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## Calgary Board of Education takes action on protection of sexual minorities

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The following verbal report was read into the record at the Dec. 6 Board of Trustees meeting. Superintendent Deborah Lewis was responding to a trustee inquiry:

“Are there any policies in place at the Calgary Board of Education that specifically offer protection to sexual minorities, also commonly referred to as LGBTQ (lesbian, gay, bi-sexual, transgendered, queer/questioning) students? If yes, please detail how the policies operate to ensure a respectful, welcoming environment for each and every student. If not, are any policies being developed and when would they be implemented?”

Chair Cochrane and Trustees,

Thank you for asking us to respond to your questions about the safety and well-being of Calgary Board of Education students, staff and families, including our LGBTQ people.

At the CBE, we are committed to having safe and caring schools where students feel they belong. We approach this question in the context of providing respectful, safe, secure and welcoming environments for each and every student.

We have a number of important administrative regulations that come together to help create a safe, caring, respectful and welcoming environment for our LGBTQ students. Current administrative regulations (AEs) that reference specifically the protection of sexual and gender minorities include:

- [AR 1028 Gender Inclusive Communications](#);
- [AR 3010 Suicide Prevention, Intervention and Postvention](#);
- [AR 4027.2 Personal and Sexual Harassment](#);
- [AR 6001 Student Discipline](#); and
- [AR 6031 Safe and Secure School Environments](#).

To use an example, in AR 6001 Student Discipline it is stated that students must respect differences in ethnicity, race, religion, gender and “sexual orientation.” Additionally, personal and sexual harassment are prohibited. Students and staff are expected to model and reinforce socially responsible and respectful behaviour.

While we have done significant work in this area, we remain committed to continuous improvement as a system.

Starting last school year and continuing this year, a number of steps have been taken in the area of “policy” development. This recent work builds on the administrative regulations that have been developed in the past that operate to ensure a respectful, welcoming environment for each and every student.

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Furthermore, the CBE is reworking its administrative regulations to develop an integrated system of Chief Superintendent Directives and administrative practices. As part of that work, we are closely reviewing our regulations and practices related to diversity, equity and inclusion. This includes each of the 13 protected grounds as named in the Alberta Human Rights Act.

In doing this work, the CBE is committed to creating and maintaining inclusive, equitable, and responsive learning and work environments free from discrimination and harassment. This includes taking proactive measures to fulfill our statutory obligations to uphold the respect, safety, dignity and worth of every individual. Moreover, the CBE regards this as more than a human rights responsibility; it is an ethical mandate.

As you can imagine, we could talk for hours about our results and plans for this important work. To complement this verbal report, Administration would be pleased to post additional information on the CBE website.

See [additional information](#).

See [Backgrounder: We can all prevent bullying \(PDF\)](#)

