courses (for example, Heritage Language Schools, non-primary distance education schools) may not offer Language Arts courses, as these schools cannot provide the additional instruction in the target language required for bilingual programs.

For more information about language and culture courses, see [Heritage Language Schools](#).

Arabic Language Arts (Kindergarten to Grade 12), Chinese Language Arts (Kindergarten to Grade 12), German Language Arts (Kindergarten to Grade 12), Spanish Language Arts (Kindergarten to Grade 12) and Ukrainian Language Arts (Kindergarten to Grade 12) programs of study are available provincially. School authorities wishing to develop a language arts program in a language other than English or French should consult [The Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education](#).

For more information, contact the Wellness and Languages Branch. For contact information, see [Government Contacts](#).

First Nations, Métis and Inuit language and culture courses

A First Nations, Métis or Inuit language and culture course is one in which a First Nations, Métis or Inuit language is studied as a subject for the purpose of developing communication skills and cultural awareness. Alberta Education and Childcare currently offers a variety of language and culture course sequences for [Blackfoot and Cree](#), or school authorities may develop or acquire First Nations, Métis and Inuit language and culture courses as [locally developed courses](#).

With the advice and input of First Nations and Métis Elders, community experts and teachers, Alberta Education and Childcare has also developed a First Nations, Métis and Inuit Language and Culture 12-year (K–12) [Program Template](#) to assist school authorities in the development of course outlines for local language and culture course series.

Locally developed First Nations, Métis and Inuit language and culture courses must be consistent with [The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education](#).

For more information on locally developed courses, see [Locally Developed Courses](#).

International language and culture courses

School authorities may choose to offer either a provincial language and culture program of studies or a locally developed language and culture course series. An international language and culture course is one in which an international language is studied as a subject for the purpose of developing communication skills and cultural awareness.

The most current information regarding provincial international language and culture programs of study and support resources is available on [Alberta.ca](https://www.alberta.ca). For senior high school course sequences, refer to [Alberta's Senior High School Courses](#).

For more information about guidelines and requirements regarding local language programming, contact the Wellness and Languages Branch. For contact information, see [Government Contacts](#). Further information on international language and culture courses is also available in the [School Administrator's Guide to Implementing Language Programming](#).

Locally developed language courses

Locally developed international language courses (for example, language arts or language and culture courses) must be consistent with the appropriate framework within [The Common Curriculum Frameworks for International Languages \(3 year, 6 year and 9 year\)](#). Locally developed First Nations, Métis and Inuit language and culture courses must be consistent with [The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education](#).

For information on submitting locally developed courses to Alberta Education and Childcare, see the [Locally Developed Courses](#) section.

For more information, contact the Career Education Branch. For contact information, see [Government Contacts](#).

Locally developed courses

Last updated on: Sep 04, 2026

Locally developed courses

[Education Act](#), Sections 18(1), 53(2)

School authorities have the flexibility to develop or acquire locally developed courses to address particular student and/or community needs. These learning opportunities complement, extend and/or expand upon provincial programs of study. Locally developed courses may be used to:

- accommodate student needs and interests
- encourage and support innovative learning and teaching practices
- address unique community priorities
- engage students who may be at risk of leaving school early
- promote successful transitions to further education by exposing students to advanced subject matter and learning environments

Locally developed religious studies courses

Section 58 of the [Education Act](#) allows boards to prescribe religious instruction to be offered to students. This instruction may be offered through locally developed religious studies courses, provided that such courses develop respect for and promote understanding of individual and minority group differences, and develop an understanding and appreciation of the beliefs, customs, practices, literature and traditions of other major world religions.

Locally developed religious studies courses for grades 7 to 12 must include 20% course content addressing a comparative study of other major world religions in addition to the religion of study.

Religious studies courses are required to meet the same course requirements and criteria as other locally developed courses.

School authority procedures

School authorities offering locally developed courses must develop, implement and maintain current written procedures consistent with the *Guide*.

School authorities must approve locally developed courses by a resolution or a motion of the board of a school authority or governing body of a independent school prior to offering the locally developed courses.

Funding

Board approval and ministry authorization is required in order to obtain funding for senior high school locally developed courses and for students to receive credits.

Funding for senior high school locally developed courses is allocated as per the [Funding Manual for School Authorities](#).

Ministry authorization

Only senior high school locally developed courses require ministry authorization and must be submitted to the ministry. All locally developed courses must be approved at the local level according to established procedures.

Course requirements

Locally developed courses must align with the [Ministerial Order on Student Learning](#).

Approved senior high school locally developed courses are to be instructed by a certificated teacher ([Education Act](#), Section 198).

Locally developed courses must adhere to all applicable provincial education standards and guidelines; for example, [Teaching Quality Standard](#) and [Off-Campus Education](#).

Locally developed courses must also respect all relevant intellectual property law, and the entirety of the locally developed course content must be legally able to be shared with the public.

Submission criteria

In addition to the above course requirements, proposals for senior high school locally developed courses will be evaluated according to the submission criteria outlined below:

Philosophy and rationale

Locally developed course proposals should provide a clear philosophy and rationale that is informed by student, school, parental and/or community input. Key considerations include:

- relevance to the local context, including student and community needs, interests and goals
- whether or not existing locally developed courses, provincially authorized courses or other activities could be used to address the identified need

Locally developed courses should emphasize the extension of learning being offered to students beyond the scope of existing locally developed courses or provincial programs of study. Proposals must also identify existing locally developed courses or provincial programs of study that may overlap with and/or are similar to the proposed locally developed course, provide clarification of overlap/similarity and provide a rationale as to why the new course is needed.

Locally developed courses shall not replace activities that are a normal part of:

- extracurricular or co-curricular programs offered by a school
- community programs offered by individuals or organizations

Learning outcomes

Locally developed course proposals will include learning outcomes that:

- develop the competencies described in the [Ministerial Order on Student Learning](#)
- describe sequenced expectations for learning
- provide coherence and rigour within the course and/or course series
- describe what students are required to know, understand, and be able to do by the end of a course

Implementation

Locally developed course proposals must include an implementation plan that addresses the following:

- unique or specific facilities or equipment necessary
- safety components specific to the course
- controversial issues, including notice under section 58.1 of the *Education Act* if required
- specific processes required for the review and approval of the proposed course

Course sharing

Authorized locally developed courses will be available to be acquired by other Alberta school authorities and Alberta Accredited International Schools at no cost.

Authorization periods

Senior high school locally developed courses may be approved to a maximum duration of the four following school years, at which time the expiring locally developed course will need to be revised and submitted to the ministry for review and approval.

Funding is provided for locally developed senior high school credit courses where instruction is provided and the school authority is approved to deliver the courses.

Submission dates

Local approval (Board Motions) for use of a course in a school authority must occur prior to offering the course to students.

Submissions of sequence and course requests by the following dates will allow sufficient time for reviews and approval.

- For Semester 2 of the same school year
 - October 15 for Sequence Submission (Front Matter)
 - November 15 for Course Submission (Course Content)

- For Semester 1 of the following school year
 - January 31 for Sequence Submission (Front Matter)
 - March 1 for Course Submission (Course Content)

Refer to [Locally developed courses](#) for additional information.

Music – private study

Last updated on: Sep 04, 2026

When a student requests music credits for private study, in voice or an instrument, a principal may grant 5 credits for each of:

- Choral Music 10 for voice
- Choral Music 20 for voice
- Choral Music 30 for voice
- Instrumental Music 10 for an instrument
- Instrumental Music 20 for an instrument
- Instrumental Music 30 for an instrument

In addition to awarding course credit, principals will recommend a percentage mark earned by the student through private music study.

Principals are to recommend credits and a percentage mark only on the basis of official transcripts issued by Conservatory Canada or the Royal Conservatory of Music. Diplomas, photocopies of diplomas or photocopies of transcripts will not be accepted for evaluation purposes.

To obtain course credit and have the course mark reported, students are to have passed both the practical and theory components listed in the table below for that course level.

Marks submitted by schools to Alberta Education and Childcare should be calculated for each course as follows:

- Practical Component – 70% of mark submitted
- Other Components (Theory) – 30% of mark submitted

A student may receive a maximum of 5 credits per course. Students may not receive credit for participation in private music study and Alberta coursework (for example, a maximum of 15 credits total may be earned in Instrumental Music by a student).

Upon entrance to senior high school, credits and percentage marks for work completed in previous years within private music study can be applied to Instrumental or Choral Music 10, 20 and/or 30 following prerequisite course procedures. For example, if a student provides transcripts with both practical and theory exam marks for the grades/levels specified in the table below, they will be awarded with credits as well as percentage marks based upon the 70/30% calculation.

Students who present a transcript for Grade/Level 8 but not for previous grades will receive

waived prerequisite credits for Instrumental Music (or Choral Music) 10 and 20 but will not receive percentage marks for these courses.

The mark determined by the principal for each music course is to be submitted into PASI.

Table 1. Courses for which credits and marks may be recommended for music taken by private study

		10-level courses ¹	20-level courses ¹	30-level courses ¹
Conservatory Canada	Contemporary Idioms (Guitar, Piano, Voice)	Level 6 Practical + Theory 2	Level 7 Practical + Theory 3	Level 8 Practical (or higher) + Theory 4
	Classical (Clarinet, Flute, Guitar, Piano, Trumpet, Violin, Voice)	Grade 6 Practical + Theory 2	Grade 7 Practical + Theory 3	Grade 8 Practical (or higher) + Theory 4
Royal Conservatory of Music	Oboe, Bassoon, French Horn, Trombone, Euphonium, Tuba, Percussion, Recorder, Harp	Level 4 Practical + Level 6 Theory (formerly Intermediate Rudiments)	Level 6 Practical + Level 6 Theory (formerly Intermediate Rudiments)	Level 8 Practical (or higher) + Level 8 Theory (formerly Advanced Rudiments)
	Flute, Saxophone, Trumpet, Clarinet, Piano, Violin, Viola, Violoncello, Double Bass, Accordion, Guitar, Voice	Level 6 Practical + Level 6 Theory (formerly Intermediate Rudiments)	Level 7 Practical + Level 7 Theory (formerly Advanced Rudiments)	Level 8 Practical (or higher) + Level 8 Theory (formerly Advanced Rudiments)
	Harpsichord	Royal Conservatory of Music harpsichord 10-level and 20-level courses are not available		Level 8 Practical (or higher) + Level 8 Theory (formerly Advanced Rudiments)

¹All voice courses count as Choral Music 10–20–30 respectively for senior high school credits. All other courses are to be used for

Instrumental Music 10–20–30 respectively.

Conservatory Canada and the Royal Conservatory of Music periodically review and update their syllabi. This chart reflects the syllabi available at the time of publication of the Guide.

Off-campus education

Last updated on: Sep 04, 2026

Off-campus education learning experiences include Work Study, Workplace Readiness Grades 8 and 9, Workplace Readiness 10-4, Workplace Practicum 20-4 and 30-4, Work Experience 15, 25 and 35, Career Internship 10, and the [Registered Apprenticeship](#) and [Green Certificate](#) programs. For information on Workplace Readiness and Workplace Practicum courses, refer to Knowledge and Employability [junior high occupational courses](#) and [senior high occupational courses](#).

Students gain practical workplace experience related to life skills and career opportunities and can grow in knowledge, skills and attitudes by participating in off-campus education learning experiences delivered through school-community partnerships. Off-campus education provides opportunities for:

- community partnerships, job shadowing, mentorships and work study
- the use of off-campus initiatives to support the achievement of outcomes in provincial programs of study
- the issuing of senior high school credit for workplace learning that is approved by the school and by the employer

School authorities shall be responsible for ensuring that course content, where available, is followed and, where necessary, developed. School authorities shall also be responsible for the instructional practice and evaluation of all off-campus education learning experiences.

For specific procedural and legislative requirements regarding off-campus learning experiences, refer to [Off-Campus Education](#) or contact the Career Education Branch. For contact information, see [Government Contacts](#).

Reporting off-campus education learning experience credits

When schools report off-campus learning experience marks and credits in PASI, they are to report the marks and credits given for CTS courses separately. For example, a student who took work experience for a total of 6 credits, which included the required HCS3000: Workplace Safety Systems course, should be reported as having taken a 1-credit CTS course and a 5-credit Work Experience course.

Credits at the same level of Work Experience will accumulate. For example, if a student completes Work Experience 15 for 4 credits and then completes a different off-campus learning experience for 3 credits in a second Work Experience 15, the student will earn an accumulated total of 7 credits for Work Experience 15. A student may only accumulate credits

up to the largest credit value for the course (10 credits per grade level).

Only 15 credits of Work Experience 15, 25, and/or 35 may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Work study and community partnerships

Work study and community partnerships are components of other courses and are integrated into the teaching and experiential learning activities under the cooperative supervision of off-campus coordinators and employers.

Work study

Work study education provides an opportunity for junior and senior high school students to apply the knowledge, skills and attitudes they have acquired in coursework to real-life situations through a school-community partnership arrangement.

Work study includes experiential learning activities undertaken by a student as an integral part of an approved school course or program and under the cooperative supervision of the off-campus coordinator and the employer.

Community partnerships

Community partnerships are based on the belief that educators can enhance student learning experiences by bringing the community into the school and by placing students out in the community.

Using the expertise, talent and resources of community-based service organizations and agencies, and of business, industry, citizen groups and parents, schools can enrich the educational experiences of students. School authorities are encouraged to develop guidelines regarding community partnerships and business involvement in education. For more information, see Partnerships Between School and Community under General Principles for Effective Programming in the [Program Foundations](#) section.

Students may be introduced to the concept of community partnerships through activities such as:

- inviting members of the community into the school as guest speakers or to give demonstrations
- involving community members in special events, such as career days or education week
- touring local businesses and industries

- sharing resources, such as films, videos, booklets, pamphlets, equipment or specialized laboratory facilities
- participating in programs, such as work study, job shadowing or mentorships
- participating in community service activities

Community partnerships included in the Knowledge and Employability courses are addressed in the [Knowledge and Employability Courses Handbook, Grades 8–12](#).

Physical education

Last updated on: Sep 04, 2026

The Kindergarten to Grade 6 Physical Education and Wellness curriculum promotes the development of the whole individual and aims to nurture students in their pursuit of a healthy and active life. Physical education enables students to experience the joy of movement through purposeful engagement in each of the following physical activity dimensions: rhythmic, gymnastic, expressive, individual and group, challenge and adventure, and cultural activities and games.

The aim of the [Physical Education Kindergarten to Grade 12 Program](#) is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. To meet the aim of the physical education program, it is recommended that a variety of movement experiences be provided in all dimensions, including alternative environments (e.g., aquatics and outdoor pursuits), dance, games, gymnastics and individual activities.

Exemptions

In the following specified circumstances, exemptions may be warranted from one or more dimensions and/or a physical education course:

Category	Conditions for Exemption	Procedures	Other Experiences
Individual	Religious beliefs	Statement in writing from parent to principal	When exemption is granted, other activities consistent with the aim and outcomes of the program should be substituted, where appropriate.
Individual	Medical	Certification sent to principal by medical practitioner with statement of activities in which the student is not able to participate	
Individual	Out-of-province Grade 12 student who is expected to graduate in the school year	Principal submits exemption into PASI. The exemption	

	the student transfers into an Alberta school	should be submitted at the time it is granted.	
Class, Grade or School	Access to facilities	• Initiated by school authority or parent • Approved by school authority	

When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement during the Grade 11 or Grade 12 year.

Notice of a student's exemption from Physical Education 10 is to be reported by the principal in PASI at the time the exemption is granted.

Students exempted from the Physical Education 10 requirement are still to acquire the total number of credits required for high school completion.

Physical Education Taken Through Home Education

The results for Physical Education 10, taken through a home education program, may be submitted to Alberta Education and Childcare as a pass or fail, in accordance with section 6 of the [Home Education Regulation](#).

Special projects credits

Last updated on: Sep 04, 2026

Special projects credits are designed for work undertaken by students as individuals or in small groups (for example, 2 to 3 students) and should not be used as a means of offering credits for programs or courses offered by organizations external to Alberta Education and Childcare. Students may enrol in [Special Projects 10, 20 or 30](#). Special Projects 20 and Special Projects 30 do not have prerequisites.

Purpose

Special projects serve 2 major functions:

1. Students become involved in the selection, planning and organization of their own programs.
2. Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

Requirements

The requirements for special projects credits are outlined below.

[4-H projects](#) may qualify as special projects as long as they meet the requirements indicated. A student may not present a 4-H finished project for credit without following the requirements indicated:

- Special projects credits are designed for work undertaken by students as individuals or in small groups to pursue personalized learning.
- Student participation in a program or course offered by organizations external to Alberta Education and Childcare is not considered a special project.
- Each project shall be carried out under the supervision of a certificated teacher in the school.
- Students are required to submit a clearly planned proposal to the principal for approval, which should include
 - description or outline of the project

- number of hours of work expected to complete the project
 - method by which the project is to be carried out
 - description of expected learner outcomes
 - evaluation procedures as outlined by a teacher
 - expected completion date
 - name of the supervising teacher
- The principal shall retain a copy of each special project proposal.
 - The content of the special project need not be related to a specific school subject.
 - If a special project is related to a specific school subject, the content of the project shall be distinct from, and in addition to, regular course requirements.
 - Projects shall be completed and reported to the principal prior to the conclusion of the semester or full term.
 - Where a project takes a student off campus, requirements in the [Off-campus Education Handbook](#) must be followed.

Special projects may be offered for 1, 2, 3, 4 or 5 credits at each course level, based on 25 hours of work per credit. Credits will be awarded for successful completion in any one semester, or full term, on approval of the principal.

- Special projects courses accumulate credits at the same course level (for example, 10, 20 or 30). For example, if a student completes Special Projects 10 for 2 credits and later completes a **different** project using Special Projects 10 for 1 credit, the transcript will display a total of 3 credits for Special Projects 10. Students can only earn a maximum of 5 accumulated credits at each level.
- School authorities shall develop policies to ensure overall consistency and standardization of procedures governing special projects in their schools. Evaluation and reporting procedures should be included in a school authority's policy.
- Special projects credits may be applied toward the Alberta High School Diploma or the Certificate of High School Achievement.

A number of restrictions apply to special projects. Examples where special projects credits cannot be earned include:

- student activities that would be considered a normal part of extracurricular or co-curricular activities generally offered by a school (for example: school team sports, school newspaper, yearbook, field trips)

- in-school work experience
- teacher-developed projects



In instances where a student enrolls in more than one special project, credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased levels of proficiency.

Transfer points and course sequences for senior high school

Last updated on: Sep 04, 2026

In senior high school, provincially developed programs are designed to accommodate transfer between course sequences at particular points. Special circumstances may warrant student transfer at other points; however, the possible transfer points are as follows for:

- Aboriginal Studies Program
- Arts Education Course Sequences
- English Language Arts Program
- Français Program
- French Language Arts Program
- French as a Second Language Course Sequences
- Mathematics Program
- Science Program
- Social Studies Program
- Knowledge and Employability Occupational Courses to Career and Technology Studies Courses

Students generally take the prerequisite in a course sequence (for example, English Language Arts 10-1, 20-1, 30 1). This route is designated by solid arrows. However, Alberta Education and Childcare recognizes that students may transfer between course sequences and these possible routes are designated by broken arrows.

The school authority shall have a policy that clearly states the criteria to be met by a student who wishes to change course sequences.

Aboriginal Studies Program

Image: education-guide-eng-aboriginal-studies.png

(Credit values may differ for each course. Courses may be 3 or 5 credits.)

Arts education course sequences

Art

Image: education-guide-eng-art.png

(Credit values may differ for each course. The 10-level and 20-level courses can be 3, 4 or 5 credits. The 30-level courses are 5 credits.)

Drama

Image: education-guide-eng-drama.png

(Credit values may differ for each course. The 10-level and 20-level courses can be 3 or 5 credits. The 30-level course is 5 credits.)

Music disciplines

Image: education-guide-eng-music.png

(Credit values may differ for each course. The 10-level and 20-level courses and General Music 30 can be 3 or 5 credits. Instrumental Music 30 and Choral Music 30 are 5 credits.)

English Language Arts (ELA) Program

Image: education-guide-eng-english-lang-arts.png

(Each course is 5 credits.)

Français Program

(Francophone education)

Image: education-guide-eng-francais.png

(Each course is 5 credits.)

French Language Arts Program

(French immersion programming)

Image: education-guide-eng-french-lang-arts.png

(Each course is 5 credits.)

French as a Second Language course sequences

For students in senior high school with no previous knowledge of French:

Image: education-guide-eng-french-sec-lang-01.png

For students studying French with the requisite skills from the Grade 9 nine-year (9Y) course sequence:

Image: education-guide-eng-french-sec-lang-02.png

For students who possess a superior level of French prior to entering Grade 10:¹

Image: education-guide-eng-french-sec-lang-03.png

(Each course is 5 credits.)

¹ This course sequence is intended for students who demonstrate language skills that are equivalent or superior to those demonstrated by students who have successfully completed

French 30-9Y, and who desire to continue to refine their skills in French.

Mathematics Program

Image: education-guide-eng-math.png

(Each course is 5 credits.)

¹ Mathematics 30-1 is a prerequisite or corequisite for Mathematics 31.

Science Program

Image: education-guide-eng-science.png

(Each course is 5 credits.)

¹ Students who have achieved a final mark of 50% or greater in any one of Biology 20, Chemistry 20, Physics 20 or Science 20 may enrol in Science 30.

Social Studies Program

Image: education-guide-eng-social-studies.png

(Each course is 5 credits.)

Knowledge and Employability Occupational Courses to Career and Technology Studies (CTS) Courses

Image: education-guide-eng-knowledge-employ.png

(Each CTS course is typically 1 credit.)

(Each Knowledge and Employability course is 5 credits.)

¹ Transfer from a 10-4 Knowledge and Employability occupational course directly to an intermediate-level (2000 series) Career and Technology Studies course may be considered where there is content relevancy and prerequisite requirements are met.

For more information on Knowledge and Employability, see [Knowledge and Employability Courses](#).

Program planning: Course sequence transfer

Last updated on: Sep 04, 2026

The provision for course sequence transfer enables students to change course sequences, when necessary, to more appropriate levels of challenge. The possible transfer routes for each program area are given above in [Transfer Points and Course Sequences for Senior High School](#).

Students may transfer from a lower-level sequence to a higher-level sequence. For example, in senior high school social studies, students may transfer from the 10-2, 20-2, 30-2 sequence to the 10-1, 20-1, 30-1 sequence. For specific course sequences, refer to the transfer sequence charts above. Students who transfer from a 10-1, 20-1, 30-1 sequence to a 10-2, 20-2, 30-2 sequence, or from a 10□2, 20-2, 30-2 sequence to a 10□4, 20-4 sequence, should transfer into the sequence at the next grade level (e.g., Social Studies 10-1 to Social Studies 20-2). Students will not receive waived credits for the lower-level course in the new sequence. For example, students who successfully complete Social Studies 10□1 and then transfer to Social Studies 20-2 will not receive credits for Social Studies 10-2.

When a student transfers into a less challenging academic sequence, the principal may admit the student with less than a 50% standing. See [Retroactive Credits](#) in the Awarding Course Credits section.

Students who successfully complete the first course in a sequence, and then transfer to another sequence and are waived to the highest level in that sequence, should receive credits for the middle course in the new sequence upon successful completion of the highest level course. For example, students who successfully complete Social Studies 10-1, then successfully complete Social Studies 30-2 should receive waived credits for Social Studies 20□2 and earned credits for Social Studies 30-2.

Circumstances that should be considered when counselling a student to use the course sequence transfer provision include:

- language proficiency; as the student's language proficiency increases, a more academic sequence may provide a more appropriate level of challenge
- the school's ability to schedule the appropriate course route
- the student's ability and motivation
- criteria for a principal to waive prerequisites

The school authority shall clearly state the criteria to be met by a student who wishes to change course sequences.

Course level transfer in diploma examination courses

To ensure fairness, consistency and equity, school authorities and schools must have procedures in place to govern the assignment of school-awarded marks for students who transfer their diploma course level registration.

Students taking course instruction in diploma examination courses must be registered for their diploma examinations by the dates specified by Alberta Education and Childcare. Students who choose to transfer from one level to another within a subject (for example, Social Studies 30-1 to Social Studies 30-2) must do so by the dates specified at [Administering Diploma Exams](#). These deadlines have been established so that there is sufficient time for school staff to assess the student's achievement in the course and adequate time for the student to prepare for the examination. Consultation among the school staff, student and, where applicable, parent or guardian is an important component of the course transfer process.

Students who transfer course level registration in diploma examination courses must receive a final school-awarded mark based on the knowledge, skills and attitudes of the course into which they transfer. The process of evaluation of a student's achievement in this situation would be very similar to that used to evaluate a student's achievement through the [Course Challenge](#) provision.

Program administration and delivery

Program delivery options

Last updated on: Sep 04, 2026

Choice is an important principle in Alberta's education system. School authorities have the flexibility to use resources and any method of delivery as long as Alberta Education and Childcare requirements, including outcomes of the [programs of study/curriculum](#), are met. There are various program options for schools to respond to student learning needs. Alternative, home education, online learning, outreach, print-based distance education and shared responsibility programs are described in this section. For details regarding the funding rates for these various program options, see the [Funding Manual for School Authorities](#).

For all programs other than home education, Alberta certificated teachers are responsible for instruction (as defined in the [Definition of instruction: Grade 1 to Grade 9](#) section and the [Definition of instruction: Grade 10 to Grade 12](#) section). The school authority is responsible for ensuring that teachers are meeting the requirements of the [Teaching Quality Standard](#) through the [Teacher Growth, Supervision and Evaluation Policy](#).

Alternative programs



[Education Act](#), Section 19

Alberta Education and Childcare supports the establishment of alternative programs, and section 19 of the *Education Act* sets out the rights of boards to provide alternative programs. The *Education Act* defines an alternative program as an education program that:

- emphasizes a particular language, culture, religion or subject-matter, or
- uses a particular teaching philosophy

but that is not a religious education program offered by a separate school board of that religious denomination, a francophone education program or specialized supports and services under section 11.

Section 19(5) of the *Education Act* states that if a parent enrolls a student in an alternative program, the board may charge that parent fees related to the alternative program only for the purpose of defraying all or a portion of any non-instructional costs that:

- may be incurred by the board in offering the alternative program

- are necessary for the delivery of the alternative program
- are in addition to the costs incurred by the board in providing education programs other than the alternative program

School boards are permitted to provide alternative programs outside of their geographic boundaries provided that the resident school board has the first opportunity to deliver the alternative program.

For more information and requirements related to alternative programs, see the [Alternative Programs Handbook](#) or contact [Field Services](#).

Home education



[Education Act](#), Section 20
[Home Education Regulation](#)

Home education is an option where the parent has the primary responsibility for planning and selecting learning activities and resources as well as planning the instruction and assessment of student progress in accordance with the Home Education Regulation. The parent may choose 1 of 2 types of home education programs:

1. a home education program that is supervised by a school board or accredited-funded independent school and receives funding, or
2. a home education program that is not supervised by a school board or accredited-funded independent school and is not eligible for funding

Home education programs supervised and eligible for funding

A parent may choose to provide a home education program that follows the outcomes set out in the Alberta [programs of study/curriculum](#), the schedule in the Home Education Regulation, or a combination of both. An associate board or associate independent school must facilitate student learning by offering assistance and advice to the parent. An associate board or associate independent school must notify the parent of any implications that a home education program may have on a student's eligibility to be granted high school credits.

A parent choosing to provide a home education program that is supervised must annually notify a school board or an accredited-funded independent school of this intention in the form and manner approved by the minister. Notification of the intent to provide a supervised home education program can be made at any time during a school year.

A school authority that receives a home education notification will review the completed notification form and notify the parent within 15 days of receiving the notice of its decision to supervise the home education program or not. A school board that consents to supervise a home education program is an associate board. An accredited-funded independent school that consents to supervise a home education program is an associate independent school.

Charter schools may not offer home education programs according to section 27(1)(c) of the *Education Act*, which affirms that section 20 (Home Education) does not apply to charter schools.

If the parent intends to provide a program that does not follow outcomes of the Alberta programs of study/curriculum, the parent must provide a description of the program to the associate board or associate independent school. A teacher employed by the associate board or associate independent school must, at the request of the parent, advise and provide assistance to the parent in the preparation of the written description of a home education program.

The associate board or associate independent school, together with the parent, evaluate the student's progress in meeting the learning outcomes of the home education program. A certificated teacher employed by the board or independent school is required to conduct at least two evaluations with the parent and student in each school year. These evaluations focus on student progress in achieving the learning outcomes, including reviewing the parent's records of student progress. Associate boards and associate independent schools must offer home education students the opportunity to participate in applicable assessments under programs established by the minister. They are encouraged to act as a writing centre for students within their geographical region or coordinate with a writing centre on behalf of students.

Funding is provided to associate boards and to associate independent schools that supervise home education programs. Boards and accredited-funded independent schools must offer not less than 50% of the home education program funding received to parents who are providing a home education program to students in accordance with the Home Education Regulation. [Standards for Home Education Reimbursement](#) provides authorities with information to meet their accountabilities regarding the use of home education funding. An associate board or associate independent school supervising a home education program must enter the student's resident board into PASI for funding consideration. Refer to the [Funding Manual for School Authorities](#) for information on home education funding.

Home education Kindergarten pilot

The home education Kindergarten pilot has been extended to the 2025-26 school year. The home education Kindergarten pilot is available to parents choosing a home education program that is supervised by a school authority. Roles and responsibilities for the home education Kindergarten pilot are aligned with those for home education in grades 1 to 12.

To be eligible for funding, Kindergarten students must be:

- at least 4 years and 8 months old, and no older than 6 on September 1 of the year they are to start Kindergarten

- a resident of Alberta
- registered with a supervising school authority by the September count date.

For more information on eligibility and funding, see the [Funding Manual for School Authorities](#).

An associate board or associate independent school may terminate a parent's home education program if it determines that the student is not making reasonable progress or if the parent providing the home education program has not met the requirements of the Home Education Regulation. If an associate board or associate independent school terminates a home education program, it is responsible for the student's education program for the remainder of the school year and must ensure that the student has access to an education program for the remainder of the year. A parent may also choose to terminate the home education program with notice to the associate board or associate independent school.

Home education programs not supervised and not eligible for funding

A parent choosing to provide a home education program that is not supervised must annually notify the minister of this intention in the form and manner approved by the minister and within the time required by the minister. A parent may provide notification of the intent to provide a home education program at any time during a school year.

A parent may choose to develop a home education program that follows the outcomes set out in the Alberta programs of study/curriculum, the schedule in the Home Education Regulation, or a combination of both.

If there is, in the opinion of the Department of Education's director, reason to believe that a home education program that is not supervised is not being provided in accordance with the Home Education Regulation or does not provide a reasonable opportunity for the student to achieve the applicable outcomes, the director may conduct, or may authorize another person to conduct, an investigation into the matter. The director may, by notice to the parent, terminate the home education program that is not supervised. The parent may also choose to terminate the home education program with notice to the minister.

For more information, see [Home education](#) or contact [Field Services](#).

Online learning programs

An online learning program is a structured learning environment in which students engage with their teachers in one or more online courses. Alberta certificated teachers employed by a school authority are responsible for instruction.

An online course is one in which the majority of instruction and assessment takes place over the Internet, using a learning management system (LMS). The LMS provides students with

access to course content, teachers and other students. Students may access the LMS from multiple settings (in school and/or out of school buildings) and engage in both synchronous and asynchronous instruction.

School authorities engaging in online learning programs must ensure that elementary and junior high school students are provided with a minimum of 950 hours of instruction and senior high school students are provided with a minimum of 1000 hours of instruction (as defined in the [Minimum Hours of Instruction: Grade 1 to Grade 9](#) section and the [Minimum Hours of Instruction: Grade 10 to Grade 12](#) section). In addition, the following apply:

- Alberta certificated teachers are responsible for the planning, instruction and assessment of student learning.
- The instruction and evaluation of performance are based on the outcomes in approved programs of study/curriculum.
- There are designated times when teachers are available to students.
- Students know, prior to enrolling in courses, how and when they will be able to access the instructional expertise of teachers.

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student–teacher interaction and supervision are maintained.

School authorities are responsible for maintaining accurate information on student participation (for example, attendance, assignment submission, course completion). In addition, school authorities are responsible for ensuring the accurate assignment of course and student enrolment codes:

- A course section identified as “VTL: Distance Learning-Online” must be created for students enrolling in online courses.
- Students must be identified, through appropriate coding, as being enrolled in an online learning program when greater than 50% of their overall school program is deemed to be online.

Students registered in online learning programs must be given the same opportunity and necessary supports to write provincial assessments as students in a classroom-based setting.

When a school provides the opportunity for a student to access an online learning course from another school authority, the student’s primary school and school authority are responsible for registering the student and for the ongoing monitoring of that student’s overall education program. The school and school authority providing instruction in the online course are responsible for all aspects of instruction, as per the Guide to Education and the [Teaching Quality Standard](#).

School authorities cannot enrol ECS children in online learning programs, and students under age 16 may only be enrolled in online learning programs with the approval of the principal.

For more information, see the [Online Learning School and School Authority Leader Guide](#).

Outreach programs

An outreach program provides an educational alternative for students who, due to individual circumstances, find that the traditional school setting does not meet their needs. Outreach programs allow students to access resources that improve their ability to succeed academically and socially. A flexible approach is taken to teaching and learning in recognition of individual student needs. Outreach programs serve students of junior and senior high school age.

Boards may provide an outreach program within a school building or in a stand-alone facility. The nature of the students' needs should be a factor in this decision. A stand-alone facility must meet Alberta and municipal building, health and safety standards for school buildings. The school board must ensure that its liability insurance extends to the stand-alone facility for the outreach program.

A school board must pass a motion describing the outreach program and its location. To support implementation, the school board must develop a written policy addressing, at a minimum, student eligibility, attendance requirements and performance expectations.

To support student success, the outreach program must provide students with access to services in addition to education courses and materials. Examples of such services are personal and career counselling, conflict resolution, anger management training, gifted and talented programs, time management training and study skills.

To initiate a new outreach program, the school board must make a written request to the Alberta Education and Childcare Field Services Director for their region. The request must contain a copy of the minutes of the board approving the motion to proceed with a new outreach program and the proposed location of the program (the name of the school co-located with the outreach program, or the stand-alone facility).

For more information, see the [Outreach Programs Handbook](#) or contact [Field Services](#).

Print-based distance education programs

Print-based distance education programs refer to those programs where there is a separation of student and teacher in time and space, and where the majority of instruction and assessment takes place through print-based resources. Alberta certificated teachers employed by a school authority are responsible for instruction.

Francophone regional authorities can offer their own print-based distance education programs, or they can choose to use the [Centre francophone d'éducation à distance](#) administered by the Conseil scolaire Centre-Est.

School authorities engaging in distance education programs must ensure that elementary and junior high school students are provided with a minimum of 950 hours of instruction and senior high school students are provided with a minimum of 1000 hours of instruction (as defined in the [Minimum Hours of Instruction: Grade 1 to Grade 9](#) section and the [Minimum Hours of Instruction: Grade 10 to Grade 12](#) section). In addition, the following apply:

- Alberta certificated teachers are responsible for the planning, instruction and assessment of student learning.
- The instruction and evaluation of performance are based on the outcomes in approved programs of study/curriculum.
- There are designated times when teachers are available to students.
- Students know, prior to enrolling in courses, how and when they will be able to access the instructional expertise of teachers.

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student–teacher interaction and supervision are maintained.

School authorities are responsible for maintaining accurate information on student participation (for example, attendance, assignment submission, course completion). In addition, school authorities are responsible for ensuring the accurate assignment of course and student enrolment codes: a course section identified as “DSL: Distance Learning-print-based” must be created for students enrolling in print-based distance education courses.

Students registered in distance education programs must be given the same opportunity and necessary supports to write provincial assessments as students in a classroom-based setting.

When a school provides the opportunity for a student to access a print-based distance education course from another school authority, the student’s primary school and school authority are responsible for registering the student and for the ongoing monitoring of that student’s overall education program. The school and school authority providing instruction in the print-based distance education course are responsible for all aspects of instruction, as per the Guide to Education and the [Teaching Quality Standard](#).

School authorities cannot enrol ECS children in distance education programs, and students under age 16 may only be enrolled in distance education programs with the approval of the principal.

Shared responsibility programs

[Home Education Regulation](#)

A parent of a student providing a home education program to the student and an Alberta funded school authority may agree to share responsibility for the student's education. Two conditions must be met for this to occur:

1. The school authority portion of the agreement must consist of a program where an Alberta certificated teacher, employed by a school board or an accredited-funded independent school, is responsible for planning, resource selection, instruction, assessment and evaluation of student progress in selected courses that follow the Alberta programs of study/curriculum or locally developed courses. The school authority must be responsible for at least a minimum of 20% to a maximum of 80% of the student's program in Grades 1 to 12. Below this range, a student should be enrolled as a home education student, and above this range, a student should be enrolled as a regular or online student, with the school authority responsible for 100% of the program.
2. The home education portion of the agreement must consist of an education program developed in accordance with the *Education Act* and the Home Education Regulation.

School authorities with students enrolled in a shared responsibility program will be required to enter the school program percentage as part of enrolment information submitted into PASI.

An associate board or associate independent school supervising the home education portion of the shared responsibility program **must** enter the authority code of the student's resident board into PASI for funding consideration.

School boards or accredited-funded independent schools are not required to offer shared responsibility programs. In addition, shared responsibility programming is not an option in the home education Kindergarten pilot.

Charter schools may not offer shared responsibility programs according to section 27(1)(c) of the *Education Act* that affirms that section 20 (Home Education) does not apply to charter schools.

For more information on home education funding and submission deadlines, see the [Funding Manual for School Authorities](#).

For more information on the requirements for the home education portion of the program, see [Home education](#).

For more information on shared responsibility programs, contact [Field Services](#).

Schools of choice

Last updated on: Sep 04, 2026

Alberta accredited international schools

An Alberta Accredited International School (AAIS) is an autonomous school that provides the Alberta curriculum to children and students outside of Alberta. The AAIS program works to:

- increase international recognition of Alberta's high-quality education through its international schools
- contribute to a supply of global talent to support the provincial economy
- enable international schools to provide the Alberta curriculum and credentials to their local students
- create sustainable and efficient opportunities for international schools to receive and maintain Alberta accreditation
- collaborate with government ministries and non-governmental organizations to link accredited schools, their teachers, students and community leaders with opportunities to study and work in Alberta

Alberta Accredited International Schools must meet the accreditation requirements, as outlined in an agreement signed with Alberta Education and Childcare, and are responsible for the costs associated with being part of the AAIS program. In addition, these schools must hire teachers who meet the Alberta certification requirements to teach the Alberta [programs of study](#) and [curriculum](#). The Alberta Principal or Alberta Program Administrator must ensure that the school follows the policies, standards and regulations of Alberta Education and Childcare, as outlined in the Guide to Education and the Handbook for Alberta Accredited International Schools. Students must meet the requirements for graduation in order to obtain a credential from the Province of Alberta.

Alberta Accredited International Schools may charge tuition and other fees as required in order to fund operations, as they do not receive funding from the Province of Alberta.

For more information, go to [Alberta Accredited International Schools](#) or email edc.aais@gov.ab.ca.

Public charter schools



A public charter school is a public school that provides education in an innovative or enhanced way to improve student learning and contribute to educational choice. Public charter schools have characteristics that set them apart from other public schools in meeting the needs of a particular group of students through a specific program or teaching/learning style, approach or pedagogy while following provincial programs of study/curriculum. The proposed method of educational delivery that improves student learning must be supported by research.

The public charter school application deadline is September 15th. The minister may issue a charter to establish a public charter school in accordance with the regulations if the minister is of the opinion that the program to be offered by the public charter school is not already being offered by the board of the school division in which the public charter school is located, with exceptions for a public charter school focused on vocation-based education.

For information regarding the requirements for programming in public charter schools for students with disabilities, see [Accommodating Students with Exceptional Needs in Charter Schools](#).

For more information on public charter schools or to request an application package, phone 780-422-9423 (toll-free by first dialing 310-0000 within Alberta), or email edc.charterapplications@gov.ab.ca, or visit [Public charter schools](#).

Collegiate schools

In partnership with publicly funded post-secondary institutions and industry partners, collegiate schools offer specialized programming in a particular subject or field and provide students with a clear pathway into post-secondary education and careers in their chosen field. The schools can be public (public, separate, francophone, public charter) or accredited-funded independent schools and are given special approval and startup funding, if applicable, by the Minister of Education and Childcare. Collegiate schools must continue to meet the requirements of their original school type.

Applications for new public charter schools and accredited-funded independent schools may be completed and submitted simultaneously with the collegiate status application. However, approval of the school application does not guarantee approval of the collegiate status application. Publicly funded post-secondary institutions interested in partnering with an existing or new school authority to operate a collegiate school can initiate the collegiate school status application process.

For more information regarding the collegiate school status application process and requirements or to request an application package, phone 780-422-9423 (toll-free by first dialing 310-0000 within Alberta) or email edc.collegiateschools@gov.ab.ca, or go to [Collegiate Schools](#).

Heritage language schools

A heritage language school is a type of accredited independent school that offers approved or authorized language and culture courses outside regular school hours to students who receive their education program at another school authority. Although a heritage language school may also offer community language instruction, only the approved/authorized language and culture course series falls within the purview of Alberta Education and Childcare.

As with other accredited independent schools, heritage language schools must meet the requirements of section 29(2) of the [Education Act](#) and the requirements in the [Independent Schools Regulation](#). They also may employ a competent individual to teach a language or culture under the supervision of a teacher who holds a certificate of qualification as a teacher issued under the *Education Act* (section 198(2)).

A heritage language school must

- offer either:
 - an authorized provincial language and culture program of studies or
 - an approved locally developed language and culture course, and
- ensure that the programs or courses offered and all instructional materials promote understanding and respect for others, honour and respect the common values and beliefs of Albertans, and reflect the diverse nature and heritage of society in Alberta (section 16 of the *Education Act*)

Bilingual programming is a partial immersion program where instruction is provided in the target language for up to 50% of the instructional day. Language arts instructional time is equally divided between English Language Arts and Literature/English Language Arts. Language Arts courses (Kindergarten to Grade 12), which are a component of bilingual programs, can only be offered by schools providing bilingual programming. As per the [School Administrator's Guide to Implementing Language Programming](#), to successfully complete the learning outcomes, it is recommended that students in bilingual language programs have access to: 45 to 50% of the instructional time in the target language at the elementary school level; 30 to 50% of the instructional time in the target language at the junior high school level; and 20% of the instructional time in the target language at the senior high school level (most often two 5-credit courses). Schools that provide second language and culture courses (for example, Heritage Language Schools, non-primary distance education schools) may not offer Language Arts courses, as these schools cannot provide the additional instruction in the target language required for bilingual programs.

For more information about language and culture courses see [Bilingual programs](#).

A heritage language school may be funded or non-funded. If funded, a person who holds an Alberta teaching certificate must be designated as the principal.

Heritage language schools will use PASIprep directly or their local student information system (SIS) that is integrated with PASI to submit information regarding courses completed.

Independent schools



[Education Act](#), Sections 28.1, 29, 30
[Independent Schools Regulation](#)

Independent schools are recognized as being important in providing parents and students with choice in education. A person responsible for the operation of an independent school shall ensure students enrolled in the independent school are provided with an education program consistent with the requirements set out in the act and the regulations.

An independent school provides an educational alternative for parents who wish to have their children taught in accordance with a particular focus. Independent schools may be based on religious beliefs, athletics, academics or a particular philosophy of learning.

Funded independent schools are operated by a society under the [Societies Act](#) or a non-profit company registered under Part 9 of the [Companies Act](#) or a non-profit corporation incorporated by or under an Act of the Legislature. Funded independent schools are governed by the board of directors of the society or company.

Independent schools may charge tuition and other fees as required. In addition, independent schools can refuse to enroll students.

For information regarding the requirements for programming in accredited-funded independent schools for students with disabilities, see [Requirements for Special Education in Accredited-Funded Independent Schools](#).

For more information, see [Independent Schools](#).

Considerations for program delivery and school operations

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A number of programs, supports and services exist in schools and communities to help children and students become engaged and successful learners. This section highlights the learning commons, learning and technology, guidance and counselling, and collaborations to support children, youth and their families.

Those responsible for the implementation of education programs and the operation of schools must consider a number of matters related to the provision of a safe and caring environment that fosters and maintains respectful and responsible behaviours. Information is provided about the duty to report when it is believed that a child is in need of intervention; supporting students with Type 1 diabetes in schools; guidelines for time-out in Alberta schools; human sexuality education; the use of human tissue and fluid in educational programming; controversial issues; notice under 58.11 and 58.12 of the [Education Act](#); student organizations and activities; and protecting student privacy.

Learning commons

The goal of the learning commons is to enable all students to gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world. The concept of a learning commons is a shift in thinking from a library as a physical space that is a repository of books, to an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning. A learning commons is an agile and responsive learning and teaching environment available to individuals and groups to use for multiple, often simultaneous, purposes. It supports literacy, numeracy, competency development and student learning outcomes through access to and instruction in the effective use of print and digital resources. The learning commons approach functions best when learning experiences in the school community are coordinated to support student learning outcomes through collaborative planning, teaching and assessing.

The learning commons should:

- support the development of competencies in many areas, including the gathering, analysis and evaluation of information
- provide support, space and resources for inquiry, play and imagination
- provide support, resources and opportunities for transferability of learning to support broad exploration and inquiry that leads to deeper learning
- provide and support technology for learning to enable creation, collaboration and communication

- provide student access to and guidance on the use of:
 - online public access catalogues (OPAC)
 - online licensed and open access resources
 - quality print and digital learning resources in multiple formats that are reviewed to ensure they address a diverse range of student learning and developmental needs
- focus on quality learning resources in multiple formats and provide exposure to a wide variety of Canadian and international resources (fiction and non-fiction) which reflect multiple perspectives, promote literacy and numeracy, and develop students' interests and competencies beyond the school setting. These resources should include those that:
 - recognize and respect Indigenous knowledge and ways of knowing of First Nations, Métis and Inuit
 - reflect and support the cultural and linguistic perspectives of francophone communities
- provide high quality learning resources in English, French and other languages, as applicable, in order to support instruction and self-directed reading
- be flexible enough to provide teacher support in person or via technology, in varied full-time equivalencies or shared among schools/districts
- continue to promote intellectual freedom

For more information, see the [Learning Commons guidelines](#).

Learning and Technology Policy Framework

The Learning and Technology Policy Framework is a decision-making guide for government and school authorities to support effective, innovative integration of technology into the learning environment. The vision is student-centred and emphasizes the importance of supporting students in using technology to achieve the competencies identified in the Alberta programs of study/curriculum.

The policy framework is a roadmap – a set of principles, policy directions, outcomes and actions intended to guide decision makers at all levels, from government to the classroom. Making decisions that align with the common vision will help ensure those decisions complement each other and ensure the greatest benefits for students. The policy framework identifies 5 interdependent policy directions to achieve the vision:

- Student-Centred Learning

- Research and Innovation
- Professional Learning
- Leadership
- Access, Infrastructure and Digital Learning Environments

For more information, see the [Learning and Technology Policy Framework](#).

School guidance and counselling

School authorities have the responsibility to meet the needs of all students and enable their success. This is facilitated by the development of a continuum of supports and services. School-based supports, such as school guidance and counselling, address students' educational, personal, social, emotional and career needs. Each school authority determines its approach based on its learners, resources and community context.

School guidance and counselling involves collaborative partnerships that support learner success. This may involve a school counsellor or other school staff and parents and/or guardians working together with community services and professionals. For more information regarding collaborative practices and partnerships, visit [Collaborating to support students](#) on Alberta.ca.

Through school guidance and counselling and other strategies focused on awareness, communication, prevention and intervention, school communities are able to build a safe and caring environment that fosters and maintains respectful and responsible behaviours that support healthy relationships and facilitate student learning.

Collaborating to support children, youth and their families

In accordance with the *Education Act*, school boards have a number of responsibilities, including:

- delivering appropriate education programming to meet the needs of all students enrolled
- providing a continuum of supports and services to students that is consistent with the principles of inclusive education
- collaborating with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources

A variety of resources to support cross-sector collaboration and partnering have been developed through various cross-ministry initiatives. Some of these include the [Working Together Toolkit](#), [Working Together to Support Mental Health in Alberta Schools](#) and Alberta's Information Sharing Strategy.

Alberta Education and Childcare, school authority staff and partners engage in many collaborative practices to support children, youth and families. Examples of collaborative initiatives include [Success in School for children and youth in care](#), [Alberta Mentoring Partnership](#) and [WRaP 2.0: FASD Coaching Partnership Project](#).

Duty to report

The [Child, Youth and Family Enhancement Act](#) imposes the duty to report on a person who believes a child is in need of intervention. School personnel have ongoing contact with children and youth and are often the first to notice changes in behaviour or appearance. Research indicates that the confidence of staff to detect indicators of abuse, respond supportively and report to authorities is enhanced with regular communication about warning signs and procedures for reporting. It is important to note the following:

- It is mandatory to report, and permission is not required.
- It is the responsibility of the person who has recognized issues of concern or received reports regarding the child to notify Child and Family Services, the Child Abuse Hotline or the police/RCMP. Notification must come from the person who received the information first-hand and not from a third party.
- It is not the role of the school to investigate suspected abuse.
- It is important to be aware of board policies regarding sharing information with the principal.

Section 225.99994 of the *Education Act* sets out the Duty to Report to Police provision requiring the Registrar; the Commissioner (of the Alberta Teaching Profession Commission); a Superintendent; the Chair of a school board; operator of an independent school; or provider of an early childhood services program, to report to the police if they believe that a teacher or teacher leader has engaged in conduct that involves:

- physical harm to a student
- sexual abuse or sexual exploitation of a student, or
- any other matter that may, in the opinion of the person, threaten the safety of a student

For more information, see [Preventing child abuse – information for educators](#) or contact

System Support and Policy. For contact information, see [Government Contacts](#).

Supporting students with Type 1 diabetes in schools

Alberta Education and Childcare is committed to ensuring a safe and caring environment that fosters and maintains respectful and responsible behaviours that enables each child/student, including those with medical needs, to meaningfully participate in school and school activities.

The purpose of [Guidelines for Supporting Students with Type 1 Diabetes in Schools](#) is to provide information on how schools and/or school authorities, parents/guardians, healthcare professionals and community service providers can work together to support children and students with Type 1 diabetes in school and during school activities (for example, field trips, athletic events, class parties). It also identifies roles and responsibilities for the child/student, parent/guardian, school and/or school authority and provides resources to assist with supporting children/students with Type 1 diabetes in school and on school activities.

This document works in conjunction with existing policies, programs and resources provided by Alberta Education and Childcare, Primary and Preventative Health Services and Alberta Health Services.

For more information, see [Students with medical needs](#) on Alberta.ca.

Guidelines for time-out in Alberta schools

[Guidelines for Time-out in Alberta Schools](#) provides guidance for school authorities on the use of time-out in schools. The purpose of these guidelines is to provide clarity and a common set of expectations on the use of time-out in schools, in addition to evidence-informed practices.

Human sexuality education

Human sexuality education is mandated by the [Human Sexuality Education Policy](#) and is taught at several levels in Alberta, including the Grade 4 to Grade 6 Physical Education and Wellness curriculum, Grade 7 to 9 [Health and Life Skills](#) program, and the senior high school [Career and Life Management](#) (CALM) course.

Human sexuality education shall be taught within the normal school day and may be offered through different instructional structures. The learning outcomes outlined in current programs (Physical Education and Wellness, Health and Life Skills, and CALM) for human sexuality are prescribed, but they need not be offered exclusively through those courses. Many schools have developed programs through family life or religion classes.

Parental Notification and Opt-in Consent for Subject Matter Dealing Primarily and Explicitly with Gender Identity, Sexual Orientation, or Human Sexuality

Section 58.11 of the *Education Act* requires boards to notify parents and provide the opportunity to opt their child in, rather than opt-out, where courses, programs of study or instructional materials, instruction, or exercises include subject matter that deals primarily and explicitly with gender identity, sexual orientation or human sexuality. No board or teacher shall permit a student to take part in a course, program of study or instruction, or use instructional materials or an exercise unless the parent of the student has provided consent for the student to do so. As parental opt-in consent is required, no academic penalty can apply to the extent that a student's parent has not opted the student in to the applicable course, program of study or instructional materials, instruction or exercises.

For more information, see the [Human Sexuality Education Policy](#) and [Notice Under Section 58.11 and 58.12 of the Education Act](#), or contact the Wellness and Languages Branch. For contact information, see [Government Contacts](#).

Use of human tissue and fluid in educational programs

Alberta Education and Childcare firmly believes that the safety and well-being of students, teachers and other school staff should be a first consideration in the selection of materials for study. Therefore, all activities involving the extraction and analysis of samples of human fluid or tissue are prohibited in Alberta schools.

Controversial issues

Note: This section of the Guide to Education reflects the requirements of *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026* (Bill 25), which came into force on September 1, 2026.

Controversial issues are those topics that are publicly sensitive and about which there is no consensus on values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of student learning in Alberta.

In accordance with the *Education Act*, all courses or programs of study and instructional materials used in a school must:

- encourage a wide range of perspectives and ideas,

- foster critical thinking,
- foster the acquisition of knowledge and skills,
- reflect the diverse nature and heritage of society in Alberta,
- promote understanding and respect for others, and
- honour and respect the common values and beliefs of Albertans.

Further, under the *Education Act*, boards, charter school operators, and operators of accredited independent schools have the responsibility to ensure that the delivery of any educational programming not prescribed, approved or authorized under the *Education Act* is impartial, fair, neutral and free from personal bias.

A foundational role of the education system in Alberta is to develop engaged thinkers who think critically and creatively and ethical citizens who demonstrate respect, teamwork and democratic ideals and who work with an entrepreneurial spirit to face challenges with resiliency, adaptability, risk-taking and bold decision-making (*Education Act* preamble).

Studying controversial issues prepares students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities for students to understand complex problems, gather and assess information, approach discussions with reason, and to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgements.

This supports students in forming their own opinions without influence or direction toward a particular viewpoint. The result is a learning environment that fosters critical thinking, respectfully explores diverse perspectives, and promotes understanding and respect for others.

Teachers, students and others participating in studies or discussions of controversial issues should exercise sensitivity and demonstrate respectful and responsible behaviours. No one should be ridiculed, embarrassed or intimidated for positions they hold on controversial issues. Students must comply with the student code of conduct, and teachers must not teach in a way that exploits the teacher's relationship with students for ideological advantage.

Discussing or studying controversial issues provides opportunities to:

- present alternative points of view in an impartial and unbiased way, subject to the condition that information presented is not restricted by any federal or provincial law
- reflect the maturity, capabilities and educational needs of the students
- meet the requirements of provincially prescribed and approved courses and programs of study/curriculum and education programs
- reflect the neighbourhood and community in which the school is located, as well as provincial, national and international contexts

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher as an opportunity to foster critical thinking and to teach thinking skills. It is important for teachers and teacher leaders to approach controversial issues in a manner that does not promote or favour a particular political, social or ideological position. Teachers and teacher leaders are expected to guide diverse viewpoints by creating balanced, respectful, and open classroom conversations; their role is to remain objective and impartial, allowing students to explore multiple perspectives without feeling pressured toward any view.

The school plays a supportive role to parents in the areas of values and moral development and shall handle parental decisions in regard to controversial issues with respect and sensitivity.

Notice under Section 58.1 of the Education Act

Section 58.1 of the [Education Act](#) requires boards (including public charter schools) and independent schools to provide parents with notice where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion. Where a parent makes a written request, a student shall be exempt, without academic penalty, from such instruction, course of study, educational program or use of instructional material. These requirements do not apply to incidental or indirect references to religion or religious themes.

The notice to parents required under section 58.1 of the *Education Act* does not apply to the establishment of, or student membership or participation in, student-led organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs as per section 35.1 of the *Education Act*. Section 58.1 applies to circumstances where courses of study, educational programs or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with religion.

The requirements in this legislation are not intended to disrupt instruction or the discussion of controversial issues in the classroom. Teachers and school administrators should continue to respectfully handle the decisions and perspectives of parents when providing instruction and choosing instructional materials. Section 58.1 of the *Education Act* continues to call on teachers and school administrators to exercise their professional judgement to determine when notice should be provided to parents and to handle complaints or concerns raised by parents.

Determining when to provide notice to parents on subject matter that deals primarily and explicitly with religion

In light of the requirements in section 58.1, Alberta Education has done a review of the programs of study/curriculum to identify those courses that contain outcomes that deal primarily and explicitly with religion. The following courses have been identified as containing outcomes that require notification under section 58.1:

- Religious Ethics 20
- Religious Meanings 20
- World Religions 30

Notification under section 58.1 may also be required for locally developed courses that contain subject matter that deals primarily and explicitly with religion.

Depending upon the choices teachers make in how outcomes are taught and the instructional materials that will be used, other courses or programs of study/curriculum may also require notification to parents under section 58.1. When determining whether notification is required, teachers or boards may wish to consider the following:

1. Notification is required where courses of study, educational programs or instructional materials, or instruction or exercises, contain subject matter that deals **primarily and explicitly** with religion.
 - For the course of study, educational program or instructional material, or instruction or exercise, to be considered to deal explicitly with religion, there must be no question that the subject matter is intended to be about religion. A religious interpretation of an otherwise non-religious subject matter would not be considered explicit. For example, the intent of including evolution in the science programs of study is to explore its foundation in scientific theory. Although there may be religious interpretations of the origin of life, the inclusion of evolution is not intended to be explicitly about religion.
 - Even if the subject matter deals **explicitly** with religion, the course of study, educational program or instructional material, or instruction or exercises, must **also primarily** deal with religion. For example, even though various outcomes in the social studies programs of study include explicit references to “religion,” the outcomes are primarily about the core concepts of citizenship and identity. Similarly, notification is not required where instructional materials contain subject matter that explicitly deals with religion, unless those instructional materials are also primarily about one of these subjects.
2. Section 58.1 is clear that notification to parents is not required for indirect or incidental references to religion or religious themes in a course of study, educational program or instructional material, or instruction or exercise.
 - Where a reference to religion or religious themes occurs indirectly or in connection to another subject matter in classroom discussions, notification is not required. Therefore, teachers should not avoid topics where these subject matters may arise nor should they feel the need to stop classroom discussion.
 - Similarly, where a course of study, educational program or instructional material, or instruction or exercise, does not already deal primarily and explicitly with religion references to these subject matters in student projects or presentations would be considered incidental and notification would not be required.

3. Section 58.1 does not apply to student behaviour or interactions that are not related to courses of study, educational programs or instructional materials, or instruction or exercises. Therefore, it does not affect the ability of boards and teachers to address bullying or disciplinary issues, including those related to religion.

How to provide notice to parents on subject matter that deals primarily and explicitly with religion

Notification to parents under section 58.1 should be in writing and allow the parent enough time to request that their child be exempted from the course of study, educational program or instructional materials, or instruction or exercises, at issue. Section 58.1 does not require teachers or boards to obtain parental consent before providing the course of study, educational program or instructional materials, or instruction or exercise. Notification procedures must include the following:

1. A notice must be provided to the parent indicating that a particular outcome or component of a course of study, educational program or instructional materials, or instruction or exercises, includes subject matter that deals primarily and explicitly with religion.
2. In the circumstance where a student is registering for a specific course of study or educational program that deals primarily and explicitly with religion, notice may be given to the parent on the registration form for said course of study or educational program, identifying that the course of study or educational program, or a portion thereof, is primarily and explicitly about religion. A parent so notified is encouraged to give notice of their request for exemption at the time of registration.
3. A separate board, a board that offers an alternative program that emphasizes a particular religion, or a board that has the teaching of religion or faith-based education programs on its premises may wish to give notice of religious instruction by providing a clear statement on registration forms indicating to parents that they are enrolling their child in a school where religious courses of study, educational programs or instructional materials, or instruction or exercises, are used.

Exclusion from instruction

Where a parent makes a written request, section 58.1 requires a teacher to exclude a student, without academic penalty, from the course of study, educational program or instructional material that includes subject matter that deals primarily and explicitly with religion. The parent should indicate in the written request whether they want the student to leave the classroom or place where the instruction or exercise is taking place or whether they want the student to remain in the classroom without taking part.

How to address concerns or complaints from parents

Boards (including public charter schools) must ensure that concerns or complaints from

parents are addressed in an open, fair, objective and timely manner, and in accordance with their appeal procedures as required by section 42 of the *Education Act*. Independent schools should address any concerns or complaints that arise via local school policies and procedures that have been established. All schools and teachers are encouraged to resolve concerns or complaints from parents regarding the requirements in section 58.1 at the local level.

Notice under Section 58.11 and 58.12 of the Education Act

Under section 58.11 of the *Education Act*, school authorities must notify parents and provide the opportunity to opt their child in, rather than opt-out, where courses, programs of study or instructional materials, instruction, or exercises include subject matter that deals primarily and explicitly with gender identity, sexual orientation or human sexuality. The notice must be provided at least 30 days prior to the start of a course, program of study or instruction, or the first use of instructional materials or an exercise.

No board or teacher shall permit a student to take part in a course, program of study or instruction, or use instructional materials or an exercise unless the parent of the student has provided consent for the student to do so. These requirements do not apply to incidental or indirect references to gender identity, sexual orientation or human sexuality. When no consent has been provided in respect of a student, the teacher shall arrange for alternative instruction or supervision for students outside of the classroom or place where the course, program of study or instruction will take place, or the instructional materials or exercise will be used.

As parental opt-in consent is required, no academic penalty can apply to the extent that a student's parent has not opted the student in to the applicable course, program of study or instructional materials, instruction or exercises.

The notice to parents required under section 58.11 of the *Education Act* does not apply to the establishment of, or student membership or participation in, student-led organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs as per section 35.1 of the *Education Act*.

Determining when to provide notice to parents on subject matter dealing primarily and explicitly with gender identity, sexual orientation or human sexuality

All public, separate, francophone, charter and independent school authorities must establish and implement policies related to their duty to notify parents and seek consent (opt-in) 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.

The parental opt-in requirement only applies when the content deals primarily and explicitly

with gender identity, sexual orientation, or human sexuality. This is referring to direct references to these themes, as part of the following learning outcomes identified by Alberta Education and Childcare:

- Physical Education and Wellness (Grades 3, 4, 5 and 6)
- Health and Life Skills (Grades 7, 8 and 9)
- Career and Life Management (High School)
- Career and Technology Studies (High School) – Reproduction and Readiness for Parenting
- Career and Technology Studies (High School) – Developing Maturity and Independence

Notification under section 58.11 is required for locally developed courses that contain subject matter that deals primarily and explicitly with gender identity, sexual orientation or human sexuality.

Under section 58.11, school authorities must provide notice at least 30 days before the start of a course, program of study or instruction, or the first use of instructional materials. When determining whether notification is required, teachers or boards may wish to consider the following:

1. Notification is required 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.
 - For the course, program of study or instructional material, or instruction or exercise, to be considered to deal explicitly with gender identity, sexual orientation or human sexuality, there must be no question that the subject matter is intended to be about gender identity, sexual orientation or human sexuality. For example, in order to be considered explicitly about “human sexuality,” a course, program of study or instructional material, or instruction or exercise, must also address human sexual behaviours. Therefore, outcomes within the science programs of study that deal only with the anatomy and physiology of human reproduction are not explicitly about human sexuality; however, outcomes in CALM that examine aspects of healthy sexuality and responsible sexual behaviour are explicitly about human sexuality.
 - Even if the subject matter deals **explicitly** with gender identity, sexual orientation or human sexuality, the course, program of study or instructional material, or instruction or exercise, must **also primarily** deal with gender identity, sexual orientation or human sexuality. Notification is not required where instructional materials contain subject matter that explicitly deals with gender identity, sexual orientation or human sexuality, unless those instructional materials are also primarily about one of these subjects.
2. Section 58.11 is clear that notification to parents is not required for indirect or incidental references to gender identity, sexual orientation or human sexuality in a course, program

of study, instruction or exercises or in the use of instructional materials.

- Where a reference to gender identity, sexual orientation or human sexuality occurs indirectly or in connection to another subject matter in classroom discussions, notification is not required.
 - Similarly, where a course, program of study or instructional material, or instruction or exercise, does not already deal primarily and explicitly with gender identity, sexual orientation or human sexuality, references to these subject matters in student projects or presentations would be considered incidental and notification would not be required.
3. Section 58.11 does not apply to student behaviour or interactions that are not related to courses, programs of study or instructional materials, or instruction or exercises. Therefore, it does not affect the ability of boards and teachers to address bullying or disciplinary issues, including those related to gender identity, sexual orientation or human sexuality.

How to provide notice to parents on subject matter that deals primarily and explicitly with gender identity, sexual orientation or human sexuality

All public, separate, francophone, charter and independent school authorities are required to establish and implement policies related to their duty to notify parents and seek consent (opt-in) where courses, programs of study or instructional materials, or instruction or exercises include subject matter that deals primarily and explicitly with human sexuality, gender identity or sexual orientation.

The policies must address each of the following requirements:

- The process (form and manner) the school authority will use to provide notice to parents where subject matter deals primarily and explicitly with gender identity, sexual orientation or human sexuality.
 - For example, school authorities may send a notification form home with students or the teacher may email parents the notification form to advise them of an upcoming course/material/exercise, etc.
- The frequency and timing of the notice.
 - School authorities must provide notice at least 30 calendar days before the start of a course, program of study or instruction or the first use of instructional materials.
 - School authorities may consider providing notice for the school year, the semester or for individual units or events.
 - The notice can be for the course, program of study or instruction or the first use of instructional materials or an exercise.
- The process (form and manner) to seek consent (opt-in) from the parent(s) for the

student to participate.

- For example, school authorities may send permission forms home with students to be collected by the teacher or parents may be asked to complete an online form.
- School authorities must provide sufficient detail to enable parents to make an informed decision.
- School authorities must provide parents with the option for full or partial consent.
- School authorities must publish the policies. This may include:
 - Posting the policy on a school authority's public-facing website.
 - Ensuring the policy is readily available and provided upon request.

Additional considerations:

School authority policies must address each of the above requirements. They may also consider addressing in their policies:

- How they will determine if the course/course materials/exercise requires parental notice and consent.
 - Notice is not needed for incidental or indirect references to gender identity, sexual orientation or human sexuality.
 - For example, an indirect reference in a book being discussed in language arts would not require parental notification and consent.
 - To help determine the topics that require parental notification and opt-in, school authorities may refer to the learning outcome fact sheet on new.LearnAlberta.ca for learning outcomes dealing primarily and explicitly with gender identity, sexual orientation or human sexuality.
 - Notice is not required for a student's participation in extracurricular or voluntary activities, such as clubs.
- How the teacher, school, or school authority will track, and if desired, follow up with parents who do not respond to requests for opt-in consent.
- How the school authority will manage instances where opt-in consent is not provided (for example, that student would leave the classroom and be provided an alternate assignment).
- While all requirements must be met, all elements do not need to be addressed in a single policy or administrative procedure.
 - School authorities may adopt new policies and/or administrative procedures or adapt existing policies and/or administrative procedures to meet the requirements.

- If the requirements are addressed in multiple policies or procedures, it is recommended the school authority have information on where all required information can be found.
- For example, developing a document that summarizes where all of the requirements are addressed. School authorities are not required to but may wish to also address procedures for seeking Minister approval of learning and teaching resources and external parties presenting on topics dealing primarily and explicitly with gender identity, sexual orientation or human sexuality in their policies.

Exclusion from instruction

Under section 58.11, when no consent has been provided in respect of a student, the teacher shall arrange for alternative instruction or supervision for students outside of the classroom or place where the course, program of study or instruction will take place, or the instructional materials or exercise will be used. As parental opt-in consent is required, no academic penalty can apply to the extent that a student's parent has not opted the student in to the applicable course, program of study or instructional materials, instruction or exercises.

How to address concerns or complaints from parents

Boards (including public charter schools) must ensure that concerns or complaints from parents are addressed in an open, fair, objective and timely manner, and in accordance with their appeal procedures as required by section 42 of the *Education Act*. Independent schools should address any concerns or complaints that arise via local school policies and procedures that have been established. All schools and teachers are encouraged to resolve concerns or complaints from parents regarding the requirements in sections 58.11 and 58.12 at the local level.

Student organizations and activities

As stated in the [Education Act](#), every student is entitled to a safe and caring environment that fosters and maintains respectful and responsible behaviours. Under section 197 of the *Education Act*, a principal of a school has a legislated duty to provide this environment.

As per section 35.1 of the *Education Act*, students are entitled to create or join a voluntary student organization or activity that promotes a safe and caring environment that fosters and maintains respectful and responsible behaviours. Anti-racism clubs, anti-bullying clubs, gay-straight alliances (GSAs) or queer-straight alliances (QSAs), and diversity clubs are examples of such student organizations.

The following are steps to create a student organization or activity:

1. One or more students ask a staff member at the school to start an organization or

activity.

2. The principal permits the establishment of the student organization or activity.
3. The principal designates a staff liaison to support the organization or activity.
4. The students select a respectful and inclusive organization or activity name.
5. If the principal cannot find a staff liaison, the principal informs both the board and the minister, and then the minister will appoint a responsible adult.
6. The students, with support from their staff liaison, plan next steps, such as meeting dates, times and activities.

Additional information for principals can be found on [Gay and straight alliances](#).

Protecting student privacy

Note: On June 11, 2025, the *Access to Information Act* and the *Protection of Privacy Act* came into force, replacing the *Freedom of Information and Protection of Privacy Act* (FOIP Act) to modernize and streamline Alberta's access and privacy laws.

School authorities are required by privacy laws to protect personal information and may only disclose personal information if authorized under these laws. Public, separate, francophone and public charter schools must follow the [Access to Information Act \(ATIA\)](#) and the [Protection of Privacy Act \(POPA\)](#) and independent schools must adhere to the [Personal Information Protection Act \(PIPA\)](#).

When a student participates in an activity, 2 types of permissions may be relevant:

1. Consent for the student to participate in the activity.
2. Consent for the school authority to disclose personal information as part of facilitating that activity.

Both types of consent can be obtained electronically or digitally, but school authorities will need to follow specific legislative requirements in order for consent to disclose personal information to be valid.

Consent forms for school activities

School authorities must follow Alberta's privacy laws. Participation in school activities not included in a student record, such as an extracurricular activity or membership in a student organization, cannot be disclosed without legal authority.

Parental consent may be required for many student activities, particularly where students are leaving school property. Privacy considerations for activities linked to courses of study and the delivery of educational programs are different from considerations for activities related to voluntary student organizations or extracurricular events. School authorities should exercise particular care when obtaining electronic or digital consent. Electronic or digital consent forms sent directly to parents may be appropriate when seeking consent for curriculum related activities or activities during instructional time.

However, additional considerations may be necessary when obtaining parental consent for optional activities, such as field trips or out-of-school activities related to student organizations, sporting teams or extracurricular events. In these cases, students should be informed that parental consent is required to participate and that certain personal information will need to be disclosed to obtain that permission. This allows students to make an informed choice on whether they want to ask their parent for consent to participate.

Where a student is an independent student under the *Education Act*, school authorities will need to obtain consent from the independent student, who can sign the student's own consent, and not the parent.

POPA/PIPA consent

School authorities should consider whether a general POPA or PIPA consent form signed by a parent is sufficient to cover all activities that may occur throughout the school year. General consent forms are often used to cover situations where student personal information may be included in yearbooks, newsletters, print and electronic publications, websites, social media, videos, presentations, displays and other forms of communication. There may be circumstances where a school authority will need to obtain consent for a particular activity that is taking place.

School authorities should have a designated privacy (POPA or PIPA) officer to provide advice on these matters and to ensure that personal information is handled appropriately. For more information, go to [POPA resources](#).

Appropriate use of copyrighted materials in schools

Last updated on: Sep 04, 2026

Copyright rules for educators have changed significantly in recent years. Both the Supreme Court of Canada and the Parliament of Canada have identified education as a stated purpose within the fair dealing provision of the *Copyright Act*. Although educators have new opportunities under the fair dealing provision of the *Copyright Act* to use copyright-protected materials in their lessons, there are limits as to what can be copied and shared in the classroom. It is, therefore, important that both school principals and teachers understand their responsibilities with respect to copyright.

To assist educators, the Copyright Consortium of the [Council of Ministers of Education, Canada \(CMEC\)](#) has developed the [Teachers and Copyright](#) website, an online resource pertaining to the appropriate use of copyright-protected materials in the classroom (website and resources available in French and English).

This website features a copyright decision tool that allows educators to quickly determine whether they can use specific materials in their lessons. This site also provides an overview of the [Fair Dealing Guidelines](#) (PDF, 72 KB) and provides a link to [Copyright Matters!](#) (PDF, 1.1 MB), a publication that presents key questions and answers for teachers about copyright.

The Fair Dealing Guidelines should be posted in schools next to each item of copying equipment, such as printing stations, photocopiers and scanners. Requests for additional hard copy products can be sent to edc.policybranch@gov.ab.ca.

With respect to the playing of live or recorded copyright-protected music during non-instructional hours and the performance of music at a play that is non-curricular in nature, refer to the Copyright Matters! publication for further information.

For more information on copyright and the classroom, see [Copyright awareness for teachers](#).

Program administration and delivery - student assessment: Kindergarten to Grade 9

Last updated on: Sep 04, 2026

[Purpose of assessment](#)

[Assessment as a guide for learning and instruction](#)

[Assessment as the basis for communicating individual student achievement](#)

[Provincial Achievement Testing Program](#)

[Individual student profile](#)

[Literacy and Numeracy Screening Assessments](#)

Purpose of assessment

Last updated on: Sep 04, 2026

The primary purpose of assessment is to improve student learning. Assessment information is also used to enhance instruction to students and assures Albertans that the education system is meeting the needs of students and achieving the outcomes of the [Ministerial Order on Student Learning](#).

The assessment of student progress in relation to the outcomes outlined in programs of study/curriculum is important for the following reasons:

- The information is essential so that teachers can assist in meeting the learning needs of students.
 - The information is required for reporting student progress clearly to students and parents.
 - The information is used in making decisions regarding student placement.
 - The information is required for the evaluation of program effectiveness and for the revision of programs to improve student learning.
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Assessment as a guide for learning and instruction

Last updated on: Sep 04, 2026

The assessment of student progress serves as a guide for learning and instruction. Knowledge about each student's current level of achievement is essential for planning learning activities to meet the student's learning needs.

This information should be collected in a variety of ways to provide feedback that is useful to student and teacher alike. To be most useful, classroom assessment should have the following characteristics:

- It should be part of instruction and should clearly reveal to students what is expected of them.
- It should be an ongoing process rather than a set of isolated events, with the methods and instruments varied and used in a variety of contexts.
- It should focus on a broad range of outcomes, reflecting multiple dimensions of competency development.
- The measures should be appropriate to the student's development and cultural background.
- It should be constructive. It should focus on what a student can do, clearly identifying both strengths and areas of difficulty. It should encourage improvement in areas of difficulty, linking new learning to what a student already knows and can do. Assessment information should be used by a student to be informed about, to reflect upon and to initiate activities that enhance their learning.
- It should involve students in their own assessment. This gives them responsibility for their own learning and fosters lifelong learning.

Diagnostic approaches to instruction

The terms "diagnostic instruction" and "diagnostic teaching cycle" are often used to refer to instruction that is closely linked to assessment. Diagnostic instruction provides a means to ensure that learning difficulties are recognized early and that students receive the help they need. It also provides a means of confirming student learning so that more challenging activities can be provided as students become ready.

Assessment as the basis for communicating individual student achievement

Last updated on: Sep 04, 2026

When students are placed in age-appropriate groups for instruction, parents can become confused about the distinction between the grade in which their child is placed (the instructional group) and the grade level of the various subject areas at which their child is actually working. For example, the child is placed in a Grade 4 class while working at approximately the Grade 3 level in English language arts and literature. Where such confusion exists, parents can misinterpret information regarding their child's progress.

They may think that indications of satisfactory progress are made with reference to the instructional group the child is in rather than to the actual grade level at which the child is working. The Assessment as the Basis for Communicating Individual Student Achievement provision is intended to reduce this type of confusion and to support the professional responsibilities of teachers to provide clear communication in describing student progress.

Teachers shall ensure that information is effectively communicated to parents about:

- their child's knowledge, understanding and skills developed through a set of learning outcomes as referenced in programs of study/curriculum
- how well their child is doing in each subject
- the grade level(s) the child has achieved in relation to the grade levels of the provincial programs of study/curriculum for English language arts and literature, and/or language arts, and mathematics

The provision does not restrict the communicating of student achievement to written reports, nor does it require schools to use a particular type of instructional grouping or placement policy.

Teachers should communicate the grade levels at which they judge a student to be working, in at least the two specified subject areas of the curriculum. The basis for their professional judgement in these matters also needs to be clear so that parents can readily understand how student learning has been assessed.

Principals determine how to implement this provision, in consultation with teachers, parents and school councils and in a manner consistent with any related school jurisdiction policies. The communication can take place in a wide variety of ways, including parent-teacher conferences, assessment portfolios, report cards or student work samples. Many methods can be chosen for implementing this provision, but often face-to-face methods are the most successful for achieving clear and open communication.

All of the assessment information should be shared, not only with parents, but also with students when it is in the students' best interest to do so. Communicating with students about their levels of achievement is particularly important when students are planning their future courses and making program choices.

To assist teachers in assessing student achievement in relation to provincial achievement standards, Alberta Education and Childcare has released samples of complete [Provincial Achievement Tests](#) in all testing areas. These released provincial achievement tests contain the questions, key and other pertinent material about each test and are available on Alberta.ca. Writing examples are also available on Alberta.ca.

Provincial Achievement Testing Program

Last updated on: Sep 04, 2026

Note: This section of the Guide to Education reflects the requirements of *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026 (Bill 25)*, which came into force on September 1, 2026.

The Provincial Achievement Tests (PATs) measure knowledge and skills in language arts, mathematics, science and social studies. The tests reflect a common provincial achievement standard for students in a grade. They are based on what students are expected to know and be able to do as set out in the programs of study/curriculum.

Students registered in grades 6 and 9 and ungraded students in their sixth and ninth years of schooling are expected to write provincial achievement tests.

Provincial achievement tests are administered annually in English language arts/English language arts and literature, Français langue première et littérature/Français, French immersion language arts and literature/French language arts, mathematics, science and social studies in grades 6 and 9. Grade 9 provincial achievement tests based on the Knowledge and Employability programs of study in English language arts, mathematics, science and social studies are also administered. French versions of all mathematics, science and social studies provincial achievement tests are available for students in francophone education and French immersion programs. Accommodations are available for students who require specialized supports and services when writing [Provincial Achievement Tests](#) as specified.

Provincial achievement tests are administered electronically, in the form and manner established by the Minister. The Minister may permit a board to administer the assessment in a manner other than electronically. Such permission may apply to one or more schools operated by a school authority, or to individual students or classes of students who require an alternative means of completing the assessment.

Results are reported in such a way as to encourage improved learning, while minimizing possible harmful effects of testing for individual students. The numbers of students who achieve the acceptable standard and the standard of excellence are reported to facilitate interpretation of local results and to enable comparisons of local results to provincial and local targets. Group results for fewer than 6 students are reported to the school authority and the school but are not reported publicly. Alberta Education and Childcare encourages comparisons of local results with local targets, not comparisons of individual scores with other students' scores.

Information about student achievement is provided to schools and school authorities, parents and the public so that they may know how well students in their schools are meeting local targets and provincial outcomes. [Guidelines for Interpreting Achievement Test Multiyear Reports](#) is provided along with the results.

Schedules for administering achievement tests are mandated by the province and communicated to schools at [Provincial Achievement Tests](#).

For more information on provincial achievement testing, see the following:

- [Provincial Achievement Tests](#)
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Individual student profile

Last updated on: Sep 04, 2026

In early fall, students who wrote Provincial Achievement Tests (PATs) in the past school year receive their official results in the form of an Individual Student Profile (ISP) report. Schools keep a copy of the ISP in the student's education record. Parents receive ISP reports in one of 3 ways:

- ISP reports are sent electronically by schools to parents.
 - ISP reports are printed and mailed to parents by schools.
 - Parents can access ISP reports directly through [myPass](#) once their school has set up their account.
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Literacy and Numeracy Screenings

Last updated on: Sep 04, 2026

Literacy and Numeracy Screenings for K-5

Note: This section of the Guide to Education reflects the requirements of *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026*, (Bill 25) and the *Education (Prioritizing Literacy and Numeracy) Amendment Act, 2025*, (No. 2) (Bill 6), which came into force on September 1, 2026. It also includes information on the prescribed administration schedule set out in the Literacy and Numeracy Screening Assessments Regulation, A.R.44/2026.

Beginning in the 2026/27 school year, school authorities will also be required to administer literacy and numeracy screenings for Grades 4 to 5. These requirements are set out in the Literacy and Numeracy General Information Bulletin, and this section of the Guide to Education reflects those requirements.

Literacy and numeracy screenings identify students who require additional supports in developing foundational literacy and numeracy skills. Screening students in their early years provides essential information to teachers, schools, parents and Alberta Education and Childcare about potential learning issues and needs, and ensures students requiring additional supports get the help they need early in their education.

Kindergarten to Grade 3

School authorities and independent early childhood services (ECS) operators are required to:

- conduct literacy and numeracy screening for all students in Kindergarten to Grade 3;
- share screening results with parents to ensure families are informed and involved;
- provide screening data to the department and make results available to the Minister of Education and Childcare; and
- ensure that literacy and numeracy intervention supports are provided when the results of the literacy and numeracy screenings demonstrate that the child or student has difficulties in these areas.

Screenings must be conducted according to a prescribed administration schedule using a government-provided or government-approved screener, as set out in the Literacy and

Numeracy Screening Assessments Regulation, A.R.44/2026. Further information can be found in the [Literacy and Numeracy General Information Bulletin](#).

All kindergarten children are screened in literacy and numeracy in the Winter. All students in grades 1 to 3 must be screened in the Fall and again in the Winter. Based on the Winter administration results, grade 1 to 3 students who continue to require additional intervention supports in developing foundational literacy and numeracy skills, must be re-screened at the end of the school year.

Grades 4 and 5

All students in grades 4 and 5 must be screened in the Fall. Based on the Fall administration results, grade 4 and 5 students who were identified as requiring additional intervention supports in developing foundational literacy and numeracy skills, must be re-screened at the end of the school year. While a Winter screening is not required for students in grades 4 and 5, it is recommended.

Screening Results

Schools and school authorities are also required to share their results on literacy and numeracy for students in kindergarten to grade 5 with their stakeholders through their [Annual Education Results](#) and engage with them to set priorities and build their education plan. This approach helps the province, school authorities and schools track successes and continuously improve the quality of education for students. It also supports a transparent, accountable and responsive education system.

Results from the literacy and numeracy screenings are intended to help teachers identify and address gaps in their students' foundational understandings of literacy and numeracy. The results should be used to inform students and parents about progress and learning, and guide instruction throughout the year to assist students in developing the necessary foundational literacy and numeracy skills they need to be successful in their education and beyond.

Further information on the literacy and numeracy screening assessment requirement can be found at [Literacy and Numeracy Screenings](#).

Program administration and delivery - diploma and certificate requirements

Diploma and certificate requirements: Introduction

Last updated on: Sep 04, 2026

Alberta Education and Childcare diplomas and certificates certify that the holder has successfully completed a prescribed program of instruction. A student who is awarded a diploma or certificate from the list below is a graduate.

This section outlines the requirements for being awarded the:

- Alberta High School Diploma (English and francophone)
- Certificate of High School Achievement (English and francophone)
- Certificate of School Completion
- Alberta High School Diploma as a Mature Student
- High School Equivalency Diploma (by 2 options)



The possession of a diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students should be advised to check the calendars of post-secondary institutions for admission requirements.

Alberta High School Diploma

Last updated on: Sep 04, 2026

Students who meet the requirements as outlined in this section of the Guide are awarded an [Alberta High School Diploma](#). Students who satisfy these requirements and study in French and take Français 30-1 or Français 30-2 are awarded an [Alberta High School Diploma \(francophone\)](#).

Certificate of High School Achievement

Last updated on: Sep 04, 2026

Students who are enrolled in Knowledge and Employability courses and who satisfy the requirements are awarded a [Certificate of High School Achievement](#).

Certificate of Achievement

Last updated on: Sep 04, 2026

Students who were enrolled in the Integrated Occupational Program before January 2006 and meet the requirements outlined in Integrated [Occupational Program \(IOP\) Certificate of Achievement requirements prior to 2006](#) are awarded a Certificate of Achievement.

Certificate of School Completion

Last updated on: Sep 04, 2026

The Certificate of School Completion may be awarded to students with a significant cognitive disability who meet the qualification criteria listed below. Certificates will be generated using student information in PASI upon nomination by the principal or assistant principal of the school.

Qualification criteria

- The student, due to a significant cognitive disability, is not able to achieve any of the following certificates or diplomas:
 - Alberta High School Diploma
 - Diplôme d'études secondaires de l'Alberta
 - High School Equivalency Diploma
 - Diplôme d'équivalence d'études secondaires
 - Certificate of High School Achievement (Knowledge and Employability)
 - Certificat de réussite d'études secondaires (Connaissances et employabilité)
- The student has worked toward goals and objectives in their [individualized program plan/instructional support plan](#).
- By the end of the nomination school year, the nominee has been a student for at least 12 years (and is 17 years of age or older by March 1 of the nomination year).
- The school year in which the nomination is being submitted is the student's last year of school programming.
- The student's registration in PASI usually includes one of the following special education codes at the time of school completion: 41, 43, 44, 52.

For further information regarding student eligibility for the certificate, contact Learner Supports. For contact information, see [Government Contacts](#).

In order for students who have achieved a Certificate of School Completion to receive their certificate at the end of their last school year, submit nominations into PASI after March 31. If a student requires a certificate earlier, email studentrecords@gov.ab.ca.

Mature students

Last updated on: Sep 04, 2026

A mature student, for Alberta High School Diploma purposes, is one who, as of September 1 of the current school year, is:

- 19 years of age or older, or
- the holder of a previously awarded high school diploma from the province of Alberta, or an equivalent high school diploma from a jurisdiction acceptable to the minister

Mature student status is granted effective September 1 for the subsequent school year. The above criteria are to be satisfied prior to September 1.

The privileges afforded by the granting of mature student status are not applied retroactively to a student's completed coursework on file with Alberta Education and Childcare. The application of mature student status is conditional upon the completion of new coursework subsequent to September 1 of the school year in which the status becomes effective.

If a dispute or uncertainty as to whether or not a person qualifies for mature student status still exists after all avenues of appeal have been explored at the jurisdictional or school authority level, cases may be submitted, in writing, to the Special Cases and Accommodations Team. For contact information, see [Government Contacts](#).

A mature student is eligible to enrol in a course at the senior high school level or to write a diploma examination without having completed the required prerequisite courses.

The following prerequisite courses, however, must be completed by all students, including mature students:

- Agriculture Safety (AGR3000) prior to enrolling in any Green Certificate Program courses
- any post-secondary institution (PSI) dual credit course prior to enrolling in the next or higher-level PSI dual credit course
- Workplace Readiness 10-4 prior to enrolling in Work Experience 15, 25, 35 or Workplace Practicum 20-4, 30-4 courses
- Workplace Safety Systems (HCS3000) prior to enrolling in any of the following:
 - Career Internship 10
 - Registered Apprenticeship Program (RAP) courses
 - Work Experience 15, 25, 35

A mature student may earn senior high school credits in non-diploma examination courses

after successfully completing:

- courses offered in a regular accredited school
- courses offered under extension programs
- courses offered by a school or school authority engaging in online learning or print-based distance education programs

A mature student may earn senior high school credits in diploma examination courses by successfully completing course instruction and the diploma examination, or by successfully challenging the diploma examination.

A mature student who has achieved a standing of 50% or higher in a senior high school course, by any of the alternatives noted above, will automatically be awarded credits by Alberta Education and Childcare for the prerequisites in that course sequence. The credits awarded for each prerequisite course will be the same as the number of credits achieved for the course completed. However, a mature student who completes a lower-level sequence and transfers to the highest course in a higher-level sequence will receive credits only for the courses completed. For example, a mature student completing Social Studies 10-2, 20-2, 30-2 and Social Studies 30-1 will receive 20 credits. See [Credits for Waived Prerequisites](#), second example, in the Awarding Course Credits section.

The provision to automatically award credits to mature students for prerequisite courses does not apply to:

- Agriculture Safety (AGR3000)
- Career and Technology Studies (CTS)
- Dual credit, dual enrolled courses (courses that begin with the PSI prefix)
- English as a second language courses
- Green Certificate Program courses
- locally developed courses, with the exception of locally developed language arts or language and culture courses
- Registered Apprenticeship Program (RAP) courses
- senior high K&E occupational courses, including Workplace Readiness 10-4, Workplace Practicum 20-4 and Workplace Practicum 30-4
- Special Projects 10–20–30
- Work Experience 15–25–35
- Workplace Safety Systems (HCS3000)

Mature students are eligible to receive the Alberta High School Diploma or the Certificate of

High School Achievement upon completing the specified requirements. They are not, however, required to complete Physical Education 10 or Career and Life Management (CALM).

Many school authorities offer comprehensive programs for mature students in both credit and non-credit areas. Interested mature students should consult their school authority for details about such programs.

Mature students who enrol in senior high school courses may earn the Alberta High School Diploma under the current diploma requirements. See [Alberta High School Diploma Requirements](#) in this section.

Mature students who have not previously attended senior high school are expected to meet the current requirements, except for Physical Education 10 and CALM, to earn an Alberta High School Diploma.

Mature students who entered senior high school prior to 1994/95 may meet the current requirements or the requirements that were in effect the year they entered high school. [Alberta High School Diploma requirements prior to 1994/95](#) contains a chart that outlines the requirements for years prior to 1994/95.

Principals will contact Student Records when a student requests programming to meet requirements for years prior to 1994/95. For contact information, see [Government Contacts](#).

For more information, see [Grade 10 Students](#) in the Student Placement and Promotion section.

High School Equivalency Diploma

Last updated on: Sep 04, 2026

There are 2 options for achieving a [High School Equivalency Diploma](#).

Option 1

A person who is 18 years or older as of September 1 of the current school year, who is deficient in the credits needed for an Alberta High School Diploma, who has been out of school for at least 10 consecutive months, and who wishes to obtain a High School Equivalency Diploma, should apply to the principal of a senior high school in the community. The principal will first confirm that the candidate has achieved 60 credits through classroom instruction in a school or other institution accredited by or acceptable to the Minister. For out-of-province students, refer to the [Evaluation of Out-of-province/Out-of-country Educational Documents](#) section. The 60 credits will include:

- a high school course in mathematics (5 credits)
- a high school course in science (3 credits)
- English Language Arts 30-1 or 30-2 (5 credits) or Français 30-1 or 30-2 (5 credits)
- one other 30-level course, other than English language arts (5 credits)
- additional high school courses (42 credits)

If the student has met all of the requirements above, the principal will apply additional credits. Additional credits can be awarded in PASI for the following:

- additional high school courses
- a maximum of 15 credits for approved adult education courses offered by recognized agencies
 - For example, public colleges, institutes of technology, extension divisions of universities, adult evening classes, which have not been previously completed for high school credit as dual credit courses.
- a maximum of 15 credits for age, according to the following scale:
 - age 21 to 24 (inclusive) – 5 credits
 - age 25 to 29 (inclusive) – 10 credits
 - age 30 and over – 15 credits

- a maximum of 5 credits for extensive travel
 - For example, in a written essay, the student will explain how travel has influenced their appreciation of other cultures, lifestyles and the development of personal values (maximum of 500 words).
- a maximum of 5 credits for extensive reading
 - For example, in a written essay, the student will describe how extensive reading has contributed to their personal growth and/or career progression to date and/or how it may contribute in future. Cite 1 or 2 passages to support this opinion (maximum of 500 words).

The student will be awarded the credential if the number of additional credits added to the minimum 60 credits gained through classroom instruction totals at least 100.

Copies of all necessary documents should be retained by the principal in accordance with school authority requirements.

The credits for adult education, age, extensive travel and extensive reading cannot be used toward meeting the 100-credit requirement for the Alberta High School Diploma.

For more information about Option 1, contact Student Records or the Special Cases and Accommodations Team. For contact information, see [Government Contacts](#).

Option 2

A person who is 18 years or older who has been out of school for at least 10 consecutive months may obtain their High School Equivalency Diploma by:

1. Having attained minimum standard score of 450 on all five (5) GED® exams (2002 Canadian Test Series) prior to May 3, 2024;
2. Attaining a score that exceeds the minimum standard (ES) or meets the minimum standard (MS) on all five (5) CAEC exams after May 3, 2024, where at least one CAEC exam was written in Alberta; or
3. Any combination totaling five (5) successfully completed GED® exams (2002 Test Series) and CAEC exams in each of the subjects where at least one CAEC exam was written in Alberta.

The five (5) CAEC/CCÉA subjects include:

- English: Reading OR Français: Lecture
- English: Writing OR Français: Écriture
- Mathematics (Part I: no calculator AND Part II: calculator)
- Science
- Social Studies

For more information about Option 2 and the CAEC program, contact the CAEC Testing service. For contact information, see [Government Contacts](#).

Alberta High School Diploma: Graduation requirements (English)

Last updated on: Sep 04, 2026

The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

100 credits including the following:
English Language Arts – 30 Level • English Language Arts 30-1 or 30-2
Social Studies – 30 Level • Social Studies 30-1 or 30-2
Mathematics – 20 Level • Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3
Science – 20 Level ¹ • Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20
Physical Education 10 (3 credits) ²
Career and Life Management (3 credits) ³
10 credits in any combination from: • Career and Technology Studies (CTS) courses • Fine Arts courses • French Language Arts courses • Second Languages courses • Physical Education 20 and/or 30

- Knowledge and Employability courses
- Registered Apprenticeship Program courses
- Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses

10 credits in any 30-level course (in addition to a 30-level English Language Arts and a 30-level Social Studies course as specified above)⁴

These courses may include:

- 30-level locally developed courses
- Advanced level (3000 series) in Career and Technology Studies courses
- 30-level Work Experience courses⁵
- 30-level Knowledge and Employability courses
- 30-level Registered Apprenticeship Program courses
- 30-level Green Certificate Specialization courses
- Special Projects 30

¹ The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.

² See information on [exemption from the physical education requirement](#).

³ See information on [exemption from the CALM requirement](#).

⁴ 30-level English language arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.

⁵ Students may earn a maximum of 30 credits in Work Experience, to meet the 100-credit requirement for the Alberta High School Diploma.

- Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the diploma requirements of “10 credits in any combination from Career and Technology Studies (CTS) courses” and “10 credits in any 30-level course – Advanced level (3000 series) in Career and Technology Studies courses.”
- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school awarded mark (70%) and the diploma examination mark (30%).
- For more information, students enrolled in francophone education should consult the [Alberta High School Diploma: Graduation requirements \(francophone education\)](#).
- Mature students should consult the [Mature Students](#) section for applicable requirements.
- Only 5 high school credits for external learning may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Alberta High School Diploma: Graduation requirements (francophone education)

Last updated on: Sep 04, 2026

The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

100 credits including the following:
Français – 30 Level • Français 30-1 or 30-2
English Language Arts – 30 Level¹ • English Language Arts 30-1 or 30-2
Social Studies – 30 Level • Social Studies 30-1 or 30-2
Mathematics – 20 Level • Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3
Science – 20 Level² • Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20
Physical Education 10 (3 credits) ³
Career and Life Management (3 credits) ⁴
10 credits in any combination from: • Career and Technology Studies (CTS) courses • Fine Arts courses

- Second Languages courses
- Physical Education 20 and/or 30
- Knowledge and Employability courses
- Registered Apprenticeship Program courses
- Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses

5 credits in any 30-level course (in addition to a 30-level English Language Arts, a 30-level Français and a 30-level Social Studies course as specified above)⁵

These courses may include:

- 30-level locally developed courses
- Advanced level (3000 series) in Career and Technology Studies courses
- 30-level Work Experience courses⁶
- 30-level Knowledge and Employability courses
- 30-level Registered Apprenticeship Program courses
- 30-level Green Certificate Specialization courses
- Special Projects 30

¹ There is an exception for Canadian and immigrant unilingual francophone students who enter the Alberta school system within 5 years of their graduating year. For more information, see [Alberta High School Diploma Requirements for Francophone Students – English Language Arts](#) below.

² The science requirement – Science 20 or 24, Biology 20, Chemistry 20 or Physics 20 – may also be met with the 10-credit combination of Science 14 and Science 10.

³ See information on [exemption from the physical education requirement](#).

⁴ See information on [exemption from the CALM requirement](#).

⁵ 30-level English language arts, 30-level Français or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.

⁶ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

- Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the diploma requirements of “10 credits in any combination from Career and Technology Studies (CTS) courses” and “5 credits in any 30-level course—Advanced level (3000 series) in Career and Technology Studies courses.”
- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).
- Mature students should consult the [Mature Students](#) section for applicable requirements.

- Only 5 high school credits for external learning may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Alberta High School Diploma requirements for francophone students – English Language Arts

Francophone students who use Français 30-1 or Français 30-2 to meet the language arts requirements for an Alberta High School Diploma must also complete English Language Arts 30-1 or 30-2. The principal of a francophone school may exempt Canadian and immigrant unilingual francophone students enrolled in a francophone regional authority from meeting the English Language Arts 30-1 or 30-2 Alberta High School Diploma requirement provided that:

- the student entered the Alberta school system within 5 years of the anticipated completion year; and
- the principal deems the student does not demonstrate sufficient English language proficiency to successfully complete English Language Arts 30-1 or 30-2

The principal must report the exemption in PASI at the time it is granted. Note that the exempted student must still be enrolled in English as a second language or English language arts courses. The student is still required to achieve the necessary minimum requirement of 100 credits to earn an Alberta High School Diploma.

For more information, contact Francophone Field Services. For contact information, see [Government Contacts](#).

Certificate of High School Achievement requirements (English)

Last updated on: Sep 04, 2026

The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 credits ¹ including the following:		
English Language Arts 20-2 or 30-4		
Mathematics 10-3 or 20-4		
Science 14 or 20-4		
Social Studies 10-2 or 20-4		
Physical Education 10 (3 credits) ²		
Career and Life Management (3 credits) ³		
5 credits in: • 30-level Knowledge and Employability occupational course, or • Advanced level (3000 series) in Career and Technology Studies courses,⁴ or • 30-level locally developed course with an occupational focus And 5 credits in: • 30-level Knowledge and Employability Workplace Practicum course, or • 30-level Work Experience course,⁵ or	Or	5 credits in: • 30-level Registered Apprenticeship Program (RAP) course⁷

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • 30-level Green Certificate course,⁶
or • Special Projects 30 | | |
|--|--|--|

¹ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course or be identified as a Knowledge and Employability student (710 code) within the 12 months previous to the awarding of the Certificate.

² See information on [exemption from the physical education requirement](#).

³ See information on [exemption from the CALM requirement](#).

⁴ Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the certificate requirement of “5 credits in Advanced level (3000 series) in Career and Technology Studies courses.”

⁵ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 80-credit requirement for the Certificate of High School Achievement. Refer to the [Off-Campus Education Handbook](#) for additional information.

⁶ See additional [Green Certificate](#) information.

⁷ Refer to the Off-campus Education Handbook for additional information.

- Only 5 high school credits for external learning may be used to meet the 80-credit requirement for the Certificate of High School Achievement.
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Certificate of High School Achievement requirements (francophone education)

Last updated on: Sep 04, 2026

The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 credits ¹ including the following:		
Français 20-2 or 30-4		
English Language Arts 20-2 or 30-4 ²		
Mathematics 10-3 or 20-4		
Science 14 or 20-4		
Social Studies 10-2 or 20-4		
Physical Education 10 (3 credits) ³		
Career and Life Management (3 credits) ⁴		
5 credits in: • 30-level Knowledge and Employability occupational course, or • Advanced level (3000 series) in Career and Technology Studies courses,⁵ or • 30-level locally developed course with an occupational focus And 5 credits in: • 30-level Knowledge and Employability Workplace Practicum course, or	Or	5 credits in • 30-level Registered Apprenticeship Program (RAP) course⁸

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • 30-level Work Experience course,⁶
or • 30-level Green Certificate course,⁷
or • Special Projects 30 | | |
|---|--|--|

¹ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course or be identified as a Knowledge and Employability student (710 code) within the 12 months previous to the awarding of the Certificate.

² There is an exception for Canadian and immigrant unilingual francophone students who enter the Alberta school system within five years of their graduating year. For more information, see [Certificate of High School Achievement Requirements for Francophone Students – English Language Arts](#) below.

³ See information on [exemption from the physical education requirement](#).

⁴ See information on [exemption from the CALM requirement](#).

⁵ Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the certificate requirement of “5 credits in Advanced level (3000 series) in Career and Technology Studies courses.”

⁶ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 80-credit requirement for the Certificate of High School Achievement. Refer to the [Off-Campus Education Handbook](#) for additional information.

⁷ See additional [Green Certificate](#) information.

⁸ Refer to the Off-campus Education Handbook for additional information.

- Only 5 high school credits for external learning may be used to meet the 80-credit requirement for the Certificate of High School Achievement.

Certificate of High School Achievement requirements for francophone students – English Language Arts

Francophone students who use Français 20-2 or Français 30-4 to meet the language arts requirements for a Certificate of High School Achievement must also either complete English Language Arts 20-2 or 30-4. The principal of a francophone school may exempt Canadian and immigrant unilingual francophone students enrolled in a francophone regional authority from meeting the English Language Arts 20-2 or 30-4 Certificate of High School Achievement requirement provided that:

- the student entered the Alberta school system within 5 years of the anticipated completion year, and
- the principal deems the student does not demonstrate sufficient English language proficiency to successfully complete English Language Arts 20-2 or 30-4

The principal must report the exemption in PASI at the time it is granted. Note, the exempted student must still be enrolled in English as a second language or English language arts

courses. The student is still required to achieve the necessary minimum requirement of 80 credits to earn a Certificate of High School Achievement.

For more information, contact Francophone Field Services. For contact information, see [Government Contacts](#).

Program administration and delivery - student placement and promotion

Placement and promotion

Last updated on: Sep 04, 2026

Placement and promotion of a student from one grade or course to another is determined by the school principal, in accordance with policies of the school authority and the provisions in the Guide.

Grade 10 students

For the purpose of determining a student's high school completion requirements, the following applies:

- Upon promotion from Grade 9 and subsequent placement in Grade 10, the student's Grade 10 year is the school year in which the student receives the first mark (between 0% and 100%) in a senior high school course, as reported to Alberta Education and Childcare.

Senior high school courses and credits for junior high school students

Secondary education programs recognize and accommodate the wide range of developmental needs and abilities that exist among students.

The opportunity to take senior high school courses for diploma credits during a junior high school's regular instructional day may be offered individually on a case-by-case basis, as deemed appropriate, to an eligible student, as identified by the principal of a junior high school.

An eligible student is one who, in the opinion of the junior high school principal:

- has successfully completed each core junior high school course by acceptably achieving the learning outcomes (general and specific)
- has acceptably achieved all of the learning outcomes (general and specific) in all enrolled optional courses

- shows special interest and signs of high potential in subject areas that are part of a high school completion program

A decision to extend this opportunity to a student is based on the best interests of the student and follows appropriate consultation with and approval of a parent or guardian and the senior high school principal.

A student may be offered an opportunity to take one or more senior high school courses at the junior high school or by attending a senior high school part time.

The following senior high school courses cannot be taken for credit by students enrolled in a junior high school:

- Career and Life Management (CALM)
- Career Internship 10
- English as an Additional Language courses
- Green Certificate Program courses
- K&E Workplace Readiness 10-4, Workplace Practicum 20-4 and Workplace Practicum 30-4
- intermediate-level (2000 series) and advanced-level (3000 series) CTS courses
- locally developed courses, with the exception of locally developed language arts or language and culture courses
- Registered Apprenticeship Program 15–25–35
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35



Only a francophone school in Alberta can offer credit for Français courses.

Where senior high school courses are offered at the junior high school level, the planning for such courses should be based on collaboration between junior high schools and senior high schools. Junior high school teachers challenging students with senior high school courses should consult with senior high school teachers to establish procedures that ensure consistency in implementing course outcomes and assessment standards.

Schools offering senior high school courses to junior high school students must ensure that the approved programs of study for the senior high school courses are followed.

A junior high school student receives credits and marks for successfully completed senior high

school courses. The junior high school principal submits the marks into PASI. Once submitted, the marks will appear on the student's transcript.

Senior high school credits for post-secondary courses

Last updated on: Sep 04, 2026

Post-secondary courses taken at an institution either inside or outside Alberta are not typically equated to credits for the [Alberta High School Diploma](#) but may be evaluated for and applied toward the [High School Equivalency Diploma](#). However, recognizing the importance of supporting transitions from high school to post-secondary and/or the workplace, dual credit programming creates opportunities for high school students to earn both high school and post-secondary credits for the same coursework.

As outlined in the [Alberta Dual Credit Handbook](#), completion of authorized dual credit courses may be considered for credit toward the Alberta High School Diploma or the [Certificate of High School Achievement](#).

Evaluation of out-of-province / out-of-country educational documents

Last updated on: Sep 04, 2026

Students entering an Alberta-accredited senior high school program from outside Alberta or Alberta students completing courses with a different province or territory should submit transcripts, or other official statements of previous standing in senior secondary coursework, to the school they plan to attend. The principal is to evaluate these documents in relation to approved senior high school courses. For courses the student has been evaluated as passing, credits may be awarded or, if no equivalent Alberta approved senior high school course is available, unassigned credits may be awarded.

This assessment of documents should take into consideration the best interests of the student. The assessment establishes the specific requirements needed to obtain a senior high school diploma, as outlined in the [Diploma and Certificate Requirements](#) section. Students who are assessed as passing a 30-level course are not required to take the Alberta diploma examination to receive credit for that course.

Evaluations of coursework completed outside of an Alberta-accredited school are to be reported with a mark of “P” for pass. Only evaluations resulting in a “P” for pass are to be reported. All marks are submitted into PASI. The Alberta Transcript of High School Achievement will report the course code and credits awarded for the evaluation. If the student wishes to have a percentage mark reported on the Alberta Transcript of High School Achievement, they must complete the course within an Alberta-accredited school. This can be done either by enrolling in and successfully completing the course, or by completing a course challenge. To complete diploma examination courses with a percentage mark, the student must complete the high school course and the diploma examination.

Former students of a francophone education program from outside Alberta entering an Alberta non-francophone high school may be granted credits for either French as a second language or French language arts but not for Français. Only a francophone school can offer credit for Français.

If a course evaluated as completed outside of Alberta is a prerequisite to another course in a sequence, the “P” must be submitted into PASI prior to enrolling the student in the subsequent course.

Schools must **not** use the following when evaluating out-of-province documents:

- Agriculture Safety (AGR3000)
- Career Internship 10
- Dual credit, dual enrolled courses (courses that begin with the PSI prefix)
- English as an Additional Language courses
- Green Certificate Program courses

- high school K&E occupational courses
- locally developed courses, with the exception of locally developed language arts or language and culture courses
- Special Projects 10, 20, 30
- Work Experience 15, 25, 35
- K&E Workplace Readiness 10-4, Workplace Practicum 20-4 and Workplace Practicum 30-4
- Workplace Safety Systems (HCS3000)

Waived prerequisite credits are not automatically awarded from an out-of-province assessment. To receive credit, each course must be evaluated and submitted with a “P.”

For the evaluation of out-of-country documents, including information on the comparison of grade levels based on the achievement of specific secondary level credentials, principals may wish to consider the following sources:

- The [Canadian Information Centre for International Credentials \(CICIC\)](#) has online country education profiles and comparison tools as well as guiding principles for the recognition of foreign credentials.
- The International Qualifications Assessment Service has also developed [International Education Guides](#) as resources for educational institutions, employers and professional licensing bodies. The International Education Guides provide current and comprehensive profiles of the educational systems (secondary and post-secondary) in other countries and how credentials from these countries compare to educational standards in Canada.

An [Alberta High School Diploma](#) is not to be issued solely on the basis of the evaluation of out-of-province credentials. A student in this category who wishes to obtain an Alberta High School Diploma is required to complete a minimum of 5 approved credits as prescribed by a school principal. The required credits are to be completed at the 30-level in one or more of the subject areas specified under the diploma requirements, exclusive of physical education.

For the Certificate of High School Achievement, the student is required to complete a minimum of 5 credits in 30-level occupational practicum courses (Knowledge and Employability Workplace Practicum course, Work Experience course, Green Certificate course, Special Projects, Registered Apprenticeship Program course).

Students planning to enter directly into a post-secondary institution in Alberta should submit their out-of-province documents to the post-secondary institution of their choice.

Visiting, international, or exchange students

Last updated on: Sep 04, 2026

Student exchange programs

An exchange program allows an Alberta resident student to exchange schools and communities with a student in another country or region for a set period of time. Exchange programs provide an opportunity for Alberta resident students to learn how to communicate and collaborate with diverse cultures, learn more about international communities and become active global citizens.

Alberta Education and Childcare offers student exchange programs in varying formats with a number of countries and regions. For more information on these programs, see [Student and educator exchange programs](#).

Alberta resident students may also participate in other reciprocal student exchange programs arranged privately or through a private or non-profit organization. School authorities supporting their resident students to participate in one of these reciprocal exchange programs confirm the continued funding eligibility for their resident student by submitting the [Reciprocal Student Exchange Approval Form](#) by September 30 of the year the exchange is to take place.

Visiting or international student programs

Local school authorities have discretion over accepting visiting or international students and are responsible for the development and administration of local international student programs. [Guidance for International Student Programs](#) outlines important policy considerations for school authorities in operating international student programs under their authority and should be reviewed by school authorities to ensure successful international programming.

Immigration, Refugees and Citizenship Canada (IRCC) has jurisdiction over the entry of international students and other temporary residents into Canada. For information on study permits and the application process, visit [Immigration, Refugees and Citizenship Canada - Canada.ca](#).

Information aimed at visiting or international students and their parents regarding attending school and living in Alberta is available on the [Study in Alberta](#) website.

Registration

Visiting or international students transferring into an Alberta school must complete the registration process through an Alberta school authority. Families may be required to provide relevant documentation, such as previous school transcripts and personal identification documents. School authorities review these documents to determine appropriate placement

and ensure a smooth transition into the Alberta education system. For information regarding evaluation of learning credentials and documentation, see [Evaluation of out-of-province / out-of-country educational documents](#).

When a visiting, international or exchange student transfers into the province, school authorities must register them into The Provincial Approach to Student Information (PASI) system to ensure accurate record keeping and access to admitted student information.

Access and funding for visiting or international students

Individuals who meet residency and age requirements outlined by Alberta's legislation have access to education in Alberta. School authorities may admit individuals who do not meet these requirements at their discretion based on conditions outlined in Alberta's legislation for non-resident students.

The [Funding manual for school authorities](#) is a document updated annually by the Government of Alberta and outlines the funding framework for school authorities in the province.

Diploma examinations

Visiting, international, or exchange students seeking Alberta high school credits in a diploma examination course must write a diploma examination on the same terms as any Alberta resident student, including writing the exam in English or French as outlined by Alberta Education and Childcare.

For more information about diploma examinations, see [Administering Diploma Exams](#).

For information regarding registering for registering diploma exams, see [Diploma Examinations Program](#) in the Student Assessment in Senior High School section.

Statement of achievement

Any formal statement of academic achievement required by the school of origin would be issued by Alberta Education and Childcare in the form of the Alberta Transcript of High School Achievement and would reflect only the courses the visiting or international student completed in an Alberta school.

Course challenge for international languages

Visiting, international, or exchange students are eligible to challenge an international language course.

If interested, students should consult their school administration. For more information, review

the [Course challenge](#) section.

Program administration and delivery - student assessment in senior high school

Last updated on: Sep 04, 2026

[Student assessment in senior high school: Introduction](#)

[Reporting student achievement in senior high school courses](#)

[Grade 12 exemptions for transfer-in students](#)

[Diploma Examinations Program](#)

[Diploma examination results statement](#)

[Reporting results of the provincial assessments](#)

[Appeal procedures](#)

[High school diplomas, certificates and transcripts](#)

[Provisions for mature students](#)

[Credits for independent school instruction](#)

Student assessment in senior high school: Introduction

Last updated on: Sep 04, 2026



[Education Act](#), Section 18(4)

Further to the Directive respecting the assessment of persons and the [Student Assessment Policy](#) in the policies section of the Guide, this section provides additional information on student assessment in senior high school.

Reporting student achievement in senior high school courses

Last updated on: Sep 04, 2026

Alberta Education and Childcare maintains an individual student record for each Alberta student. The record for a senior high school student is used to provide a complete and accurate reflection of the student's senior high school achievement, inclusive of courses reported as pass or fail.

Achievement in all senior high school credit courses is to be reported, with the appropriate designation, in PASI. When funding is requested, all funding conditions must be met and all supporting documentation maintained regardless of the completion status reported. For more information, see the [Funding Manual for School Authorities](#).

School-awarded marks in diploma examination courses shall be reported in PASI by the dates specified in the [Administering Diploma Exams](#).

School-awarded marks in all non-diploma examination courses shall be reported in PASI in accordance with Student Records' Schedule of Activities, available through the PASI Community Site.

Reporting CTS courses

Students must be individually assessed and graded on each CTS course taken.

Schools are to report all CTS courses in PASI, along with an awarded mark. Schools also report CTS courses in which the student has an incomplete (INC) or withdrawal (WDR) status.

An INC status may be used in place of a grade below 50% when a student does not withdraw from a CTS course yet has not achieved all the learning outcomes identified in the program of studies. An incomplete status has no associated mark.

Further information about CTS course completion, reporting processes and funding eligibility is provided in the [Funding Manual for School Authorities](#) and on the PASI Community Site.

Grade 12 exemptions for transfer-in students

Last updated on: Sep 04, 2026

Out-of-province Grade 12 students who transfer into Alberta schools at the beginning of, or any time during, the school year should be exempted from Career and Life Management and Physical Education 10. These students are still required to achieve the necessary minimum requirement of 100 credits to earn an Alberta High School Diploma.

For the purpose of this exemption, a Grade 12 student is defined as one who is expected to graduate in the school year the student transfers into an Alberta school.

Notice of a student's exemption is to be reported by the principal, in PASI, at the time of granting the exemption.

Diploma Examinations Program

Last updated on: Sep 04, 2026

Note: This section of the Guide to Education reflects the requirements of *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026* (Bill 25), which came into force on September 1, 2026.

The Diploma Examinations Program consists of course-specific examinations based on the [senior high school programs of study](#). Students enrolled in the following courses are required to write diploma examinations:

- Biology 30
- Chemistry 30
- English Language Arts 30-1
- English Language Arts 30-2
- Français 30-1
- French Language Arts 30-1
- Mathematics 30-1
- Mathematics 30-2
- Physics 30
- Science 30
- Social Studies 30-1
- Social Studies 30-2

The final mark for diploma examination courses is determined by blending the diploma examination mark (30%) with the school-awarded mark (70%). To obtain credit in a diploma examination course, students are to write the appropriate diploma examination and obtain a final mark in the course of 50% or higher. All diploma examinations are available in the French language, except for English Language Arts 30-1 and English Language Arts 30-2. Students may elect to write either the French or English language version of the respective examination.

Diploma examinations are administered electronically, in the form and manner prescribed by the Minister. The Minister may permit a board to administer the assessment in a manner other than electronically. Such permission may apply to one or more schools operated by a school authority, or to individual students or classes of students who require an alternative means of completing the assessment.

For more information on writing diploma exams, including subject bulletins, exemplars and other support documents, see [Writing diploma exams](#). For more information on administration

rules, exam schedules, provincial results and forms, see [Administering diploma exams](#).

Registering for diploma examinations

All students currently enrolled in diploma examination courses writing the diploma examination for the first time must be registered by their senior high school principal. All first-time diploma examination writing registrations are to be submitted by the school into PASI.

Students who have previously written a diploma examination, and wish to rewrite it, must register directly with Alberta Education and Childcare through [myPass](#) and pay the required non-refundable and non-transferrable rewrite registration fee. Schools cannot register a student to rewrite a diploma examination.

Mature students and students not currently enrolled in a diploma examination course who wish to write a diploma examination must register directly with Alberta Education and Childcare in [myPass](#).

All diploma examination registrations must be submitted by the appropriate due date as published at [Administering diploma exams](#).

All schools or writing centres offering diploma examinations must submit their Diploma Examination Sitzings and capacity into PASI.

High schools, including those operating summer school programs, are expected to administer diploma exams at their local high school. Students must write diploma exams at their school or a school authority designated writing centre. Mature students not currently enrolled in a diploma examination course may write at a provincial diploma exam writing centre. School authorities offering Online Learning/Distance Education Programs must ensure students have access to a viable writing centre, either by providing one directly or by arranging access through another local school authority, and must clearly communicate the designated location to students.

Special Writing Centres outside Alberta may be authorized upon application to and approval by the Special Cases and Accommodations Team. For contact information see [Government Contacts](#).

Diploma examinations schedules

For information on diploma examinations schedules, see [Administering diploma exams](#).

Eligibility to write

Students who are registered in an accredited Alberta high school and have completed instruction in a diploma examination course are permitted to write the diploma examination in that course at their school of registration.

Students currently enrolled in a diploma examination course are required to write the diploma examination in that course before credits are awarded.

Students who have been awarded credit previously for a course may register to write a diploma examination for that particular course. Students who have written a diploma examination, and wish to rewrite it, must register directly with Alberta Education and Childcare and pay the required non-refundable and non-transferable rewrite registration fee in [myPass](#).

[Mature Students](#), as defined in the Diploma and Certificate Requirements section, may register to write the diploma examination without taking instruction.

Students who are not funded by Alberta Education and Childcare or who are not on a reciprocal exchange are required to pay a non-refundable and non-transferable registration fee to write a diploma examination. For more information, see [Administering diploma exams](#).

Students who are in a home education program supervised by a school authority are eligible to write diploma examinations. See the [Home Education Regulation](#) and [Home Education Handbook](#).

Rewrite fees

Students who intend to rewrite one or more diploma examinations are required to register directly with Alberta Education and Childcare and pay a non-refundable and non-transferable rewrite registration fee for each examination. This can be done in [myPass](#). This applies whether or not students are receiving instruction in the course through day classes, evening classes, summer school, online learning or print-based distance education programs.

Students are charged a non-refundable and non-transferable rewrite registration fee for a diploma examination if they have previously written examinations in the course.

Accommodations for students with special diploma examination writing needs

Students with special diploma examination writing needs may require accommodations to write a diploma examination.

For a list of accommodations and the processes related to requesting them, see [Administering](#)

[diploma exams](#).

For assistance and inquiries regarding the use of accommodations for diploma examinations, contact the Special Cases and Accommodations Team. For contact information see [Government Contacts](#).

Exemption from writing diploma examinations

Under specific circumstances, a partial or full exemption from the diploma examination may be granted upon application to and approval by the Special Cases and Accommodations Team. For more information, see [Administering diploma exams](#). For contact information see [Government Contacts](#).

Diploma examination results statement

Last updated on: Sep 04, 2026

Following each diploma examination period, each student who has written one or more diploma examinations can retrieve their Diploma Examination Results Statement from the student self-service website called [myPass](#). The statement shows the diploma examination mark received for the writing session specified, the school-awarded mark for the writing session specified, and the most recent official mark for the diploma examination course.

For students who may have 2 or more school-awarded marks, or 2 or more diploma examination marks in the same course, the official mark, for transcript purposes, is a blend of the highest school-awarded mark and the highest diploma examination mark achieved in the course.

Reporting results of the provincial assessments

Last updated on: Sep 04, 2026

The school principal must report annually to the parents of students in the school and to the school community the school's results on provincial assessments, including information on the local context and the limitations of assessments. The school principal must report on the percentage of students who achieve the acceptable standard and the percentage of students who achieve the standard of excellence on diploma examinations, as well as student participation in diploma examination courses. Student results based on school marks and final marks can also be reported.

Provincial results for diploma examination courses are posted annually in the fall by the minister. Prior to this posting, a multiyear summary report containing examination results, school-awarded results and final combined results for all diploma examination administrations is provided to schools and school authorities via a secure website. Following the ministerial release, the [multiyear summary reports](#) are posted. For more information, see [Assurance and accountability in Alberta's K to 12 education system](#).

Appeal procedures

Last updated on: Sep 04, 2026

School-awarded course marks

School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may:

- appeal under the policies set by the school authority, or
- take the course again

Formal notifications of school-awarded mark changes in diploma examination courses shall be submitted into PASI before the official release dates of Results Statements. These dates are published annually at [Administering diploma exams](#).

Requests to change school-awarded marks in diploma examination courses after the published dates shall be submitted for approval into PASI.

Diploma examination marks

A student who believes that their diploma examination mark does not appropriately reflect their achievement may:

- submit an application for rescoring through [myPass](#) in accordance with the terms and date specified on the appropriate results statement, or
- rewrite the examination at a later administration date. For more information, see [Administering diploma exams](#).

Rescoring a diploma examination

A student who wishes to have a diploma examination rescored is required to submit an application form and pay a rescore fee, per examination, directly to Alberta Education and Childcare through [myPass](#). This fee is refunded if the examination mark increases by 5% or more as a result of rescoring.

The mark resulting from rescoring becomes the final diploma examination mark, whether it is lowered, raised or remains the same.

High school diplomas, certificates and transcripts

Last updated on: Sep 04, 2026

Student Records (for contact information, see [Government Contacts](#)) issues the [Alberta High School Diploma](#), the [High School Equivalency Diploma](#), the [Certificate of High School Achievement](#) or the [Certificate of School Completion](#) to students who meet the requirements.

The Detailed Academic Report is an unofficial document that contains a student's entire senior high school record and can be accessed and printed directly by the student on [myPass](#).

For a fee, students may request that an Alberta Transcript of High School Achievement be sent to themselves, an employer or a post-secondary institution. The request and payment can be submitted on [myPass](#). The transcript is produced from the student's Alberta Education and Childcare student record. Courses deemed incomplete for any reason are not reported.

It is the responsibility of the student to request a new transcript when their information has been updated. Students can view unofficial copies of transcripts using [myPass](#).

Language versions

Diplomas and certificates are generally issued in English. Principals of schools with alternative French language programs (including French immersion) are expected to advise their students that they can request a French version of their diploma or certificate. Principals should submit a letter to Student Records naming those students wanting French diplomas or certificates. For students registered in a francophone school, diplomas and certificates are automatically issued in French.

Using [myPass](#), students may request their documents in English or French.

Provisions for mature students

Last updated on: Sep 04, 2026

Mature students may earn senior high school credits without holding credits for the prerequisite courses.

For more information, see [Mature Students](#) in the Diploma and Certificate Requirements section.

Credits for independent school instruction

Last updated on: Sep 04, 2026

When a registered independent school is approved as an accredited independent school, students enrolled in the school prior to the change in classification may be awarded senior high school credits for courses successfully completed prior to the change of classification, at the discretion of the principal of the accredited independent school.

When a student transfers to a school authority from a registered Alberta independent school or other non-accredited school, the student may be awarded credits for previous instruction at the discretion of the principal of the receiving school. In these instances, the student is responsible for providing the principal with a record of the final mark awarded and an outline of each course.

When credits for previous instruction are submitted into PASI, the principal may only submit a "P" for pass, not a grade or percentage score.

Program administration and delivery - awarding course credits

Awarding course credits: Introduction

Last updated on: Sep 04, 2026

After each semester or school year, students shall be awarded credits by Alberta Education and Childcare on the recommendation of the principal, subject to the following ministry requirements:

- Instruction is the responsibility of qualified teachers holding valid Alberta teaching certificates.
 - Students in all senior high schools have access to a minimum of 1000 hours of instruction per school year, as outlined in [Program Planning – Senior High School](#).
 - The content of each course follows that outlined in the [senior high school programs of study](#).
 - The senior high school is operating in accordance with the Guide to Education: ECS to Grade 12.
 - Student assessment is carried out in accordance with school authority policy and is consistent with the [Student Assessment Policy](#).
 - School-awarded marks in diploma examination courses and final marks in all other senior high school courses are endorsed by the principal in accordance with school authority requirements. School-awarded marks are subsequently submitted to Alberta Education and Childcare for recording at a time and in a manner determined by the minister.
-

Rules governing awarding of credits

Last updated on: Sep 04, 2026

To earn the credits attached to all senior high school courses, a student shall achieve at least 50% in each course.

Credits will not be granted for courses that a student has previously passed and for which credits have been awarded. In the case of a student repeating a course, the higher mark will appear on the Alberta Transcript of High School Achievement.

Awarding and reporting dual credits

Recognizing the importance of supporting transitions from high school to post-secondary and/or the workplace, dual credit programming creates opportunities for high school students to earn both high school and post-secondary credits for the same coursework and allows for these opportunities to be reported on the Alberta Transcript of High School Achievement.

Dual credit programming falls within the Career and Technology Studies (CTS) program. Awarding and reporting of dual credit courses will follow the same processes as for other CTS high school courses. See [Reporting CTS Courses](#) in the Student Assessment in Senior High School section.

Additionally, where there is a formal dual credit partnership between a school authority and an eligible post-secondary institution, schools may designate in PASI, through the use of the dual enrolment flag (DEF), that a dual credit course is aligned with a post-secondary course. Principals will be able to flag courses taken through a dual enrolment and will be asked to select the post-secondary institution through which the courses were taken.

Further information about dual credit course completion and reporting processes is provided in the [Alberta Dual Credit Handbook](#).

For more details on authorized dual credit programming and associated course codes, email the Dual Credit Team at edc.dct@gov.ab.ca.

Awarding and reporting external credentials

Recognizing the importance of supporting transitions from high school to post-secondary and/or the workplace, the Career and Technology Studies (CTS) program creates opportunities for high school students to earn external credentials that can be reported on the Alberta Transcript of High School Achievement.

For external credentials associated with CTS Credentialed Pathways, the associated courses

and the credential can be added to the student's record in PASI. The Alberta Transcript of High School Achievement will report the external credential as well as the CTS courses completed and credits awarded. See the [CTS Credentialed Pathways](#) document for a list of pathways that are associated with external credentials that can be identified on a student's transcript.

Program administration and delivery: Course sequence transfer

Last updated on: Sep 04, 2026

For details on awarding course credits to students who transfer course sequences, see [Course Sequence Transfer](#) in the Courses and Programs section.

Prerequisite standing

Last updated on: Sep 04, 2026



[*Education Act*](#), Section 18(1)

In accordance with the minister's authority under section 18(1) of the *Education Act*, a student who has achieved a mark of 50% or higher in a given course shall be eligible to take the next or higher ranking high school course in that sequence. For more information, see [Provincially Authorized Senior High School Courses and Course Codes](#).

Course challenge

Last updated on: Sep 04, 2026

Course challenges are intended to:

- meet the diverse needs of students
- encourage students' ownership of their learning
- acknowledge the learning that students acquire in a variety of settings, not necessarily limited to schools

The course challenge provision allows any student registered in senior high school to challenge the outcomes of a course by participating in a formal assessment process, rather than taking the course. This provision allows senior high school students who believe that they have acquired the knowledge, skills and attitudes as defined by the program of studies for a given course (and are ready to demonstrate that achievement) to participate in a summative assessment/evaluation process.

The course challenge process must assess a student's achievement of the depth and breadth of the outcomes of the course. Assessment procedures for course challenges must include a variety of formats and strategies.

Definitions

Assessment refers to the process of a student performing a number of tasks and showing samples of work that demonstrate the degree to which the student has achieved the expected standards for the outcomes of the course. The student's performance and the quality of the student's work are evaluated by a certificated teacher who has expertise in the subject/course in question.

Course refers to a course at any level in a course sequence.

Course sequence refers to a sequence of courses that together constitute a complete set of prerequisites (for example, French Language Arts 10-1, 20-1, 30-1).

Summative evaluation refers to the final evaluation of learning outcomes.

Diploma examination courses

The course challenge provision applies to non-diploma examination courses and only to the

school-awarded mark component of diploma examination courses. Students challenging a non-diploma course will be given a final course mark, and, if successful, credits in that course.

Credit in diploma examination courses can be achieved only through a combination of the school-awarded mark (70%) and the diploma examination mark (30%). Course challenge in diploma examination courses applies only to the school-awarded mark component of the course and, therefore, will **not** result in a final course mark or in credits until after the student successfully completes the diploma examination for that course.

Course challenge for languages

In the assessment process for a language course challenge, students need to perform a number of oral, written, listening and reading comprehension tasks as well as show samples of their work that demonstrate the expected knowledge, skills and attitudes for the course being challenged. Student performance and quality of work are to be evaluated by an Alberta certificated teacher who has expertise in the language course being challenged. In Alberta, only francophone schools can offer course challenge and credit for any Français course.

Students who successfully challenge a language course will receive waived prerequisite credits for lower grade level courses in that sequence if they have not already received credits for lower grade level courses in that language. For more details, see the [Waiver of Prerequisites](#) section.

Français 10, 20 and 30 level

Senior high school students whose parents have rights under section 23 of the [Canadian Charter of Rights and Freedoms](#), and who are currently attending a school other than one administered by a francophone regional authority, may challenge Français 10-1, 10-2, 20-1, 20-2, 30-1 or 30-2 by first registering with the nearest francophone regional authority for the course. All other procedures as detailed in this section apply.

Exceptions

The course challenge provision applies only to students who believe they have the knowledge, skills and attitudes as defined by the program of studies for a given course.

Students are not permitted to challenge the following courses:

- Agriculture Safety (AGR3000)
- Career Internship 10
- courses in the post-secondary institution (PSI) occupational area

- English as an Additional Language courses
- Green Certificate Program courses
- high school K&E occupational courses, including Workplace Readiness 10-4
- Registered Apprenticeship Program (RAP) courses
- Special Projects 10, 20 and 30
- Workplace Safety Systems (HCS3000)

Students

Any senior high school student in Alberta who believes that they possess the knowledge, skills and attitudes for a senior high school course as specified in the program of studies, and is ready to demonstrate that achievement through a formal, summative assessment process, may initiate a request for course challenge to their high school principal. For diploma examination courses, this applies only to the school-awarded mark component.

The student who initiates the course challenge process shall take responsibility for providing evidence of readiness to challenge a course (for example, a portfolio, other collection, documentation of work and/or experience, a recommendation from a junior high school teacher).

A student may not initiate a course challenge for a course in a lower-level sequence if the student has been awarded credits in a course in a higher-level sequence. For example, a student who has earned credits for Science 30 may not challenge Science 24. High school mathematics course sequences are an exception, as they are designed based on content rather than level of difficulty. A student may challenge Mathematics 20-3 or Mathematics 20-2 after being awarded credits in Mathematics 20-1, as Mathematics 20-1 is not considered part of a higher-level course sequence in this instance. The same exception applies to 30-level mathematics courses.

A student who has been waived into a higher-level course in a sequence may challenge the lower-level course(s) in that sequence. For example, a student who is waived into Science 30 may challenge Science 20.

A student who challenges a course, either successfully or unsuccessfully, may subsequently choose to take the course.

High school principal

Course challenges shall be administered by a senior high school according to its policy (in addition to school authority policy) only after the student is enrolled in senior high school.

A student's readiness for course challenge shall be determined through consultation that includes the senior high school principal, the student, the parent(s) and the teacher of the course. The consultation shall include discussion of the student's chance of successfully meeting the acceptable standard for the course and the student's apparent capacity to successfully handle the course at the next level. For more information, see the Marks, Credits and Reporting section below.

The senior high school principal shall make the final decision about the student's readiness for the course challenge. The principal shall base this decision on the consultation with the student, the parent(s) and the teacher of the course.

The senior high school principal shall assign the administration and evaluation of assessment for a course challenge to an Alberta certificated teacher who has expertise in the subject/course.¹ Only a principal of a francophone school in Alberta can award credit for Français courses.

The senior high school principal shall ensure that assessment for course challenges includes strategies that will assess the breadth and scope of the learning outcomes for the course, as outlined in the program of studies, in a timely and practical manner.

¹Heritage language schools should contact the Career Education Branch or the Wellness and Languages Branch for guidelines in the administration of the course challenge provision. For contact information, see [Government Contacts](#).

Marks, credits and reporting

The senior high school principal shall report a student's achievement in a course challenge according to the requirements in [Reporting Student Achievement in Senior High School Courses](#) in the Student Assessment in Senior High School section.

A student who successfully demonstrates through the course challenge process that they possess the outcomes for the course to at least the acceptable standard, shall be awarded a final course mark and credits for the course challenged, except in diploma examination courses, which require the school-awarded mark to be blended with the diploma examination mark before a final course mark or credit is possible.

The percentage mark for the course challenge is to be reported in PASI.

The principal must ensure that the student challenging a course is aware that, upon the student's successful completion of a course challenge, waived prerequisite credits and either a percentage mark or a "P" for pass are granted by the principal for courses lower in the course sequence. If a student wishes to receive a percentage mark on their Alberta Transcript of High School Achievement for prerequisite courses, the student must successfully challenge each individual course. In this situation, it is recommended that the student challenge the course

sequence in sequential order (that is, 10-level, then 20- and 30-levels respectively). Otherwise, upon a student's successful completion of a course challenge, waived prerequisite credits and a "P" will be granted by the principal for courses lower in the course sequence.

For example, if a student wishes to challenge Spanish Language and Culture 30-3Y and also earn percentage marks for Spanish Language and Culture 10-3Y and Spanish Language and Culture 20-3Y, then the student should challenge the course sequence in sequential order. Otherwise, the student who only challenges Spanish Language and Culture 30-3Y will receive a "P" for Spanish Language and Culture 10-3Y and 20-3Y. For more information, see [Waiver of Prerequisites](#).

If a student chooses to take the course in the same semester in which they attempt a course challenge, either successfully or unsuccessfully, the school shall submit both marks and the higher mark will appear on the student's Alberta Transcript of High School Achievement.

A student shall attempt a particular course challenge only once. If the student is unsuccessful, but wants credit in the course or wishes to raise their mark, the student is required to take the course.

School authorities

Each school authority shall have a policy that governs the administration of course challenges in the senior high schools under the jurisdiction of that authority.

Each school authority shall establish procedures to communicate to parents and students the availability of and procedures for course challenges.

A school authority shall make arrangements to provide appropriate course challenge assessments for the full range of senior high school courses offered by the school authority, except for those courses in the [Exceptions](#) section above.

A school authority may choose to accommodate requests to challenge courses not offered by the school authority by arranging with other school authorities for such challenges. A student who undertakes such a course challenge shall assume all expenses, other than those normally assumed by a school for assessment (for example, personal transportation). A student wishing to challenge Français courses should be referred to a francophone regional authority.

Funding

Consult the [Funding Manual for School Authorities](#) for funding information related to the course challenge provision.

Waiver of prerequisites

Last updated on: Sep 04, 2026

Prerequisites shown in [Provincially Authorized Senior High School Courses and Course Codes](#) and within the [programs of study](#) may be waived by the principal.

If the principal waives a prerequisite(s), the following conditions must be met:

- The student possesses the understandings from the waived prerequisite(s) for placement in the next or higher-level course.
- Judgement is made on an individual basis, not for an entire class of students.
- Consultation with the student and, where applicable, the parent or guardian has taken place.
- It is in the student's best interest.

Note, only a principal of a francophone school in Alberta can waive a prerequisite(s) for Français courses.

The principal must also take into consideration that a prerequisite course may be one in a series of courses required for admission into a post-secondary institution or to qualify for an external industry certificate, therefore requiring a final grade.

The principal will record in the student record the assessment of the individual student's understanding for the waived prerequisite(s), which may include:

- an external certificate
- records from a junior high class
- a letter from a previous teacher or principal
- a credible portfolio
- an existing project that demonstrates the student's knowledge, skills and attitudes
- evidence of self-study
- related on-the-job learning
- language and cultural experience

As waiving Registered Apprenticeship Program (RAP) courses is only available to students

who have completed apprenticeship hours recognized by Apprenticeship and Industry Training, documentation of recognized apprenticeship hours is required in order to waive RAP courses (for example, a student presents apprenticeship hours in a trade that were not previously part of high school RAP courses).

The principal will record the waiver of prerequisite(s) in PASI at the time of enrolling the student in the next or higher-level course in a given sequence.

The following prerequisites cannot be waived:

- Agriculture Safety (AGR3000) when enrolling in any Green Certificate Program courses
- any post-secondary institution (PSI) dual credit course when enrolling in the next or higher-level PSI dual credit course
- Workplace Readiness 10-4 when enrolling in Work Experience 15, 25, 35 or Workplace Practicum 20-4, 30-4 courses
- Workplace Safety Systems (HCS3000) when enrolling in any of the following:
 - Career Internship 10
 - Registered Apprenticeship Program (RAP) courses
 - Work Experience 15, 25, 35

Credits for waived prerequisites

Students who have a waived prerequisite(s) will receive credits for the waived prerequisite(s) upon successful completion of the higher-level course.

Exceptions

Students may not receive waived prerequisite credits for the following courses:

- Career and Technology Studies (CTS) courses
- Off-campus Experiential Learning
 - Career Internship 10
 - Green Certificate Program courses
 - Knowledge and Employability Workplace Readiness and Workplace Practicum courses
 - Registered Apprenticeship Program (RAP) courses

- Work Experience courses
- Dual Credit
 - Post-secondary institution (PSI) dual credit courses
 - 3400-level First Period Apprenticeship courses
- English as an Additional Language courses (proficiency level determines entry point)
- Locally Developed Courses (with the exception of locally developed language arts or language and culture courses)
- Special Projects courses

The following examples describe how credits may be awarded for prerequisite courses when a principal makes the decision to waive a prerequisite(s).

Examples:

- A student who is waived into English Language Arts 30-1 at the start of the term and successfully completes the course receives 5 earned course credits for English Language Arts 30-1 plus waived prerequisite credits for English Language Arts 10-1 and English Language Arts 20-1, for a total of 15 credits.
- A student successfully completing English Language Arts 10-2, 20-2, 30-2 and English Language Arts 30-1 receives 20 credits; however, waived prerequisite credits are not granted for English Language Arts 10-1 and English Language Arts 20-1 because the student transferred from a lower-level course to a higher-level course sequence. The student was not waived into English Language Arts 30-1.
- A student who successfully completes English Language Arts 10-1 and is subsequently waived into English Language Arts 30-2 will upon successfully completing English Language Arts 30-2 receive waived credits for the lower-level course, English Language Arts 20-2.

Upon the student's successful completion of the next or higher-level course in a given sequence, the student will receive the waived prerequisite credits in PASI for the previous or lower-level course(s) in the course sequence. The Alberta Transcript of High School Achievement will report the previous or lower-level course(s) and credits awarded with a mark of "P" (Pass). The credits awarded for each waived course are the same as the number of credits achieved for the higher-level course completed.

Students may only earn waived prerequisite credits at the lower grade level if the student has not already completed courses in the same subject or discipline. For example, a student who has passed Social Studies 20-1 and successfully completes Social Studies 30-2 does not receive waived prerequisite credits in Social Studies 20-2, or a student who has completed French Language Arts 30-1 and successfully challenges French 30-9Y would only receive

challenge credits for French 30-9Y and would not receive other waived prerequisite credits in French language courses.

Waived prerequisite credits are only possible when the student is missing the prerequisite(s) for a course and the principal waives the student into the course. When a student has the prerequisite(s) identified from an alternative sequence, waived prerequisite credits are not awarded. For example:

- The student successfully completes Instrumental Music 10 as a prerequisite to General Music 20. No waived prerequisite credits are awarded for General Music 10.
- The student successfully completes Biology 20 as a prerequisite to Science 30. No waived prerequisite credits are awarded for Science 20.
- The student successfully completes Mathematics 20-1 as a prerequisite to Mathematics 30-2. No waived prerequisite credits are awarded for Mathematics 20-2.

Retroactive credits

This section applies to all students except mature students. See the criteria for mature students under [Mature Students](#) in the Diploma and Certificate Requirements section.

Students not achieving at least 50% in a course may repeat the course or, subject to the approval of the school principal, take a course in an alternative sequence. Students who successfully complete the next higher-level course in an alternative sequence shall be granted credit for the prerequisite course in that alternative sequence.

The following chart presents the only courses toward which retroactive credits may be applied:

Image: courses-eligible-for-retroactive-credits-english.jpg

Courses for which retroactive credits have been granted will have the course code and credits reported on the Alberta Transcript of High School Achievement.

A student shall be awarded retroactive credits automatically by Alberta Education and Childcare when all of the following criteria are met:

- The student is registered by the principal in an approved course and receives instruction in the course in Semester “A”/School Year “A.”
- At the end of Semester “A”/School Year “A,” the principal reports that the student has failed in the registered course. A mark of less than 50% must be reported and recorded on the student’s file for the student to be eligible for retroactive credits in the following years.

- Pursuant to a specific school authority promotion policy, the student is registered by the principal in the next higher-level course in an alternative sequence in the following Semester "B"/School Year "B."
 - The principal subsequently submits into PASI, in the appropriate reporting period for Semester "B"/School Year "B," a pass mark in the higher-level alternative course completed.
-

Resources and Services

Resources and services: Introduction

Last updated on: Sep 04, 2026

[Education Act](#), Section 18(1)

Pursuant to section 18(1)(d) of the *Education Act*, the Minister may authorize learning and teaching resources for use in schools.

Additionally, pursuant to sections 18(1)(d.1) and 18.1, the Minister must approve learning and teaching resources dealing primarily and explicitly with gender identity, sexual orientation or human sexuality, unless they are being used to provide religious instruction.

The definition of “**learning and teaching resources**” captures any resource used in a school to engage in learning or teaching, but does not include a resource:

- created by a student, or
- accessed by a student independently, including through a school library

Where learning and teaching resources are authorized pursuant to section 18(1)(d) of the *Education Act*, authorization indicates that the learning and teaching resources meet Alberta Education and Childcare’s evaluation criteria outlined in the [Provincial Resource Review Guide](#) (for example, curriculum alignment; developmental appropriateness; student experience; pluralism; and inclusion of First Nation, Métis and Inuit and francophone experiences and perspectives); however, the use of authorized resources is not mandatory for program delivery.

Where learning and teaching resources dealing primarily and explicitly with gender identity, sexual orientation or human sexuality require Minister approval under the new section 18(1)(d.1) of the *Education Act*, only approved resources may be used for program delivery, unless they are being used to provide religious instruction.

Under section 53(2)(b) of the *Education Act*, a school board may develop or acquire instructional materials for use in courses, programs or in schools, subject to section 18. In developing/acquiring instructional materials, the school board should also take into account such criteria as curriculum alignment; developmental appropriateness; student experience; pluralism; and inclusion of First Nation, Métis and Inuit and francophone experiences and perspectives.

Alberta Education and Childcare does not prescribe any one method of teaching over another. Teachers use their professional judgement and knowledge to select the most appropriate

methods of teaching that best meet the needs of their students. However, the [Teaching Quality Standard](#) describes expectations for teachers who work directly with students. The ministry authorizes learning and teaching resources to assist teachers in identifying learning and teaching resources to support student learning.

Learning and teaching resources may include digital and non-digital formats used in a variety of settings and delivery modes to facilitate the implementation of provincial courses and programs of study/curriculum, and educational initiatives.

For more information on authorized or approved English and French learning and teaching resources, contact the Learning and Teaching Resources Sector by email at edc.ltrsupports@gov.ab.ca.

Minister Approval of Learning and Teaching Resources and External Parties Dealing Primarily and Explicitly with Gender Identity, Sexual Orientation or Human Sexuality

Learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation or human sexuality require approval by the Minister of Education and Childcare, unless they are used for religious instruction (sections 18(1)(d.1) and 18.1). External parties using or providing such learning and teaching resources, must also be approved by the Minister of Education and Childcare (sections 18(1)(d.2) and 18.1). *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026*, will amend the Education Act such that external parties using or providing such learning and teaching resources in the context of religious instruction will no longer require Minister approval. Minister approval for external parties, whether in the context of religious instruction or otherwise, is still required until this change takes effect, which is anticipated for September 1, 2026.

The review process and criteria used for requests for approval of learning and teaching resources dealing primarily and explicitly with gender identity, sexual orientation or human sexuality are outlined in the [Provincial Resource Review Guide](#). For information on the learning outcomes dealing primarily and explicitly with gender identity, sexual orientation or human sexuality, school authorities and external parties seeking approval for learning and teaching resources can refer to the [Learning Outcomes Fact Sheet](#). To request approval of learning and teaching resources, school authorities can complete the Request for Approval of Learning and Teaching Resources Form which is found on new.LearnAlberta.ca, in the [Curriculum Implementation Information Hub](#).

The review process and criteria used for requests for approval of external parties using or providing learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation or human sexuality are outlined in the [External Party Review Guide](#). To seek approval, external parties can complete the Request for Approval of External Parties Form which is found on new.LearnAlberta.ca, in the [Curriculum Implementation Information Hub](#).

The terms “external party” and “learning and teaching resources” are defined in the *Education Act* for the purposes of the required Minister of Education and Childcare approval. The definition of “**external party**” captures a person or organization other than:

- a board or an employee of a board,
- a student,
- a student organization established under section 35.1 of the *Education Act*, or
- a staff liaison designated, or responsible adult appointed, under section 35.1 of the *Education Act*.

The definition of “**learning and teaching resources**” captures any resource used in a school to engage in learning or teaching, but does not include a resource:

- created by a student, or
- accessed by a student independently, including through a school library.

Additionally, school authorities must notify parents and provide them with the opportunity to opt their child in, rather than opt-out, where courses, programs of study or instructional materials, instruction, or exercises include subject matter that deals primarily and explicitly with gender identity, sexual orientation or human sexuality (section 58.11).

For more information on the Minister approval of learning and teaching resource and external parties, contact the Learning and Teaching Resources Sector by email at EDC.ResourceApproval@gov.ab.ca.

Office of Student Attendance and Re-engagement (OSAR)

Education's Office of Student Attendance and Re-engagement (OSAR) provides leadership and support to school authorities to promote student attendance and re-engagement in learning and address chronic absenteeism. The OSAR also provides administrative and operational support for the Attendance Board. The OSAR encourages a focus on finding solutions while considering the unique circumstances of each student and their family. Services provided include:

- consultation (student specific)
- support for the development of local attendance policy
- consultation regarding attendance and re-engagement strategies (for example, data collection and use, attendance campaigns)
- facilitation of referrals to the Attendance Board when necessary

To access support from OSAR, or for more information, contact OSAR at [780-644-2980](tel:780-644-2980) or by email at edc.osar@gov.ab.ca.

Provincial low incidence support services unit

A provincial low incidence team is available to support school authorities in meeting the needs of students from low incidence populations (blindness or visual impairment, deafness or hard of hearing, deafblindness and complex communication needs). The provincial low incidence team is comprised of specialist professionals from each of the low incidence areas. Activities of the provincial low incidence team include:

- supporting school authorities in understanding the essential components for children and students with low incidence disabilities and providing input on implementation
- providing mentorship supports to school authority learning teams and low incidence service providers, including providing expert advice on challenging cases
- coordinating and delivering low incidence professional development for a wide variety of stakeholders
- coordinating professional learning communities for low incidence specialists
- delivering Travelling Low Vision Clinics – These clinics provide comprehensive low vision assessments to support educational programming. Clinics are held in a variety of communities across the province.

Should you require support from the provincial low incidence team, or for more information, email the Provincial Low Incidence Support Services Unit at edc.liss@gov.ab.ca.

Services for children or students with visual impairments

Services for Students with Visual Impairments (SSVI) manages the braille transcription of authorized student basic textbooks within the four core subject areas (English language arts and literature/English language arts, social studies, science and mathematics) and an assistive technologies equipment loan program (for example, braille note takers, embossers) for ECS to Grade 12 students.

For more information on accessing the services, see [Support for students with visual impairments](#) on Alberta.ca.

Digital textbook repository for students with disabilities

The digital repository on new.LearnAlberta.ca houses grades 7 to 12 student basic textbooks

in the four core subject areas. School staff can access digital, PDF textbook files by agreeing to follow a specified terms of use agreement. By agreeing to the terms of use, teachers can access these resources for their eligible students with learning, cognitive, physical and vision-loss-type disabilities. For more information on the repository, see [Support for students with visual impairments](#).

Brain Story Certification training

The Alberta Family Wellness Initiative (AFWI) has developed an online [Brain Story Certification](#) course in both English and French to make the science of brain development and its connection to addiction and mental health available to professionals and the public. The course is designed for those seeking a deeper understanding of brain development and its consequences for lifelong health.

For more information, visit the [Brain Story Certification](#) webpage.

new.LearnAlberta.ca

Last updated on: Sep 04, 2026

new.LearnAlberta.ca houses Alberta's K-12 programs of study/curriculum. It also offers learning and teaching resources aligned to the programs of study/curriculum, supports for implementation, provincial literacy and numeracy screening supports, a parent information area, a senior high school course catalogue, and a collaborative teacher planning tool called Boards. A sign-in is required to access the full complement of resources. Jurisdiction usernames and passwords are distributed to school authorities and school principals.

Email learnalberta@gov.ab.ca if you have any questions.

Government Contacts

Alberta Education and Childcare contacts

Last updated on: Sep 04, 2026

General inquiries

Alberta Education and Childcare can be contacted in a number of ways. To be connected by telephone toll-free from anywhere in Alberta, dial [310-0000](tel:310-0000) and when prompted dial the desired number.

General Inquiries: Telephone: [780-427-7219](tel:780-427-7219)

Web Address: [Education and Childcare | Alberta.ca](https://www.education.alberta.ca)

Unless otherwise noted, the mailing address for Alberta Education and Childcare is

44 Capital Boulevard
10044 108 Street NW
Edmonton, Alberta T5J 5E6

Communications

7th Floor, Commerce Place
10155 102 Street
Edmonton, Alberta T5J 4L5
Telephone: [780-422-4495](tel:780-422-4495)

Curriculum, Career Education and Assessment Division

Curriculum Innovation and Implementation Sector

Career Education

Email: ecc.divisionalstrategicsupports@gov.ab.ca

Implementation and Engagement

Email: ecc.currimplementation@gov.ab.ca

Mathematics, Sciences and Wellness

Email: ecc.divisionalstrategicsupports@gov.ab.ca

Humanities, Languages and Curriculum Strategy Sector

Curriculum Policy, Strategy and Assurance

Telephone: [780-415-6166](tel:780-415-6166)

Email: edc.divisionalstrategicsupports@gov.ab.ca

English as an Additional Language

Email: additional-languages@gov.ab.ca

Humanities and Languages

Email: ecc.divisionalstrategicsupports@gov.ab.ca

International Languages

Email: additional-languages@gov.ab.ca

Learning, Resources and Assets Sector

Digital Content Management and Delivery

Email: learnalberta@gov.ab.ca

Resource Development, Review and Authorization

Email: ecc.ltrsupports@gov.ab.ca

Resource Strategy and Management

Email: ecc.ltrsupports@gov.ab.ca

Provincial Assessment Sector

Exam Administration

Email: exam.admin@gov.ab.ca

Digital Assessment

Email: online.assessment@gov.ab.ca

Diploma Examinations

Email: diploma.exams@gov.ab.ca

Provincial Achievement Testing

Email: ECC.PATS@gov.ab.ca

Literacy and Numeracy Screenings

Email: litnumscreening@gov.ab.ca

Canadian Adult Education Assessments

Email: ECC.CAEC@gov.ab.ca

Special Cases and Accommodations Team

Telephone: [780-427-1857](tel:780-427-1857)

Email: special.cases@gov.ab.ca

Financial Services and Capital Planning Division

Capital Planning Sector

Telephone: [780-643-0951](tel:780-643-0951)

Fax: 780-641-9117

K-12 Fiscal Oversight Sector

School Finance

10th Floor, 44 Capital Boulevard

10044 108 Street NW

Edmonton, Alberta T5J 5E6

Telephone: [780-427-2055](tel:780-427-2055)

Email: ECC.SchoolFinance@gov.ab.ca

First Nations, Métis and Inuit Division

Telephone: [780-415-9300](tel:780-415-9300)

Fax: 780-638-3871

Program and System Support Division

Education Supports Sector

System Support and Policy

Telephone: [780-415-0783](tel:780-415-0783)

Learner Supports

Telephone: [780-644-2287](tel:780-644-2287)

Office of Student Attendance and Re-engagement (including Attendance Board)

Telephone: [780-644-2980](tel:780-644-2980)

Email: ecc.osar@gov.ab.ca

Services for Students with Visual Impairments

Telephone: [857-590-2920](tel:857-590-2920)

Email: edc.ssvi@gov.ab.ca

Internet: www.alberta.ca/support-for-students-with-visual-impairments

System Support and Student Records Sector

School Accreditation, Monitoring and Print Services

Telephone: [780-427-7235](tel:780-427-7235)

Student Records and Operations

Email: studentrecords@gov.ab.ca

- **Student Enrolment and Marks**
Telephone: [780-422-9337](tel:780-422-9337)
- **Transcripts and Diplomas**
Telephone: [780-427-5732](tel:780-427-5732)

Strategic Services and Governance Division

Policy Excellence Sector

Corporate Planning

Telephone: [780-422-0870](tel:780-422-0870)

Legislative Services

Telephone: [587-873-5629](tel:587-873-5629)

Policy Design and Development

Telephone: [780-643-0844](tel:780-643-0844)

Policy Coordination and Integration

Telephone: [780-643-0844](tel:780-643-0844)

Stakeholder Relations Sector

Intergovernmental Relations (including Official Languages in Education Programs)

Telephone: [587-783-1596](tel:587-783-1596)

Email: edc.officiallang@gov.ab.ca (for Official Languages in Education Programs)

International Education Services

Telephone: [780-427-2035](tel:780-427-2035)

Email: intl.ed.sec@gov.ab.ca

Web: [International education](http://International%20education)

French Language Services

Telephone: [780-446-1569](tel:780-446-1569)

Francophone field services email: ECC.FLSBFieldServices@gov.ab.ca
Web: [French-language education](#)

System Excellence Division

Field Services Sector

Field Services

Telephone: [780-427-6272](tel:780-427-6272)

Teaching and Leadership Excellence Sector

Teacher Certification

Telephone: [780-427-2045](tel:780-427-2045)

Email: teacher.certification@gov.ab.ca

Office of the Registrar

Telephone: [780-427-3663](tel:780-427-3663)

Email: Education.Registrar@gov.ab.ca

Other contacts

Last updated on: Sep 04, 2026

Alberta Student Aid

Box 28000 Station Main
Edmonton, Alberta T5J 4R4
Toll-free: [1-855-606-2096](tel:1-855-606-2096)
Internet: www.studentaid.alberta.ca

Apprenticeship and Industry Training

10th Floor, Commerce Place
10155 102 Street
Edmonton, Alberta T5J 4L5
Telephone: [1-800-248-4823](tel:1-800-248-4823)
Internet: tradesecrets.alberta.ca

Online Learning Directory

Internet: www.alberta.ca/online-learning

King's Printer Bookstore

Suite 700, Park Plaza Building
10611 98 Avenue
Edmonton, Alberta T5K 2P7
Telephone: [780-427-4952](tel:780-427-4952)
Fax: 780-452-0668
Internet: www.alberta.ca/alberta-kings-printer

Alberta High School Diploma requirements prior to 1994–1995

Last updated on: Sep 04, 2026

Image: Education Guide - Alberta High School Diploma requirements prior to 1994-1995 table (in English)

A Second Languages

- English 10–20–30¹
- French 10–20–30
- French 10S–20S–30S
- French 10N–20N–30N
- French Language Arts 10–20–30
- German 10–20–30–31
- Italian 10–20–30
- Latin 10–20–30
- Spanish 10–20–30
- Ukrainian 10–20–30
- Ukrainian 10S–20S–30S
- Ukrainian Language Arts 10–20–30

B Fine Arts

- Art 10–20–30
- Art 11–21–31
- Drama 10–20–30
- Music 10–20–30
- Music 11–21–31
- Music 12

C Business Education

- Accounting 10–20–30
- Basic Business 20–30
- Business Calculations 20
- Business Communications 20
- Business Education 10–20–30
- Computer Literacy 10
- Computer Processing 10–20–30
- Dicta Typing 20
- Law 20–30
- Marketing 20–30
- Office Procedures 20–30
- Record Keeping 10
- Shorthand 20–30
- Typewriting 10–20–30
- Word Processing 30

D Home Economics

- Clothing and Textiles 10–20–30
- Food Studies 10–20–30
- Personal Living Skills 10–20–30

E Industrial Education

- Auto Body 12–22–32
- Automotives 22–32
- Beauty Culture 12–22–32
- Building Construction 12–22–32
- Drafting 10–20
- Drafting 12–22–32

- Electricity 22–32
- Electricity–Electronics 12
- Electronics 22–32
- Food Preparation 12–22–32
- Graphic Arts 22–32
- Health Services 12–22–32
- Horticulture 12–22–32
- Industrial Education 10–20–30
- Machine Shop 12–22–32
- Mechanics 12
- Piping 12–22–32
- Production Science 30
- Related Mechanics 22–32
- Sheet Metal 12–22–32
- Visual Communications 12–22–32
- Welding 12–22–32

F Physical Education

- Physical Education 10–20–30

¹ Students in francophone programs may present Français 30 as the Category A diploma requirement. For these students, the Category C requirement is English 10–20–30. French immersion students may apply French Language Arts 10–20–30 toward the Category C requirement.

Integrated Occupational Program (IOP) Certificate of Achievement requirements prior to 2006

Last updated on: Sep 04, 2026

The Certificate of Achievement can be obtained by students who were enrolled in Grade 10 to Grade 12 in the Integrated Occupational Program (IOP) as of January 2006.

Knowledge and Employability courses may be used in lieu of the corresponding IOP courses to meet the requirements of the Certificate of Achievement. For the Certificate of High School Achievement requirements after 2006, refer to the [Certificate of High School Achievement Requirements](#).

To qualify for a Certificate of Achievement, Integrated Occupational Program students must earn a minimum of 80 credits.

Image: appendix.png

Generated on Sep 12, 2026