

public agenda

Regular Board Meeting

March 29, 2016
12:00 p.m.

Multipurpose Room,
Education Centre
1221 8 Street SW,
Calgary, AB

R-1: Mission |

Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	4 Matters Reserved for Board Action	Board	GC-3	
40 mins	4.1 Consideration of Governance Policies regarding School Act Changes	Board	OE-3	Page 4-1
	5 Matters for Board Information			
60 mins	5.1 Administrative regulations and procedures related to School Act sections 16.1 and 45.1	D. Stevenson	OE-8	Page 5-1
3:00 p.m.	Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

This public Board meeting will be recorded & posted online. Media may also attend these meetings. You may appear in media coverage.

Archives will be available for a period of two years. Information is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

For questions or concerns, please contact: Office of the Corporate Secretary at corpsec@cbe.ab.ca.



report to Board of Trustees

Consideration of Governance Policies regarding School Act Changes

Date	March 29, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joy Bowen-Eyre, Board Chair
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments

1 | Recommendation

It is recommended:

- 1) That the Board of Trustees gives second reading and thereby final approval to the amendment of the following Operational Expectations Policies, as provided in the Attachment to the report:
 - OE-4: Treatment of Employees
 - OE-11: Learning Environment/Treatment of Students

2 | Background

Bill 10, an Act to Amend the Alberta Bill of Rights and to Protect Our Children came into force June 1, 2015. This Act amends several pieces of legislation including the School Act, the Alberta Bill of Rights, the Education Act, and the Alberta Human Rights Act. The School Act amendments create new responsibilities for boards, parents and students to ensure that schools are a welcoming, caring, respectful and safe environment for all students and staff. The environment must be one that respects diversity and fosters a sense of belonging. The Act requires boards to ensure they have policies and practices in place to promote a welcoming, caring, respectful and safe environment. Excerpts from the School Act are attached to this report as Attachments III and IV.

The Calgary Board of Education believes in supporting the success of each student. This is expressed in the CBE's core values and in our mission. This commitment to student success is also reflected in the Board of Trustees' Results policies and its Operational Expectations.



The CBE Board of Trustees operates under the Coherent Governance model of corporate governance. Governance policies enable the Board of Trustees to lead, direct, inspire and control the outcomes and operation of the district through a set of very carefully crafted policy statements that state the Board's values. Results policies are statements of outcomes for each student. The Board also establishes Operational Expectations that define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent must demonstrate reasonable progress towards achieving Results and compliance with Board Operational Expectations.

Changes to governance policies are given two readings. The Board of Trustees' Governance Culture 2: Governing Commitments (GC-2.7) states that: "The Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the board prior to being acted upon at a subsequent Board meeting. The Board approved first reading of these changes at the March 15th Regular Meeting. Approval of second reading is the final step for policy approval.

In light of the new legislative requirements the Board of Trustees reviewed its Results and Operational Expectations with a view to ensure that the Board's values to respond to the legislative changes are clearly articulated.

The most relevant Operational Expectations are: Operational Expectations 11 that sets out the Board's values on Student Learning Environment and Treatment of Students; and Operational Expectations 4: Treatment of Employees which sets out the Board values in relation to the Chief Superintendent's responsibilities regarding employees and organizational operations.

The most relevant Results policies include Results 3: Citizenship (R-3.3) that addresses fostering a sense of belonging, and a respect for diversity by requiring that students develop as citizens to respect and embrace diversity.

Results 5: Character (R-5) requires that students develop character by doing what is right, acting morally with wisdom, and balancing their individual concerns with the rights and needs of others.

The Board of Trustees adopted an interpretation of "respect and embrace" to mean "to see as equal, learn from and treat with dignity" and the interpretation of "diversity" as the recognition of "the full range of uniqueness in humanity".

The Board of Trustees expects that the Chief Superintendent's response to the operational requirements of this legislation will be submitted to the Minister by March 31, 2016.

The attachments show the proposed revisions in tracked changes:

- Attachment I: OE-4: Treatment of Employees (revisions in tracked changes)
- Attachment II: OE-11: Learning Environment/Treatment of Students (revisions in tracked changes)
- Attachment III: Excerpt from the School Act, section 16 "Support for student organizations"
- Attachment IV: Excerpt from the School Act, section 45.1 "Board responsibility"

Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS OE-4: Treatment of Employees

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Chief Superintendent shall ensure the recruitment, employment, development, evaluation and compensation of the organization's employees in a manner necessary to enable the organization to achieve its *Results* policies.

The Chief Superintendent will:

- 4.1 Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment characterized by safety, professional support and courtesy.
- 4.2 Promote a safe and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.
- 4.23 Ensure that all paid personnel clear background inquiries and checks prior to their employment.
- 4.34 Select the most highly qualified and best-suited candidates for all positions.
- 4.45 Ensure that all employees are qualified to perform the responsibilities assigned to them.
- 4.56 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.
- 4.67 Effectively handle complaints and concerns.
- 4.78 Maintain adequate job descriptions for all employee positions.
- 4.89 Protect confidential information.



- | 4.~~9~~10 Develop total compensation plans to attract and retain the highest quality “exempt” employees within available resources.
- | 4.~~10~~11 Honour the terms of negotiated agreements.
- | 4.~~11~~12 Receive Board of Trustees’ approval for the bargaining mandate and ratification of all collective agreements for unionized employees.
- | 4.~~12~~13 Receive Board of Trustees’ approval for total compensation packages for all exempt employees.
- | 4.~~13~~14 Reasonably include people in decisions that affect them.

| Adopted: ~~June 9, 2015~~



OPERATIONAL EXPECTATIONS**OE-11: Learning Environment/Treatment of Students****Monitoring Method: Internal Report****Monitoring Frequency: Annually**

The Chief Superintendent shall establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student.

The Chief Superintendent will:

- 11.1 Protect instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions.
- 11.2 Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.
- 11.3 Maintain a climate that is characterized by support and encouragement for high student achievement.
- 11.4 Ensure that all confidential student information is lawfully collected, used and protected.
- 11.5 Provide instructional programs and transportation services that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.
- 11.6 Provide transportation services that are safe and reliable.
- 11.7 Ensure that no student will be denied access to instructional programs due to an inability to pay.
- 11.8 Ensure that all volunteers clear reasonable background inquiries and checks prior to having contact with students.



The Chief Superintendent shall not:

- 11.9 Tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.

| Adopted: ~~June 9, 2015~~



Excerpt from the School Act

Support for student organizations

16.1(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 welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the 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 “queerstraight 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.

2015 c1 s3

Excerpt from the School Act

Board responsibility

45.1(1) A board has the responsibility to ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

(2) A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1) to provide a welcoming, caring, respectful and safe learning 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 welcoming, caring, respectful and safe learning environments;
 - (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,

and

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

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

2015 c1 s3

report to Board of Trustees

Administrative regulations and procedures related to School Act sections 16.1 and 45.1

Date	March 29, 2016
Meeting Type	Special Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Jeannie Everett, Superintendent, Learning
Governance Policy Reference	Operational Expectations OE -1 Global Operational Expectation OE- 8: Communication with and Support for the Board
Resource Person(s)	Christine Davies, Director, Learning Kelly Ann Fenney, Assistant General Counsel Tamara Gordon, Supervisor, Psychological Services Carol Murray, Coordinator, Policy Dianne Roulson, Director, Learning

1 | Recommendation

This report is being provided for the information of the Board. No decision is required at this time.



2 | Issue

The Minister of Education directed all school authorities to submit policies, and procedures and/or administrative regulations that address responsibilities under sections 16.1 and 45.1 of the *School Act* by March 31, 2016. This includes how the authority will create welcoming, caring, respectful and safe learning environments.

3 | Background

In June 2015, Bill 10 – An Act to Amend the Bill of Rights and to Protect Our Children came into force. This legislation made amendments to several pieces of legislation including the *School Act* and the *Alberta Human Rights Act*. Under the new *School Act* school boards have the responsibility to ensure that students and staff are provided with welcoming, caring, respectful and safe learning environments that respects diversity and fosters a sense of belonging.

In November 2015 Alberta Education released its *Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions*. The document included indicators of best practices for respecting diverse sexual orientations, gender identities and gender expressions, so that school authorities are more equipped to create welcoming, caring, respectful and safe learning environments. All school boards have been asked to use these best practices to develop or update their policies, regulations and procedures. The intention of these guidelines was to assist school jurisdictions with creating and/or revising administrative regulations and practices relating to obligations under sections 16.1 and 45.1.

In January 2016 the Minister of Education requested that all boards submit policies, procedures and/or regulations that address responsibilities under sections 16.1 and 45.1 of the *School Act* by March 31, 2016. The office of the Minister has indicated that once policies, procedures and/or regulations are submitted further dialogue will occur.

4 | Analysis

The CBE is committed to providing inclusive and safe environments for all members of our school community. Students, staff and members of our school communities have a shared responsibility for creating welcoming, caring, respectful and safe environments that respect diversity and foster a sense of belonging. This is reflected in the CBE Mission and Values, which emphasize the collective obligation and responsibility to support each student to thrive in our schools. The CBE has longstanding administrative regulations and practices that foster safe and caring environments for students and staff. The changes to the *School Act* and the Ministerial Guidelines provided the CBE with the opportunity to strengthen the administrative regulations and practices.

The key areas of focus resulting from Bill 10 include:

- Creating a Student Code of Conduct
- Addressing bullying behaviours
- Sharing responsibility with parents and students
- Facilitating student-run organizations
- Creating guidelines for gender and sexual minority youth
- Ensuring protection of staff

The current administrative regulation framework (which includes administrative regulations on Student Discipline, Employee Code of Conduct, Harassment, and Sexual Harassment and Discrimination, Workplace Violence) was reviewed and draft revisions are being submitted to the Minister of Education as required on March 31, 2016. (Attachments I, II, III, V and VI)

Creating a Student Code of Conduct

The CBE created a draft Student Code of Conduct (Attachment I) by bringing together school-based administrators and system leaders. The CBE is currently seeking input from a cross-section of parents regarding what is important to them about the draft Student Code of Conduct. The draft Student Code of Conduct will continue to be revised as our schools, students and parents provide feedback and we continue a dialogue with the office of the Minister of Education. The draft Student Code of Conduct meets the legislative requirements including clear statements regarding discrimination and bullying. As per the requirement of the *School Act*, the Student Code of Conduct will be reviewed annually.

Addressing bullying behaviours

Addressing bullying is another key focus resulting from Bill 10. Students, staff and parents play an important role in addressing bullying. The relevant administrative regulations addressing bullying are: Progressive Student Discipline (Attachment II) and the Student Code of Conduct (Attachment I). Progressive Student Discipline means a whole school support that utilizes a continuum of interventions, supports, and consequences to address inappropriate and unacceptable student behaviour and builds upon strategies that promote positive behaviours contributing to welcoming, caring, respectful and safe learning environments. Additionally as part of bullying prevention the province has mandated school jurisdictions participate in Bullying Awareness and Prevention Week which is held the third week of November. The CBE is proud to continue to participate in this initiative.

Sharing responsibility with parents and students

Bill 10 states that students, parents and schools are accountable for working collaboratively to support positive school environments. This means that students and parents are accountable for their behaviour in fostering welcoming, caring, respectful and safe school communities. Student responsibilities are clearly indicated in the *School Act*, Student Code of Conduct and Progressive Student Discipline administrative regulations. The Calgary Board of Education respects the rights of parents to make decisions. Parents are responsible for supporting their children in complying with the *School Act* and the Student Code of Conduct. Schools are responsible for creating environments that foster a sense of belonging and respect for diversity.

Facilitating student-run organizations

Schools must support student-initiated requests for activities or organizations that promote welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging. This would include but is not limited to Gay Straight Alliances, or GSAs. CBE has well established practices for supporting GSAs and other student initiated clubs, which will continue. Explicit direction for school principals regarding student initiated clubs will be articulated in the School Information Handbook which is an internal document. Ongoing supports are available to schools in establishing student initiated organizations.

Creating guidelines for gender and sexual minority youth

Creating the Conditions to Thrive (Attachment IV), supports schools in fostering welcoming, caring, respectful and safe school environments. This document formalizes our practices and expectations in relation to accommodation for gender and sexual minority youth. In setting best practices Alberta Education set out the standards for inclusive school communities. The CBE document reflects the “best practices” approach to meet this standard.

Ensuring protection for staff

The CBE has well established employment related practices and processes to meet our duty to accommodate. Our Employee Code of Conduct prohibits discrimination (AR 4027). We also have policies and practices in place to deal with harassment, sexual harassment and discrimination (AR 4038) and work place violence (AR 4080).

All employees are responsible for knowing, understanding and complying with CBE’s policies.

5 | Financial Impact

There is a financial impact to the implementation of the requirements of the Minister of Education. The impact is related to dedicated staff time to ensure the development, communication and implementation of the documents.

6 | Implementation Consequences

Schools in the CBE have the shared responsibility to cultivate environments that are welcoming, caring, respectful and safe for all. It is important to affirm and celebrate all students and to provide them with opportunities to thrive in life and learning. The supporting documents, while required by the Minister of Education, reinforce the CBE’s Mission and Values. They emphasize our ongoing commitment to the personalization of learning and success for each student. The Board of Trustees Results and Operational Expectations are aligned with the requirements of the *School Act* Section 16.1 and 45.1.

The CBE is committed to providing students, staff and parents with the information, resources and learning opportunities that are needed to ensure the ongoing creation of welcoming, caring, respectful and safe learning environments. We are committed to reviewing and revising existing administrative regulations, procedures and resource documents in support of the policies of the Board. This also includes the creation of new administrative regulations, procedures and resource documents as needed. The supporting documents required by the Minister of Education reflect our commitment.

School boards exist within a broader context of laws and public policies including the *Alberta School Act*, the *Canadian Charter of Rights and Freedoms*, and the *Alberta Human Rights Act*. All serve as important policies and legislation that reflect the need for Alberta school board employees to act in a manner that is inclusive and respectful of students. These laws and public policies are critical in guiding our work and helping us ensure we attend to the rights of all of our students, families and staff members. Failure to comply with the legislation and government direction will have negative consequences for the board.

The Calgary Board of Education is committed to creating welcoming, caring, respectful and safe school communities where each and every student feels a sense of belonging. The Board of Trustees Results policies related to academic success, citizenship, character and personal development create the foundation for developing ethical and engaged citizens that embrace and respect diversity. Recent amendments to the *School Act* (Bill 10) broaden the CBE's responsibility to promote welcoming, caring, respectful and safe environments within school communities to foster a sense of belonging and respect and embrace diversity. Changes in legislation allow us the opportunity to strengthen our practice and aspire us to do more for all members of our learning community. Students, staff and school communities share the responsibility for cultivating environments that welcome everyone and provide opportunities to thrive in life and learning. The Attachments to this report reinforce the Mission, Values, and Results of the CBE and addresses the requirements of the Minister of Education as it relates to the *School Act* section 16.1 and 45.1.


DAVID STEVENSON
 CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Administrative Regulation 6005 Student Code of Conduct
- Attachment II: Administrative Regulation 6006 Progressive Student Discipline
- Attachment III: Administrative Regulation 6007 Suspension and Expulsion
- Attachment IV: Creating the conditions to thrive
- Attachment V: Administrative Regulation 4027 Employee Code of Conduct
- Attachment VI: Administrative Regulation 4038 Harassment, Sexual Harassment and Discrimination

APPENDICES

An appendix is a document that provides additional reference information and supplements the original report. When numbering appendices, use Appendix Numbering Style

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

Student Code of Conduct

administrative regulation

Administrative
Regulation No.
6005

Classification:
Students

Effective Date:
April 1, 2016

1 | Purpose

The purpose of this Administrative Regulation is:

- To promote positive learning environments for each student.
- To help students learn how to develop empathy and become good citizens both within and outside of the school community.
- To meet the CBE's responsibility to provide students and staff with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belong for all members of our school community.
- To outline the roles and expectations related to student conduct.
- To explain the consequences when a student's disruptive behaviour negatively affects the learning environment.

2 | Scope

This Administrative Regulation applies to:

- All CBE students.
- All employees are responsible for being aware of the terms of the Student Code of Conduct.

3 | Principles

The following principles apply to:

- All members of the CBE community, including students, parents, staff, and Trustees have a role and a shared responsibility to create and support a welcoming, caring, respectful and safe learning environment.
- All members of the CBE school community have a right to learn and work in an environment free from discrimination, harassment, bullying, and harm.
- Schools will adopt a whole school approach that supports student personal development, character and citizenship by managing discipline through a progression of proactive, preventative, and restorative strategies.
- Responses to student behaviour include a consistent, universal school-wide approach that includes fair and predictable responses to negative behaviour.

4 | Definitions.

Bullying: means the 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.

Bullying can take different forms:

- Physical –pushing, hitting
- Verbal – name calling, threats
- Social – exclusion, rumours
- Cyber – using digital technology to harass, demean or threaten

CBE: means The Calgary Board of Education.

Discrimination: means an action or a decision that treats a person or a group negatively for reasons such as race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, or family status or sexual orientation.

Diversity: means the full range of uniqueness within humanity. Dimensions of diversity include but are not limited to those identified in the discrimination definition as well as the following:

- culture and linguistic diversity
- family composition
- language
- physical attributes
- socio-economic status

Expulsion: means the removal of a student from school, from one or more class periods, courses or education programs or from riding in a school bus, for a period of more than 10 instructional days.

Harassment: means any behaviour or pattern of repeated behaviour that disparages, humiliates or harms another person, or denies an individual's dignity and respect and is demeaning or humiliating to another person.

Suspension: means the removal of a student from school, from one or more class periods, courses or education programs or from riding in a school bus, for a period of up to and including 10 instructional days.

5 | Regulation Statement

General

- 1) The Calgary Board of Education is committed to providing students and staff with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 2) Students have a responsibility under the *School Act* to respect the rights and dignity of others and to proactively participate in promoting and fostering positive relationships with others while:



- a) on CBE property;
- b) participating in school activities;
- c) traveling to and from school; and
- d) engaging in any electronic communication both on or off CBE property; or
- e) in any other circumstances that may impact the school environment.

3) The CBE expects students to exhibit socially responsible and respectful behaviours so that teaching and learning are maximized.

Discrimination

4) Discrimination, bullying and harassment in any form will not be tolerated.

Student Responsibilities for Promoting Positive Behaviours

5) Students are expected to behave in a manner that complies with the Student Code of Conduct and contributes to a welcoming, caring, respectful and safe learning environment.

6) Examples of acceptable behaviour include, but are not limited to:

- a) demonstrating respect for self, others and the school environment through:
 - i. respecting differences in people, their ideas and their opinions, including when there is disagreement;
 - ii. embracing all diversities;
 - iii. respecting the needs of others to work in an environment that is conducive to learning and teaching; and
 - iv. respecting the rights of others.
- b) modeling positive social behaviours in all interpersonal interactions, including online;
- c) being courteous and treating each other with dignity;
- d) using positive and inclusive language;
- e) demonstrating good digital citizenship by using technology in ethically and responsible ways;
- f) taking responsibility for personal belongings and respecting the belongings of others;
- g) demonstrating caring and compassion to others including:

- i. showing empathy, being considerate of others and their situation; and
- ii. creating an environment of kindness.

7) Students are responsible to comply with the *School Act* including:

- a) being diligent in pursuing their studies;
- b) attending school regularly and punctually;
- c) cooperating fully with everyone authorized by the CBE to provide education and other services;
- d) comply with the rules of the school; and
- e) account to the student's teachers for the student's conduct.

8) Students will be held accountable beyond the hours of school operation when their conduct detrimentally affects the personal safety and well-being of individuals, the learning environment, the climate, or the effective operation of the school.

**Unacceptable
Student
Behaviours**

9) Students engaging in conduct that does not contribute to a welcoming, caring, respectful and safe environment may be subject to discipline up to and including suspension or expulsion.

10) Examples of unacceptable behaviour include, but are not limited to:

- a) disruptive or dangerous behavior and defiance of authority;
- b) encouraging unacceptable conduct and engaging in conduct which endangers others;
- c) any conduct which is injurious to the physical or mental well-being of others;
- d) use, display or distribution of improper, obscene or abusive language, messages or pictures;
- e) discriminatory behavior;
- f) use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate;
- g) theft, including theft of identity and intellectual property;
- h) use, possession of, distribution of, or active contact with,



or collection of money for illicit drugs, alcohol, or inhalants in school, on school board property or in the context of any school-related activity;

- i) willful damage to school or the property of others;
- j) involvement in the formation of or affiliation with gangs or other groups which negatively impact the school environment;
- k) hazing and initiation activities;
- l) use, possession of, sale, distribution of or active contact with a weapon on a student's person, on or in the vicinity of school board property;
- m) interfering with the orderly conduct of classes or the school;
- n) criminal activity;
- o) failure to comply with CBE Student Code of Conduct; or
- p) failure to comply with section 12 of the School Act.

Bullying

- 11) Students have a responsibility to not participate in or tolerate bullying while on school property, participating in school events, traveling to and from school, or in any other circumstances that may impact the school environment.
- 12) A student who is subject to or a witness of bullying, harassment, unwanted behaviours, or conduct that interferes with maintaining a welcome, caring, respectful and safe environment, should report that conduct to a classroom teacher, an advisor, guidance counsellor, or any other staff member with whom they feel comfortable.
- 13) Reports of bullying, harassment and unwanted behaviors or unacceptable conduct should be made in a timely manner.
- 14) The principal must assess, and where warranted investigate and respond to all reports of bullying.

Responding to Unacceptable Student Behaviour

- 15) Responses to student behaviour must reflect a consistent and universal school-wide approach that ensures a range of fair and predictable responses to unacceptable behaviour.
- 16) When responding to unacceptable student behaviour, the principal or teacher must account for the student's age, maturity and individual circumstances in accordance with the Progressive Student Discipline Administrative Regulation.



- 17) School staff must utilize a range of interventions, supports and consequences that also include opportunities for students to learn, make amends and focus on improving behaviour.
- Student Support** 18) School staff shall support all students impacted by unacceptable conduct, including bullying.
- Consequences of Unacceptable Behaviour** 19) Consequences of unacceptable behaviour must reflect a progressive approach including both intervention and discipline at the classroom, school and system levels.
- Classroom Level** 20) It is generally expected that initial responses to student behaviour occur within the context of the classroom and involve the classroom teacher and other classroom staff supporting the student.
- School Level** 21) Where classroom level responses have been unsuccessful or where the behaviour is sufficiently serious, the classroom teacher will involve the support of school staff including administration.
- 22) A principal may suspend a student from the school environment for up to 5 days in accordance with the applicable Administrative Regulation.
- System Level** 23) The principal may recommend the removal of a student from the school environment and not re-instate the student in accordance with the applicable Administrative Regulation.
- Annual Review** 24) This student code of conduct will be:
- a) published annually;
 - b) made available to students, staff and parents; and
 - c) reviewed annually.

6 | History

DATES	
Approval	April 1, 2016
Next Review	This AR must be reviewed Annually
Revision/Review	



7 | Related Information

- AR 6006 Progressive Student Discipline
- AR 6007 Suspensions and Expulsions
- School Act
- Alberta Human Rights Act



administrative regulation

Administrative
Regulation No.
6006

Classification:
Student

Effective Date:
April 1, 2016

Progressive Student Discipline

1 | Purpose

The purpose of this Administrative Regulation is:

- To support the creation of welcoming, caring, respectful and safe learning environments for students that respect diversity and foster a sense of belonging for all members of our school community.
- To create the conditions to help students engage in their learning.
- To identify key responsibilities and accountabilities for CBE students.
- To outline the expectations for responses to student behavior.
- To provide guidelines and expectations supporting an effective school-wide approach to progressive student discipline.

2 | Scope

This Administrative Regulation applies to:

- All CBE employees who work with students
- All CBE students

3 | Compliance

All employees who work with students are responsible for knowing, understanding and complying with this Administrative Regulation.

4 | Principles

The following principles apply:

- CBE guidelines are in compliance with requirements from Alberta Education.
- CBE is committed to providing students and staff with welcoming, caring, respectful and safe learning environments that foster a sense of belonging and respect diversity.
- Schools are expected to support personal development, character and citizenship by managing discipline through a progression of proactive, preventative, and restorative strategies.
- Responses to student behaviour include a consistent, universal school-wide approach, based on fair and predictable responses to negative behaviours.
- Progressive student discipline strategies focus on support and corrective actions that provide opportunities to learn while focusing on improving behaviour.
- Students and staff are expected to model and reinforce socially responsible behaviours.
- Students and staff shall be treated fairly and with dignity.

5 | Definitions.

Administrative transfer: means the transfer of a student from one school to another by the student's principal in consultation with the applicable director.

Bullying: means the 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.

Bullying can take different forms:

- Physical –pushing, hitting
- Verbal – name calling, threats
- Social – exclusion, rumours
- Cyber – using digital technology to harass, demean or threaten

CBE: means The Calgary Board of Education.

Expulsion: means the removal of a student from school, from one or more class periods, courses or education programs or from riding in a school bus, for a period of more than 10 days.

Intensive interventions: means those strategies and practices that are utilized to support specific individual students who do not respond to targeted or universal interventions.

Progressive Student Discipline: means a whole school approach that utilizes a continuum of intervention, supports, and consequences to address inappropriate and unacceptable student behaviour and builds upon strategies that promote positive behaviours contributing to a welcoming, caring, respectful and safe learning environment.

Risk: means potential and/or probability of emotional, social or physical harm to self and/or others.

Suspension: means the removal of a student from school, from one or more class periods, courses or education programs or from riding in a school bus, for a period of less than 10 days.

Targeted interventions: means classroom and school strategies, and practices that are utilized to support students who are identified as at risk for developing serious behaviour issues.

Threat: means an expression of intent to do harm or act out violently.

Universal interventions: means strategies, expectations and practices that are utilized to support all students.

6 | Regulation Statement

Role of the principal

- 1) The principal must:
 - a) create and maintain a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging for all students;
 - b) create a learning environment that promotes the CBE Results Statements, Mission, Vision and Values;
 - c) implement the system Student Code of Conduct consistently;
 - d) ensure the school-wide approach responding to student behaviour includes universal, targeted and intensive interventions;
 - e) ensure supports are in place for students who are impacted by inappropriate behavior as well as for those students who engage in such behavior;
 - f) ensure the student code of conduct is publically available for all stakeholders;
 - g) be aware of and implement the information contained in CBE and Alberta Education documents pertaining to use of restraint and seclusion time out rooms;
 - h) educate and inform staff on the practices and policies regarding progressive student discipline;
 - i) ensure that student incidents and disciplinary measures are factually documented; and
 - j) ensure that all reports of violent-threat-high risk behaviours, discriminating, intimidating and bullying incidents are assessed, investigated, and responded to.
- 2) The principal determines what constitutes unacceptable behavior in accordance with the system Student Code of Conduct, applicable CBE regulations and the *School Act*.

Student Code of Conduct

- 3) The CBE Student Code of Conduct will be:
 - a) implemented in all schools;
 - b) made available to all student, parents and staff; and
 - c) reviewed systemically on an annual basis.

**Student
accountabilities**

- 4) Students will be held accountable to the CBE for their behaviour and conduct as outlined in the Student Code of Conduct.

**Unacceptable
Behaviour**

- 5) Students whose behaviour fails to comply with:

- a) CBE Student Code of Conduct; or
- b) Section 12 of the *School Act*

will be subject to disciplinary measures up to and including suspension or expulsion.

**Responding to
Student
Behaviour**

- 6) When responding to unacceptable student behaviour, the principal and/or teacher must consider:

- a) the age, maturity, and individual circumstances including the student's social, emotional, developmental and cognitive levels;
- b) the student's learning needs;
- c) the nature and severity of the action or incident;
- d) the effect of the student's behaviour upon other students, the staff, the school climate, and the community;
- e) the student's previous conduct and previous interventions;
- f) the impact of proposed action on the student's future behaviour; and
- g) any other information that the teacher or principal considers relevant in assessing the response to the behaviour.

**Discipline
practices**

- 7) Disciplinary actions must:

- a) be both corrective and supportive;
- b) reflect the range of interventions and responses including:
 - i. universal school-wide approach;
 - ii. targeted classroom and school approaches; and
 - iii. intensive individualized supports;
- c) include opportunities for students to learn and make amends;
- d) focus on improving behavior; and
- e) help students be successful at school.

**Teacher
Responsibilities**

- 8) Teachers must ensure that classroom based management and discipline strategies:
- a) are designed to contribute to creating welcoming, caring, respectful and safe learning environments;
 - b) respect diversity and foster a sense of belonging;
 - c) align with the CBE Student Code of Conduct;
 - d) focus on establishing, maintaining and reinforcing positive behavior;
 - e) treat individuals in a fair, reasonable and objective manner;
 - f) contain consistent procedures which are fair, reasonable and objective;
 - g) provide support to students impacted by inappropriate behavior of others;
 - h) make provision for early detection of discipline concerns;
 - i) include student voice; and
 - j) emphasize early and ongoing communication with, and involvement of parents.
- 9) Discipline practices must not include:
- a) threats;
 - b) enticements or coercive measures;
 - c) corporal punishment;
 - d) mass detention;
 - e) humiliation;
 - f) penalties to student marks or assessments;
 - g) counselled withdrawal from courses or programs;
 - h) responses to attendance issues;
 - i) removal of student's opportunity to eat lunch; or
 - j) verbal communication which may be interpreted as put-downs or sarcasm.

- Consequences of Unacceptable Behaviour**
- 10) Responses to student behavior must reflect a consistent, progressive school-wide approach to unacceptable behavior that includes both intervention and discipline at the classroom, school and system levels.
- Classroom Level**
- 11) It is generally expected that initial responses to student behaviour occur within the context of the classroom and involve the classroom teacher and other classroom staff supporting the student. Classroom level responses may be appropriate when:
- a) the unacceptable behavior is minor;
 - b) the student has had no prior incidents; or
 - c) interventions have not been put in place.
- School Level**
- 12) Where classroom level responses have been unsuccessful or where the behaviour is sufficiently serious, the classroom teacher will involve the support of school staff including administration. This level of response may be appropriate when:
- a) supports have been in place in the classroom, and
 - b) the behavior has continued; or
 - c) the behavior negatively impacts the learning of others; or
 - d) the student behavior is sufficiently serious and warrants a school level response.
- 13) A principal may suspend a student from the school environment for up to 5 days in accordance with the applicable Administrative Regulation. This level of consequence/intervention may be appropriate when:
- a) the seriousness of the unacceptable behavior significantly impacts the school; or
 - b) documented interventions and supports have been put in place: and/or
 - c) the behavior continues to escalate.
- System Level**
- 14) The principal may recommend the removal of a student from the school environment and not re-instate the student in accordance with the applicable Administrative Regulation. This level of consequence/intervention may be appropriate when:
- a) the behavior presents a threat or serious harm to members of the school community, or
 - b) when the student has engaged in chronic and extreme

disruption of the learning environment.

Detention

- 15) Students who have been given a detention must be under the direct supervision of a teacher.
- 16) Detentions held over the lunch break must make provision for students to eat lunch.
- 17) A detention should not require the student to miss instructional time from other programming.
- 18) In the case of students who are transported by charter bus:
 - a) arrangements for alternative transportation must be made by the school before the detention is given; and
 - b) if those arrangements are not made the detention must be given at an alternate time.
- 19) If a student is detained the teacher will exercise reasonable discretion in deciding whether to notify parents taking into account the age and grade level of the student and the circumstances of the detention.
- 20) A student who is detained must be provided with an opportunity to contact the student's parent.
- 21) If a parent requests that a student leave school promptly at the close of the afternoon session on a school day, the teacher must make alternative arrangements for a detention.
- 22) Detention information including student name, time of detention, rationale and supervisor must be documented.

Physical Intervention and Restraint

- 23) Any use of force or student restraint by a staff member must be:
 - a) aligned with CBE and Alberta Education guidelines and practices;
 - b) communicated to the principal and parent as soon as possible after the incident; and
 - c) documented by involved personnel ,including the principal.
- 24) A copy of the documentation must be placed in the student's file and retained in accordance with CBE records retention schedule.

Managing Risk and Threat Response

- 25) All presentations or reports of risk or threat by a student must be reported to the principal.
- 26) Where student conduct presents an immediate risk to the safety

or well-being of self, other students or staff, CBE staff/Principal will take steps to mitigate the risk including but are not limited to:

- a) contacting the parents;
- b) consulting the area and system teams;
- c) contacting the police; and/or
- d) contacting other agencies as needed.(ie Alberta Health Services, MAAST etc.)

Administrative Student Transfer

- 27) An administrative transfer:
 - a) may be used to provide a student with a fresh start;
 - b) may be initiated by the student's principal in consultation with an education director;
 - c) requires the parent and/or independent student's informed consent to the transfer;
 - d) may be subject to specific conditions and time period; and
 - e) must be documented.
- 28) If an administrative transfer is a corrective measure, the principal of the receiving school may transfer the student back to the referring school, if the student does not comply with the conditions attached to the administrative transfer.
- 29) An administrative transfer to a specialized program or unique setting is only approved by the education director responsible for special education.

7 | History

Approval	February 8, 2002
Next Review	June 2019
Revision/Review Dates	February 15, 2003 June 18, 2004 September 1, 2005 August 1, 2008

8 | Related Information

- School Act
- Alberta Education: Supporting Positive Behaviour in Alberta Schools: An Intensive Individualized Approach
- Alberta Education: Guidelines for Using Time-Out in Schools
- AR 1047 – Vandalism
- AR 1062 – Responsible Use of Electronic Information Resources
- AR 6005 – Student Code of Conduct
- AR 6007 – Suspension and Expulsion
- AR 6014 – Student Searches
- AR 6020 – Student Attendance
- AR 6024 – Student Records
- CBE Managing Risk and Threat Screening Protocol
- CBE : Use of Physical Restraints
- CBE: Use of Seclusion Time-out Rooms/Double Sided Dead Bolt Locks Classrooms

administrative regulation

Administrative
Regulation No.
6007

Classification:
Student

Effective Date:
April 1, 2016

Attachment III

Suspension and Expulsion

1 | Purpose

The purpose of this Administrative Regulation is:

- To provide guidelines for the administration of suspensions and expulsions within CBE.
- To outline the roles, responsibilities and accountabilities of the suspension and expulsion process.

2 | Scope

This Administrative Regulation applies to:

- All CBE staff who work with students
- All CBE students

3 | Compliance

All employees who work with students are responsible for knowing, understanding and complying with this Administrative Regulation.

4 | Principles

The following principles apply to

- CBE guidelines are in compliance with requirements from Alberta Education
- Discipline plays a role in creating a safe and supportive learning environment
- CBE is committed to providing students and staff with safe and caring learning environments.
- Students and staff are expected to model and reinforce socially responsible behaviours
- Suspension and expulsion are used as disciplinary measures when other corrective measures have not been successful or the student's behaviour is severe.
- Suspension and expulsion processes must be procedurally fair and ensure parents and students are adequately informed throughout.

5 | Definitions

CBE-delegated person: means an education director who has been given the responsibility of supervising suspension and expulsion issues.

CBE: means The Calgary Board of Education.



Expel/Expulsion: means the removal of a student from school, one or more class periods, courses or education programs, or from riding in a school bus, for a period of more than 10 instructional days

Progressive Student Discipline: means a whole school approach that utilizes a continuum of intervention, supports, and consequences to address inappropriate and unacceptable student behaviour and builds upon strategies that promote positive behaviours contributing to a welcoming, caring, respectful and safe learning environment.

Re-enroll/re-enrollment: means re-admission of a student to a program or a school following an expulsion.

Re-instate: means the re-admission of a student to a school following a suspension.

Restorative practice: means extending discipline measures to allow students the opportunity to repair harm and mend relationships.

School related activity: means any event organized, sponsored or supported by the school that occurs outside of the classroom either on or off school grounds. Examples include assemblies, field trips, ceremonies, sporting events etc.

Suspend/Suspension: means the removal of a student from school, from one or more class periods, courses or education programs, or from riding in a school bus, for a period of up to and including 10 instructional days.

Threat: means an expression of intent to do harm or act out violently

6 | Regulation Statement

Documentation of suspensions and expulsions

- 1) The Principal must ensure that disciplinary measures including suspensions or recommendations for expulsion are documented.
- 2) The written report must include but is not restricted to:
 - a) the date of the incident;
 - b) the date of the suspension;
 - c) circumstances respecting the suspension or expulsion;
 - d) details concerning the action taken;
 - e) names of persons involved in the action taken;
 - f) relevant history;



- g) contacts made with parents;
- h) interventions which have been tried with the student;
- i) information regarding review procedures;
- j) expectations established for the student's conduct upon re-enrollment;
- k) the duration of the suspension; and
- l) any recommendations for expulsion.

3) A copy of the written report

- a) must be retained on the student's file, in accordance with the Administrative Regulation 6024 - Student Records,
 - i. for one year following the date of the suspension or expulsion, or
 - ii. until June 30 of the year following the year in which the suspension or expulsion occurred,

whichever occurs last;

- b) must be provided to the parent or independent student, and
- c) in the case of a suspension over five days, must be provided to the Board-delegated person.

Class suspension

- 4) The purpose of a class suspension is to create the conditions in which the disciplinary problem can be discussed and resolved.
- 5) A teacher may suspend a student from a class or part of a class for unacceptable student behaviour.
- 6) When a teacher decides upon a class suspension, the teacher must
 - a) immediately notify a member of the school administration,
 - b) discuss the class suspension with the student in accordance with school and classroom practices,
 - c) return the student to class not later than the following period,
 - d) document the class suspension in accordance with school regulation,



- e) ensure that the student is provided with a program of instruction for the class period, and
- f) notify the student's parent about the class suspension as soon as reasonably practical.

School suspension

- 7) A principal may suspend a student, for unacceptable student behaviour,
 - a) from school; or
 - b) from one or more class periods, courses or education programs; or
 - c) from riding in a school bus;
 for a period of up to and including 10 instructional days.
- 8) When the principal suspends a student under section 7 above, the principal must:
 - a) immediately inform the student's parent of the suspension;
 - b) make contact with the parent or emergency contact of a student if the student is sent home before the end of the school day;
 - c) provide the student's parent with a written report on all the circumstances respecting the suspension;
 - d) advise the student and the student's parents of the possible consequences of the student's behaviour; and
 - e) 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 reasonableness of the suspension.
- 9) A principal may re-instate a student who has been suspended from class by a teacher or a student who has been suspended by the principal under section 5 or section 7.
- 10) If a parent wishes to meet with the principal but cannot attend a meeting at the school, the principal may hold the meeting with the parent by telephone, if the parent is in agreement.

Suspension for more than 5 school days

- 11) If a student will not be reinstated within 5 school days, within 24 hours of the decision not to re-instate, the principal must:
 - a) immediately inform the student's parent, and the student, if the student is an independent student, in writing;
 - i. of the location and procedures of the meeting

- ii. where the disciplinary action will be considered; that they have a right to attend the meeting, to be heard, to provide written information, and to be represented; and
 - iii. provide the parents and student with a copy of the hearing procedures; and
 - b) immediately provide the Board-delegated person with a copy of the suspension documentation outlining all the circumstances respecting the suspension, including the principal's recommendations.
- 12) The Board-delegated person must, within 10 instructional days from the date of suspension, hold a meeting, with the parents and the student, and if required, school and system staff, to consider the disciplinary action and must decide either:
 - a) to reinstate the student, or
 - b) to expel the student.
- 13) A student who is not reinstated within 5 school days remains suspended until the Board-delegated person makes a decision to reinstate the student or expel the student.
- 14) If a parent wishes to meet with the Board-delegated person, but cannot attend a meeting at the school, the Board-delegated person may hold the meeting with the parent by telephone, if the parent is in agreement.
- 15) The Board-delegated person may expel a student from any program operated by the Calgary Board of Education for a period of more than 10 school days if
 - a) the principal has recommended that the student be expelled, and
 - b) the student has been offered another education program by the Calgary Board of Education.
- 16) When the Board-delegated person makes a decision to expel a student, the Board-delegated person must immediately notify in writing, the student's parent and the student, if the student is 16 years or older:
 - a) of the decision, and
 - b) of their right to ask the Minister of Education to review the matter.
- 17) The Board-delegated person may re-enroll a student who has been expelled.

**Decision to
expel**



**Re-instatement
and re-
enrolment**

- 18) In the case of a student who has been suspended or expelled, decisions regarding the placement of the student following re-instatement or re-enrollment must be made in consultation with the principals of schools involved.
- 19) A student's re-instatement from a suspension or re-enrollment after an expulsion may include recommendations for
- a) medical consultation;
 - b) enrolment by the student or the student's family in a treatment or counselling program designed to address the behaviour for which the student was suspended or expelled;
 - c) alternative interventions such as community conferencing and other restorative practices; or
 - d) any other action which the Board-delegated person or principal consider appropriate.
- 20) Recommendations established as a part of a student's re-instatement or re-enrollment must be included in the student's file and provided to the student's parent and the student, if the student is an independent student.
- 21) A student who is under suspension by another school jurisdiction will not be admitted to a Calgary Board of Education school until the student's case has been resolved by the other school jurisdiction.

**Absence of the
principal**

- 22) In the absence of a principal, the Area Director may suspend a student for unacceptable student behaviour under sections 11 and 15.
- 23) If the Area Director suspends a student for unacceptable student behaviour, the Area Director must direct the school administration to complete the requirements of sections 12 and 15 of this regulation, as applicable.
- 24) If the Area Director suspends a student for unacceptable student behaviour, the Area Director must:
- a. not perform the duties of a Board-delegated person under sections 15 and 18 of this regulation with regard to that student, and
 - b. refer the matter to another Area Director, who must perform the duties under sections 15 and 18 of this regulation, as applicable.



7 | History

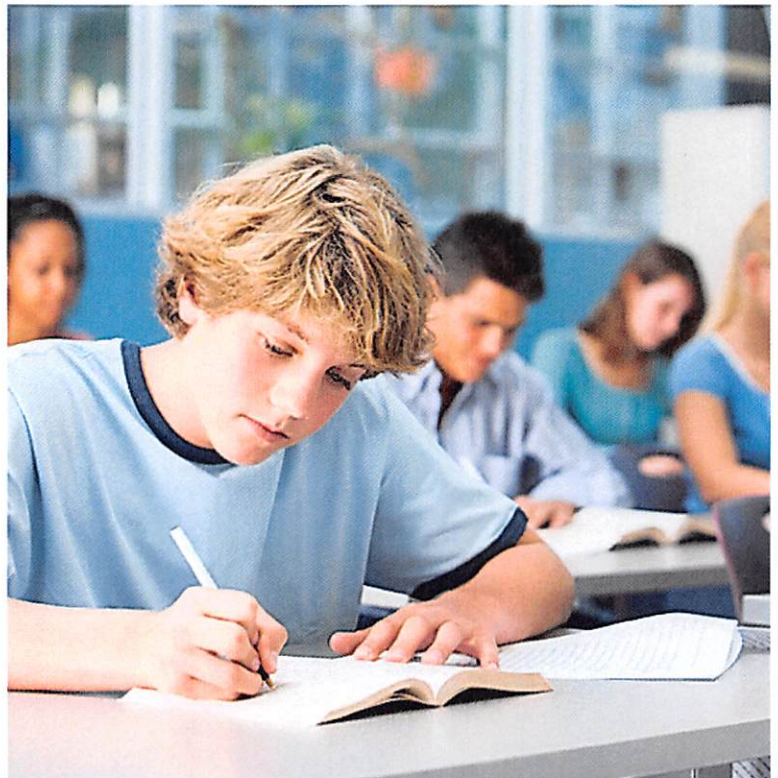
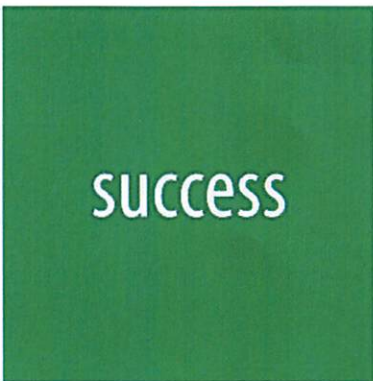
Approval	February 8, 2002
Next Review	November 2016
Revision/Review Dates	February 15, 2003 June 18, 2004 September 1, 2005 August 1, 2008

8 | Related Information

- School Act
- Alberta Education: Supporting Positive Behaviour in Alberta Schools: An Intensive individualized Approach
- AR 1047 – Vandalism
- AR 1062 – Responsible Use of Electronic Information Resources
- AR 6014 – Student Searches
- AR 6024 – Student Records
- CBE Suspension Package: K to 7
- CBE Suspension Package: 8-12



Creating the Conditions to Thrive



Guidelines for Attending to Gender Identity, Gender Expression and Sexual Orientation in our Schools

March 2016



Calgary Board
of Education

Guidelines for Attending to Gender Identity, Gender Expression and Sexual Orientation in our Schools

Creating the Conditions to Thrive

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Introduction

Schools in the Calgary Board of Education (CBE) have the shared responsibility to cultivate environments that are welcoming, safe, caring and respectful for all. It is important to affirm and celebrate all students and to provide them with opportunities to thrive in life and learning. The [Mission](#) for the CBE is the foundation on which our work rests:

Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Creating the conditions for each student to thrive is critical to fulfilling our purpose. This means that every day, we are working together to create safe, caring and respectful school communities, where each and every student feels a sense of belonging and experiences success in learning. There is a wide range of diversity with our students, employees, and families. Our Board of Trustees has defined diversity as "the full range of uniqueness within humanity." Fostering an inclusive school community that recognizes the full range of uniqueness of our students is central to our work. All individuals in our system have the right to be open about who they are, including expressing their sexual orientation, gender identity or gender expression without fear of unwanted consequences. These guidelines are intended to address the unique needs of gender and sexual minority students.

School boards exist within a broader context of laws and public policies that protect and defend human rights. [The Alberta Education Act](#), [Alberta School Act](#), the [ATA Professional Code of Conduct](#), [the Declaration of Rights and Responsibilities for Teachers](#), the [Canadian Charter of Rights and Freedoms](#), [the Criminal Code of Canada](#) and the [Alberta Human Rights Act](#) all serve as important policies and legislation that reflect the need for Alberta school board employees to act in ways that are inclusive and respectful of students, their families and school personnel with diverse sexual orientations, gender identities and gender expressions (see Appendix A). These laws and public policies are critical in guiding our work and ensuring that we attend to the rights of all of our students, families and staff members.



Purpose and application of guidelines

These guidelines are intended to assist schools in creating welcoming, safe, caring and respectful environments for all students, families and school staff. Although there are many aspects in these guidelines that influence all three of these groups, the primary focus of these guidelines is to address the ways in which we might best support students.

Decisions related to supporting students should be made on a case-by-case basis. Each student's needs and concerns are considered individually and therefore each request is treated on a case-by-case basis. Not all requests are accommodated in the same way as there are many factors that contribute to the collaborative decision making process. When the unique needs of individual students are considered, it is possible to provide accommodations through a process that is respectful and affirming.

The guidelines set out in this document are intended to support best practices and decision making related to sexual and gender minority students. The intention of this work is to support members in the CBE community in our shared obligation to attend to the equality and dignity of all individuals inclusive of their gender identity, gender expression and sexual orientation.

System supports

As a system we are committed to providing employees with the information, resources and learning opportunities needed to help gender and sexual minority students thrive. Communicating effectively with students, families, staff and community members about this work is also a priority.

There is a multi-disciplinary team at the system level to assist schools in supporting gender and sexual minority students and their families.

If you have questions or require any services or supports please contact:

Tamara Gordon, Supervisor Psychological Services
trgordon@cbe.ab.ca

or

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Terms and definitions

Gender identity, gender expression and sexual orientation are influenced by multiple personal, cultural, political, social and economic factors. Terms and definitions related to these concepts are constantly changing and evolving. There are many different terms in use because individuals think about and experience their gender and sexual orientation in many different ways. What follows is a list of common terms and definitions. However, it is in no way an exhaustive list and individuals may use a term that is not included here or may use one of these terms in a somewhat different way.

Ally

A person, regardless of their sexual orientation or gender identity, who supports and stands up for the human and civil rights of sexual and gender minority individuals.

Asexual

A person who is not interested in, or does not desire sexual activity, either within or outside of a relationship.

Binary

An individual whose gender identity is either male or female. Individuals who identify as non-binary identity as neither fully male nor female and may identify as both, neither, a third gender, a fluid gender or something else.

Bisexual

An individual who has romantic attraction and sexual attraction toward both males and females.

Cisgender

A term for people whose gender identity aligns with the sex they were assigned at birth.

Consistently Asserted Gender

The gender identity most consistently demonstrated (e.g., this includes things like the name a person chooses, the pronouns they use, the ways in which they dress and act, etc.).



Gender Diverse/Gender Variant

An umbrella term for individuals whose gender identity is different from their assigned sex at birth.

Gender Dysphoria

Emotional discomfort due to internal conflicts between one's gender identity and one's assigned sex at birth.

Gender Identity

A personal, deeply - felt sense of being male, female, both, neither or something else. Everyone has a gender identity.

Gender Expression

How a person expresses their gender through outward presentation and behaviour (e.g., a person's name, clothing, hair style, body language, mannerisms, etc.).

Gender Fluid

A person who at any time identifies as male, female, neutral or any other non-binary identity or some combination of identities. Their gender identity can vary at random or in response to different circumstances (other terms include *multi-gender*, *non-binary*, *transgender*).

Gender Non-Conforming

A person whose behaviours or gender expression falls outside of what is generally considered typical for their assigned sex at birth.

Gender Queer

An umbrella term for those identifying with a gender that is not traditionally male or female.

Heterosexism

The assumption that everyone is heterosexual and that this is the preferred way of being. Heterosexism is often expressed in subtle forms that go unnoticed by many or unchallenged (e.g., on forms asking for the mother and father's names rather than Parent/Guardian #1 and Parent/Guardian #2).



Heterosexual

A person who is emotionally, sexually and physically attracted to someone of the opposite sex. Commonly referred to as “straight”.

Homophobia

Fear and/or hatred of homosexuality, often exhibited by prejudice, discrimination, bullying and/or acts of violence.

Homosexual

A person who is emotionally, sexually and physically attracted to someone of the same sex. Commonly referred to as “gay” or “lesbian”.

Intersex

A person born with both male and female sex characteristics (e.g., chromosomes, hormones and/or physical anatomy).

Natal Sex

The sex a person is assigned at birth.

Pansexual

A person who is emotionally, sexually and physically attracted to someone irrespective of their sex, gender identity or gender expression. Many refer to themselves as “gender blind”.

Sexual Orientation

A person's romantic or sexual attraction to a specific gender or genders (e.g. lesbian, gay, bisexual, straight, pansexual). Sexual orientation and gender identity are separate, distinct parts of one's identity (e.g., one can be transgender and identify as gay, straight, bisexual, etc.)

Transgender or Trans

A person whose gender identity is different from the assigned sex at birth. This is often used as an umbrella term for individuals whose gender identity or gender expression does not fit into conventional expectations for males and females. We use the term transgender as an expansive and inclusive term in these guidelines to represent a wide range of gender identities and expressions.



Transition

The process through which transgender people begin to live as the gender with which they identify rather than the sex assigned at birth. Social transition may include name and pronoun changes, hairstyles, clothing, behaviours/mannerisms, etc. Medical transition may include hormone suppressants to delay puberty, hormone replacement therapy to develop secondary sex characteristics consistent with the individuals' gender identity, and surgery. Each individual's transition is deeply personal and unique.

Transphobia

Fear or hatred of, or violence, harassment or discrimination perpetrated against transgender people.

Two-spirit

Some Aboriginal people identify themselves as two-spirited rather than as lesbian, gay, bisexual or transgender.





Gender diversity overview

When people are born they are typically assigned a sex of either male or female based on their genitals. Biologically, however, there is actually a fair amount of sex variation in the general population. Some people have sex variations that include chromosomal, hormonal or physiological characteristics that are comprised of both male and female categories (referred to as intersex people). As such, not all people are exclusively categorized as male or female due to variations in chromosomes, hormones and physical anatomy.

Furthermore, people's gender identity does not always align with the sex they were assigned at birth. Gender identity is a personal, deeply felt sense of being male, female, both, neither or something else. Everyone has a gender identity. Gender identity can also be fluid rather than static and change over time for some people.

Of our transgender and gender non-conforming students we have many who were assigned one sex at birth yet identify with the opposite gender (assigned male at birth, but identify as female). We also have students who identify as both genders, neither gender, or who experience a fluid and fluctuating gender – often referred to as non-binary identities. All of these are valid identities and non-binary identities are no less “real” than male or female gender identities.

Gender identity begins to develop during the preschool years. Most children identify with the sex assigned to them at birth. Some young children, however, do not fully identify with the sex assigned at birth and experiment with cross gender or mixed gender dress, play, roles, etc. Although most children who experiment in these ways do not identify as transgender later in life, some do. Also, some may later identify as non-heterosexual, but not transgender. Some children *act* or *behave* like the opposite gender and others express that they want to *be* the opposite gender. These latter children are sometimes insistent, consistent and persistent in their statements about this and these are the children who are more likely to maintain a gender identity different from the sex assigned at birth as adults. Compared to children, adolescents who express a gender identity that is different from their sex assigned at birth nearly always identify as transgender or gender non-conforming throughout their lives.

Evidence-based best practice tells us that allowing children to take the lead with their gender identity and supporting them with this exploration is helpful. We help children when we give them room and freedom to explore free of judgement. In short, it is best to give children room to express their gender in ways that feel natural to them and to not “box” them in and hold them to any particular gender rules. It is also important to honour the gender identities that adolescents share with us as they are very likely to reflect their true and longstanding identity.



Privacy and confidentiality

Our school staff members are always encouraged to be in open communication with parents/guardians about the learning and well-being of their children. We believe that learning and development is enhanced by parents/guardians and school staff communicating and working together.

Some transgender and gender non-conforming students are not open about their gender identity at school, at home or in the community for a variety of reasons. Similarly, many students are not open about their sexual orientation. Given the sensitivity related to one's gender identity and sexual orientation, should a student disclose that they are a sexual or gender minority to a CBE staff member, the information should be held in confidence. Unless a student provides permission to share this information, the staff member should not disclose this information to anyone else, including other staff members and parents/guardians.

By far the majority of CBE students who have made a disclosure to staff related to gender identity or sexual orientation have already had conversations with their parents/guardians. Most students, particularly if they are seeking accommodations such as name/pronoun changes, approach the school *with* their families to have these conversations.

When school staff members contact the parent/guardians of a transgender or gender non-conforming student, whenever possible, the student should first be consulted, in private, about how they would like the school staff member to refer to them (name and pronouns).

If a school has questions related to confidentiality or requires consultation regarding a particular student and their family please contact the system support team for assistance (see System Supports section).

Accommodating gender and sexual minority students

There are several different types of accommodations that can be made for gender and sexual minority students including name and pronoun usage, gender identification, access to washrooms, participation on sports teams, etc. How a student identifies (gender, name, pronouns) and how they would like to be supported at school is unique to each student. Conversations with the student and the student's parents/guardians are a critical part of the process in determining what the student and family desire and how the school might best address the student's needs.

Self-identification is the sole measure of an individual's sexual orientation, gender identity or gender expression. Students or parents/guardians should not be asked to produce notes from psychologists or medical professionals or any other documents.



Each student's needs and concerns are considered individually and, therefore, each request is treated on a case-by-case basis. Not all requests are accommodated in the same way. There are many factors that contribute to making the best decisions and accommodations for a student. If you require assistance please contact the system supports identified in the Systems Supports section.

The following sections outline many of the common accommodation requests and how schools might best support students and their families.

Initial conversations and collaborative decision making

When a student or family member shares information about a particular student's gender identity, gender expression or sexual orientation, it is imperative students and families feel respected, heard and supported. An open and supportive conversation is the first step. See Appendix B for examples of guiding questions to support these conversations.

During the initial conversations with students or parents/guardians it is important to recognize that school staff do not need to have all the answers or information to create an immediate and extensive support plan. The initial goals are to understand the experience of the student and their expressed hopes and needs. It may be helpful to let students and families know that you may be seeking support from other system professionals to help determine the best support plan and accommodations for the student. The immediate needs of the student should be determined and addressed (e.g., access to a safe and comfortable washroom) followed by additional supports and accommodations. The needs of staff (e.g., professional learning opportunities) are another consideration. It is critical that accommodations and support plans are created in collaboration with students.

It is very common for gender and sexual minority students to keep their gender identity and sexual orientation private for long periods of time prior to sharing with family, friends and school personnel. It is also common for students to share information with one person or a very small group of people initially and to eventually share with others. This timeframe can be either fairly condensed or very lengthy. The process is different for each individual and is based on many unique factors. As such, a student may be thought of, and be referred to, as male or female in a school for years while having an internal sense of having a different gender identity. While a disclosure about gender identity or sexual orientation may seem new to staff, it is likely that the student has known about this aspect of their identity for a long time.

There is a difference between students sharing information and decisions being made about a student's learning. When it comes to decision making about students' learning, parents/guardians are active participants and the CBE respects the right for parents to make decisions. Our school staff members are always

encouraged to work collaboratively with parents/guardians about the learning and well-being of their children. When the student's wishes, and the wishes of their parent/guardian conflict, please contact the system support team for support and consultation.

During the collaborative process, no student or family should ever be referred to a program or service provider that purports to "fix", "change" or "repair" a student's sexual orientation, gender identity or gender expression. The CBE acknowledges and values diversity with regard to gender identity, gender expression and sexual orientation and recognizes that it is unethical to attempt to change these aspects of one's identity. There may be times when students are referred to CBE or external supports and services as needed (e.g., individual or family mental health supports that do not purport to change an individual's gender identity, gender expression or sexual orientation).

Name changes

Honouring student requests regarding preferred name and pronouns is an important part of them feeling supported and accepted. Students may ask to be addressed by their chosen name and to choose pronouns that align with their gender identity and/or gender expression. A student does not have to obtain legal documentation of a name change or gender marker change (e.g., birth certificate) to be addressed by a chosen name or pronouns.

There are three primary ways in which a student's name requests may be accommodated.

1. A student may request the everyday use of a chosen or preferred name. This includes school staff referring to a student by their chosen name. This does not include making any changes in the Student Information Records System (SIRS) – it is simply the casual day-to-day use of a chosen name. When a student makes this request they should be made aware that their legal name will continue to be displayed on class lists, report cards and other documents. This request is often made by students alone and parental permission is not typically required. However, if a student and their parents/guardians have differences of opinion about use of a chosen name the system support team can be accessed for consultation.
2. A student may request that an Also Known As (AKA) name is entered into SIRS. Typically this involves parental knowledge and permission. School staff should always use an AKA name when addressing students, writing their names, discussing the student and so on. Additionally, once the AKA name is entered into SIRS it will be reflected on most school documents (e.g., student ID cards, class lists, etc.). However, some SIRS reports automatically draw legal names, rather than AKA names, so it is important



that schools review these reports to ensure students' legal names are not disclosed (e.g., verify class lists for substitute teachers, Individual Program Plans, etc.).

Disclosure of a student's legal name may have serious and significant consequences for a student and may "out" the student as transgender or gender non-conforming. Report cards can and should be printed using the AKA name. If support is needed in doing so, please contact the SIRS team. Students should be advised that a legal name change is required if they want their official Alberta Education documents to reflect their chosen name (e.g., transcripts, provincial assessments, diplomas, etc.). Adding an AKA name does not change a student's legal name on their Official Student Record. Generally, parental permission is required to enter an AKA name in SIRS. If a student wishes to do this without parental permission please consult with the system support team.

3. A student can also legally change their name. In order to change one's legal name individuals must follow the process as outlined by Alberta Vital Statistics. For students under the age of 18 this requires written parental permission. If the parents/guardians provide the school with documentation from Alberta Vital Statistics of a legal name change then the school can change the legal name in the Official Student Record. The documentation from Alberta Vital Statistics should be kept in the Official Student Record. When a legal name change occurs the student's new legal name will be reflected on all school documents, classroom materials, school ID cards, etc.

Pronouns

Students should be consulted, in private, regarding pronouns and gender identification. Do not assume that a student wants to use he/him or she/her. Some students may want to use *gender-specific* pronouns (she/her and he/him) and others may want to use *gender-neutral* pronouns (e.g., they/them, zie/hir, etc.). Gender-neutral pronouns have been in use for many years and are very familiar to many of our students, families and staff. Students may also wish to express or identify themselves in others ways (e.g., Mx. instead of Mr., Mrs., Ms., or Miss or no prefix at all).

Calling a student by the incorrect pronoun is called *mis-gendering*. In the early stages of a change in pronoun usage, staff and students may inadvertently use the incorrect pronoun. Typically the best way to handle this situation is to correct the pronoun (e.g., "Sorry, I meant she") and move on, not drawing attention to the mistake. Similarly, if a teacher hears another student or adult mis-gendering someone, they can gently correct them without causing further embarrassment (e.g., "Actually, Sam uses the pronoun he"). It is helpful to have a conversation



with the student to see if they would like you to correct the pronoun usage of others or if they want to handle the situation themselves. This may differ depending on whether or not they are present when the mis-gendering occurs or if they are absent (e.g., some students want to correct it themselves if they are present, but want staff to correct it if they are absent).

Adults and students mis-gendering anyone in our school communities by intentionally using the incorrect pronoun is never acceptable.

If a student and their parents/guardians disagree with the type of pronouns the student is requesting staff to use, the system support team is available for consultation.

Changes in gender identification

There are a variety of ways individuals self-identify with regards to gender. For example, individuals may identify as binary (female or male), as non-binary (e.g., both male and female, neither, or in fluid ways that change over time), as a third gender and so on. It is important not to make assumptions. The *Key Terms and Definitions* section lists a variety of terms related to gender identification. If a student makes a disclosure related to gender identity, it is best to ask how that particular student identifies and if any particular terms resonate for them.

Currently, SIRS and PASI have two gender options available to students (male and female). Gender is initially recorded in SIRS when a student is first registered with the CBE - generally by the sex they are assigned at birth found on their birth certificate. Students and their parents/guardians can request that the gender marker in SIRS be changed. This is based solely on self-identification and does not require any official documentation (e.g., new birth certificate, letter from a psychologist or medical professional). This does require parent/guardian permission unless the student is designated as an independent student.

Currently in Alberta, birth certificates indicate a sex designation for all individuals (male or female). For students born in Alberta, the parents/guardians can contact Vital Statistics to request a change to the sex designation on the student's birth certificate (students born in other provinces or countries must research how to do this for their unique place of birth). Making a change to the sex marker on the Alberta birth certificate currently requires a letter from a physician or psychologist indicating that the individuals' gender identity does not match the sex designation provided at birth. Students and families may or may not choose to do this while the student is still in school. Individuals are not required to change their birth certificate to receive support and accommodations with respect to gender at the CBE or to have their gender marker changed in SIRS and PASI.

Washrooms and change rooms

Ensuring students feel safe and secure at school requires that we attend to the availability of inclusive washrooms and change rooms. Access to safe and inclusive washrooms and change rooms allow gender and sexual minority students to go freely about their day-to-day lives at school with their gender and sexual orientation identities being honoured. It is critical that careful attention be paid to the safety of the student seeking accommodation and that washroom and change room options be thoroughly discussed to identify possible safety risks for the student.

Students may access washrooms and change rooms that are congruent with their gender identity. For example, if a student was assigned the sex of “female” at birth and he self-identifies as male, he is permitted to use the boys’ washroom or change room. Strategies should be in place to help ensure that all students are aware of the behavioural expectations in washrooms and change rooms and that any form of intimidation, bullying or harassment of students using a bathroom or change room is not acceptable and will be dealt with by school staff.

Some students, whether they are gender and/or sexual minorities or not, may feel more comfortable using an all gender or universal washroom (for washroom or change room purposes) that is accessible to all students. These are single stall washrooms with floor to ceiling doors/walls that are unlocked for any student to access. Not all schools currently have these available for student use. Many schools have designated one or more of their current single stall washrooms for this purpose. It is generally most appropriate to re-label these washrooms “Washroom” and to introduce the change to students in a casual manner such as, “Students, we needed more bathroom access on the second floor so we converted one of the staff washrooms to be a washroom that is available to all students. You may now feel free to use this washroom.”

It is not best practice to have a gender or sexual minority student needing to access a key or fob to unlock a bathroom door. By doing so, the student’s gender or sexual identity may inadvertently become known based on access to a particular bathroom. Having universally accessible single stall bathrooms is the most inclusive practice. Many students appreciate the use of more private washrooms for a variety of personal, medical, religious and cultural reasons.

Gender and sexual minority students may initially feel most comfortable and safe using a universal single stall washroom for washroom or change room purposes. Over time, students may feel more comfortable using the male or female group washrooms and change rooms. The student determines if and when they would like to use single stall versus group washrooms and change rooms.

It is helpful to make decisions regarding washroom and change room access prior to embarking on any fieldtrips or school outings. Gender and sexual minority



students may feel comfortable using public washrooms that align with their gender identity. Some students, however, may not feel comfortable or safe with this option. Efforts should be made to research the availability of gender or universal washrooms at fieldtrip destinations. A call ahead of time to request this information is very helpful. When staff make these arrangements it is important that they maintain the student's confidentiality by not disclosing information related to gender identity, gender expression or sexual orientation without the student's direct permission.

Any personal or safety concerns about students using a group washroom or change room, including gender or sexual minority students, would be discussed and dealt with on a case by case basis.

It is helpful to speak with the student and family regarding the washroom and change room options available and to determine the student's needs and wishes in relation to facilities. The goals of the conversation are to maximize the student's social integration, ensure the student's safety and comfort, minimize stigmatization and provide equal opportunity to participate fully in day-to-day school life, physical education and sports.

All adults in schools are asked to use the adult washrooms, not student washrooms. Parents/guardians, staff and other adults in our schools can access the adult washrooms that correspond with their gender identity.

Physical education and sports

Part of healthy growth and development is being physically active and learning skills to live an active life. All students are permitted to participate in regular physical education classes. If a school has sex-segregated physical education classes, transgender and gender non-conforming students should be asked in which class they would like to be registered.

Students also have full access to recreational or competitive athletic activities in accordance with their self-declared gender identity. This is fully supported by the Alberta Schools' Athletic Association in their 2015-2016 Policy Handbook (<http://www.asaa.ca/resources/asaa-bylaws-policy>).

Students may try out for, and be a part of, recreational and competitive teams that align with their gender identity. Extra care and attention should be paid to accommodating the student on sports related outings. For example, students should be asked about their preferences related to changing clothing at another school/location. It is important that these conversations take place well ahead of time to ensure details are looked after and the student feels supported. When staff make these arrangements it is important that they maintain the student's confidentiality by not disclosing information related to gender identity, gender expression or sexual orientation without the student's direct permission.



Overnight trips

The CBE provides a variety of overnight trips for students (e.g., outdoor school camps, band trips, cultural traveling experiences, etc.). The overnight sleeping accommodations for these trips vary greatly (e.g., dorm rooms, hotel rooms, camps, etc.). When a transgender or gender non-conforming student is participating in an overnight trip, consideration is given to the safety, privacy and comfort of all students involved. Transgender and gender non-conforming students have successfully been accommodated on many such trips in the past. There is no “one way” in which students are accommodated. Many factors are carefully considered including the needs and wishes of the student and their parents/guardians, the facilities where students will be sleeping, the beds in which students would be sleeping, the supervision provided, etc. It is typically beneficial for the school to communicate with system level supports to explore all of the options as part of the collaborative decision making process.

Gay-straight alliances

Gay-Straight Alliances (GSAs) are student clubs made up of gender and sexual minority students as well as allies (cisgender, heterosexual students). There are also teachers who serve as advisors. Students in a school with a GSA know that they have at least one or two adults they can talk to about LGBTQ (Lesbian, Gay, Bisexual, Transgender and Queer/Questioning) matters. The purpose of GSAs is to provide much needed spaces in which LGBTQ students and allies have a safe place to meet and connect. These groups also work together to make their schools more welcoming for sexual and gender minority students. The clubs should be open to all students and foster a sense of belonging and respect for diversity.

GSAs may be referred to as other names such as: Rainbow Clubs, Queer Straight Alliances, Human Rights Clubs, or Social Justice Clubs. This is sometimes done to be inclusive of non-LGBTQ membership (though, of course, some of these are not GSAs and might not address homophobia, biphobia, and transphobia), and because “Gay Straight Alliance” may seem problematic in that “gay” does not necessarily refer to lesbians or bisexuals and trans identities are not explicitly encompassed by the expression. However, using the acronym “GSA” to represent any student group concerned with LGBTQ matters has become commonplace. Very often it is LGBTQ students themselves who initiate the GSA, although sometimes a teacher will also initiate the club.

The processes and expectations for all school clubs are the same, and GSAs are supervised and organized in the same fashion. Any school with students requesting the establishment of a GSA must grant the request. Teachers can access the system level supports (see System Supports section) for assistance and to connect with other teachers supporting the work of GSAs. The



establishment of a GSA should follow the same protocol for the way all other clubs in the school are established. Additionally, the student body should be made aware of the new club the same way they are made aware of other clubs in the school. If, for example, new clubs are announced in the daily school announcements, the GSA club should be announced in the same way. The [Alberta Teachers Association](#) has several resources to assist schools in establishing and running GSA clubs.

Minimizing gender-segregated activities

In an effort to be inclusive of all gender identities and expressions, it is important to reduce all gender-segregated activities to the greatest extent possible. Doing so helps students of all ages express themselves as freely as possible and to learn, play, dress, and present themselves in ways that are congruent with their gender identities and gender expressions.

Best practices in this area include dividing students for games, competitions, assignments, and so on based on something other than gender (e.g., dividing students based on interests, counting off, left side of the room versus right side of the room, alphabetically, etc.). Having students line up or participate according to their gender results in some students feeling marginalized and left out.

In circumstances where activities need to be organized by gender (which are rare), students who are transgender or gender non-conforming should have the support to participate safely and to the full extent in accordance with their gender identity and/or gender expression.

Student attire

Students are free to dress and present themselves in a manner that reflects their gender identity, gender expression, personal taste and comfort. Expectations related to student dress should not be gender specific (e.g., girls must wear skirts for a formal performance while boys are allowed to wear dress pants). All students are expected to maintain standards related to appropriate attire (e.g., no offensive words or visuals on clothing, clothing that appropriately covers the body, etc.).

Safety

In order for students to fully participate in school life they must feel welcome and safe. The CBE as a system and each school individually, has the responsibility to ensure that our schools are safe and inclusive for all. This involves ensuring that we thoughtfully examine and adopt universal strategies to promote positive, proactive behaviours with students, families and staff. It also involves being explicit in our messaging that harassment and discrimination of any student, family member



or staff member for any reason, including their gender and sexual minority status, is never acceptable. If and when any harassment or bullying occurs it should be dealt with in a timely and just manner in accordance with CBE Code of Conduct, administrative regulations and school procedures.

Inclusive curriculum/resources and access to information

The existence of sexual and gender minority people is often omitted or only included in a highly stigmatized way in classrooms, as well as in the media and popular culture. The lack of positive acknowledgment of sexual and gender minority issues or queer history makes it difficult for gender minority, sexual minority, or questioning young people to feel that they have a place in the world. The omission of these important groups from curriculum, programs of study, resources and assessments, creates a misconception among many students that sexual and gender minority people do not exist or are in some way inferior. Therefore, CBE staff members are encouraged to challenge gender and sexual orientation stereotypes and integrate sexual and gender minority positive content into teaching and learning on a regular basis.

Family members

It is important that the family members of our students feel welcomed, respected and valued in our schools. We celebrate the full range of diversity of our family members including those who are sexual or gender minorities. One of the ways in which we can increase the likelihood of family members feeling included is through our use of language. School staff should be thoughtful when using terms like mother and father. For example, instead of saying to a class, “Boys and girls please take your pictures home to your mom and dad”, teachers can say, “Everyone please take your pictures home to your family” or “Children, please take your pictures home to your parents or guardians”. This is inclusive language that reflects the diversity of family life we know our students to have (for example, many of our students live with grandparents, other family members, foster parents, etc.).

When interacting with gender or sexual minority parents, ask how to best acknowledge and communicate with them (e.g., ask how the children refer to each of their parents/guardians). If a parent/guardian or family member discloses their sexual or gender minority status, ask if they would like that information to be held in confidence or if they typically share that information more broadly. Some family members share this information in confidence and some are very public about their gender identities and sexual orientation.

Parents/guardians, staff and other adults in our schools are welcome to access the adult washrooms that correspond with their gender identity. Our longstanding

practice is also that all adults in schools are asked to use the adult washrooms, not student washrooms.

Information/support

Please send any requests for information or support to:

Tamara Gordon, Supervisor Psychological Services

trgordon@cbe.ab.ca

or

Maureen Nielsen, Learning

mgnielsen@cbe.ab.ca



Appendix A: Education Act and Ministry Program and Policy Memorandums

School Act

Preamble: Whereas students are entitled to a welcoming, caring, respectful and safe learning environment that respects diversity and nurtures a sense of belonging and positive sense of self.

[The Alberta School Act Section 45.1](#)

A board shall ensure that each student enrolled in a school operated by the board is provided with a welcoming, caring, respectful and safe environment that respects diversity and fosters a sense of belonging

[The ATA Code of Professional Conduct](#)

The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socio-economic background or linguistic background.

[The Declaration of Rights and Responsibilities for Teachers](#)

(9) Teachers have the right to be protected against discrimination on the basis of prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socio-economic background or linguistic background and have the responsibility to refrain from practicing these forms of discrimination in their professional duties.

[Canadian Charter of Rights & Freedoms](#)

Section 15 (1) of the *Charter* states that:

Every individual is equal before and under the law and has the right to equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Although Section 15(1) of the *Charter* does not explicitly refer to sexual orientation in its equality provisions, the courts have regarded sexual orientation as analogous to the other personal characteristics listed and have read it into the Charter. The inclusion and the accommodation of difference are what underlie the spirit and intent of Section 15.

In the context of education, courts have held that publicly funded schools, school boards and the actions/non-actions of school officials are subject to *Charter* scrutiny. As a result, *all* students have the right to freedom from discrimination in school settings. Teachers, administrators and school boards have a responsibility to ensure that LGBTQ youth and their families are treated with respect and dignity.



Addressing homophobia and heterosexism is vital to the health and safety needs of all students and teachers.

[Bill C-250 – An Act to amend the Criminal Code \(Hate Propaganda\)](#)

Bill C-250 was passed in the House of Commons in February 2004, amending Section 318 (Hate Propaganda) and Section 319 (Incitement of Hatred) of the *Criminal Code of Canada* to include sexual orientation within the listing of identifiable groups against which hate propaganda is deemed a criminal offense.

[Alberta Human Rights Act \("AHRA"\)](#)

Discrimination based on sexual orientation, gender, gender identity and gender expression is expressly prohibited in all areas of day to day life including in publications (s. 3); goods, services, accommodation or facilities customarily available to the public (s. 4); employment (s. 7);

While s.11 of the *AHRA*, provides that there is no contravention of the *Act* if the conduct was reasonable or justifiable in the circumstances, where the inherent dignity of all persons is at issue, discrimination on the basis of any of the prohibited grounds including sexual orientation, gender identity, gender expression will not be viewed as justifiable.

Teachers, administrators and school boards have a mandated professional responsibility to ensure that LGBTQ youth are treated with respect and integrity within their classroom and school communities.



Appendix B: Guiding Conversation Questions

The following questions may help guide conversations with students and are provided as examples of how to ask questions in a supportive manner:

- Thank you for sharing this information with me. I know that people have a wide variety of gender identities. You shared that you don't feel like a girl. Is there a gender identity that fits for you?
- You shared that you identify with the term (fill in term here such as pansexual, gender queer, gender fluid, trans, etc.). That term can mean different things to different people. What does that term mean to you?
- How much of this have you shared with your parents/guardians?
- Why haven't you shared more with your family?
- Do you want to share more information with your family? How can I help you in doing that? Would you like to talk through some ways for you to share? Would you like me to be there? Would you like me to share information with them on your behalf?
- What are you worried might happen if you shared this information with your family/friends/classmates/teachers, etc.?
- What name and name/pronouns would you like us to use here at school? How would you like us to refer to you?
- What can we do that would be the most helpful and supportive? What questions do you have? What are you concerned or worried about?
- Who else knows about this? Do your friends here at school know? Do your parents/guardians know? Who are your biggest supporters?
- What, if any, information would you like shared with school staff and with other students? In what ways?
- How does it feel to have told me this information?



Appendix C: Roles and Responsibilities

Every person plays an important role and has a responsibility in creating welcoming, caring, safe and respectful environments so that all members of the CBE community are able to thrive.

Students work to:

- Be diligent in pursuing their studies.
- Attend school regularly and punctually.
- Comply with the rules of the school.
- Respect the rights of others.
- Ensure that their conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 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 day or by electronic means.
- Positively contribute to the student's school and community.

Parents work to:

- Ensure their conduct contributes to a welcoming, caring, respectful and safe learning environment.
- To encourage, foster and advance collaboration, positive and respectful relationships with teachers, principals, and other school staff and professionals providing supports and services in the school.
- Engage in their children's school community.

School staff members work to:

- Model respect, understanding, and affirmation of diversity in the working and learning environment.
- Educate themselves so they are aware of available resources to help connect students to the supports they need.
- Ensure curriculum and classroom materials and activities contain positive images and accurate information about culture and history that reflects the contributions and accomplishments of sexual and gender minority populations.



- Respect the privacy and confidentiality of colleagues and students in the event of disclosure of an individual's gender identity or sexual orientation.
- Educate themselves on the needs of gender and sexual minority students and families.

Calgary Board of Education system level staff members work to:

- Promote and celebrate diversity as the full range of uniqueness within humanity.
- Ensure that administrative regulations, policies, guidelines and resources protect and reflect the needs of gender and sexual minority students, families and staff.
- Provide information and professional learning opportunities on creating welcoming, caring, safe and respectful learning environments for gender and sexual minority students, families and staff.
- Provide ongoing support to school staff members related to the needs of gender and sexual minority students, families and staff.
- Ensure evidence-based best practices are used when making decisions about students, families and staff.



Employee Code of Conduct

administrative regulation

Administrative
Regulation No.
4027

Classification:
Staff

Effective Date:

1 | Purpose

The purpose of this Administrative Regulation is:

- To provide guidelines for the conduct of CBE employees.

2 | Scope

This Administrative Regulation applies to:

- All CBE employees

3 | Compliance

All employees are responsible for knowing, understanding and complying with this Administrative Regulation.

Failure to comply could result in disciplinary action up to and including termination of employment.

4 | Principles

The following principles apply

- CBE maintains high standards for the conduct of its employees.
- Employees are expected to exercise common sense, good judgement and discretion.
- Employees are expected to conduct themselves honestly and with integrity.
- CBE Working Relationship Commitment guides our work together.
- Employee conduct should reflect CBE values.

5 | Definitions.

Bullying: means aggressive and repeated behavior by an individual where the behavior is intended to cause harm, fear or distress to another individual including physical, emotional, or social harm, harm to the individual's reputation or harm to the individual's property, or to create a negative environment for another individual. Bullying behavior includes the use of any physical, verbal, electronic, written or other means.

CBE: means The Calgary Board of Education.

Conflict of Interest: means situations in which the personal or private interests of an employee (or the employee's family or close business associates) conflict with the interests of the CBE, or when there is a reasonable basis for the perception of such conflict.



Discrimination: means any type of behavior that includes practices or actions, intentional or otherwise that is exclusionary, denies access or differentiates adversely and is based on such aspects as: race, religious beliefs, colour, gender, gender identity, gender expression sexual orientation, physical/mental disability, ancestry, place of origin, marital status, family status, source of income or age.

Harassment: means any behavior or pattern of repeated behavior that disparages, humiliates or harms another person, or denies an individual's dignity and respect and is demeaning or humiliating to another person.

Sexual Harassment: means any unwelcome sexual behaviour that adversely affects, or threatens to affect, directly or indirectly, a person's job security, working conditions or prospects for promotions.

6 | Regulation Statement

General

- 1) Employees shall:
 - a) treat students, parents, community members and other CBE employees with dignity, respect and consideration;
 - b) adhere to their respective collective agreements or terms and conditions of employment;
 - c) report to work fit to conduct their duties;
 - d) adhere to the policies, practices, and regulations of CBE; and
 - e) conduct their employment responsibilities in a respectful, honest and diligent manner.
- 2) Employees shall not:
 - a) engage in discriminatory behavior;
 - b) engage in behavior that constitutes harassment or sexual harassment;
 - c) engage in bullying behavior;
 - d) engage in activities that are deemed to be in a conflict of interest;
 - e) engage in behaviour that may compromise CBE's image or reputation including activities that may disparage, defame, or embarrass the organization;
 - f) expose or subject any student to sexual contact, activity, behavior or sexually explicit material;



- g) engage in a relationship with a staff member, parent or community member that disrupts the school community or workplace;
- h) be under the influence of, or provide others with alcohol or illegal drugs while on work premises or performing work related duties;
- i) engage in retaliatory behavior against anyone who uses the policies and procedures of CBE.

Conflict of Interest

3) Employees of the CBE shall be deemed to be in conflict of interest if they:

- a) are party to a subsisting contract with the CBE other than a contract of employment under which money of the CBE is payable or may become payable;
- b) have a shareholding interest in any private corporation (other than a corporation whose shares are publicly traded) which has a subsisting contract with the CBE under which money of the CBE is payable or may become payable;
- c) use information gained through their positions as employees of the CBE to gain benefit either directly or indirectly;
- d) are in a familial, cohabitation or intimate relationship at the same time there is a direct supervisory relationship;
- e) disclose information gained through their positions as employees of the CBE for the benefit of themselves or others;
- f) are party to a contract with the CBE for the lease or purchase of real estate property or holdings: or
- g) engage in private endeavours, outside of official CBE duties, that provide the appearance of an opportunity for wrongdoing or unethical conduct, which include, but are not limited to;
 - i. paid or unpaid activities beyond official duty,
 - ii. activities associated with a financial interest,
 - iii. relationships with third parties who may be associated with the CBE through employment or business.

4) Employees shall not;

- a) use information or materials belonging to the CBE to gain financial benefit either directly or indirectly;
- b) enter into a contract with the CBE , either personally or through

a third party; or

- c) use their employment to gain personal advantage beyond the benefits provided by their employment contract.

**Criminal
conduct**

- 5) Employees must immediately notify the Superintendent of Human Resources if they are charged with a criminal offence.
- 6) Employees charged with an offence under the Criminal Code of Canada may be suspended from their employment.
- 7) An individual's employment with CBE may be terminated as a result of a criminal conviction.

**Gifts and
payment**

- 8) CBE employees shall not accept or provide a gift, payment, favour or service from or to any individual or organization in the course of performance of their assigned duties if that gift, payment, favour or service:
 - a) is other than a normal exchange of hospitality between people doing business; or
 - b) affects the fair and unbiased reception or the evaluation of the materials or services offered for use by the CBE; or
 - c) may create the appearance of undue influence.

**Use of CBE
Property**

- 9) Principals or managers may authorize the use of CBE equipment by a CBE employee off CBE premises provided the required documentation is completed, tracked and retained by the direct supervisor.
- 10) CBE property, including vehicles, equipment and material shall not be used for personal benefit, gain or non-CBE use without supervisor approval and documentation.
- 11) Employees are responsible for exercising all reasonable care to prevent abuse to, excessive wear, loss or damage to CBE-owned equipment or material entrusted to their care.

**Outside
Employment**

- 12) Employees may take supplementary employment, including self-employment, unless such employment:
 - a) constitutes a conflict of interest under section 3 of this regulation;
 - b) is performed in such a way as to appear to be an official act or to represent an opinion of the CBE; or
 - c) interferes with, influences or affects the performance of duties for the CBE.



7 | History

Approval	June 27, 1978
Next Review	June 2019
Revision/Review Dates	June 14, 1994 February 15, 2003 June 2015

8 | Related Information

- AR 4038 Harassment and Discrimination
- AR 4080 Workplace Violence

administrative regulation

Administrative
Regulation No.
4038

Classification:
Staff

Effective Date:

Attachment VI

Harassment, Sexual Harassment and Discrimination

1 | Purpose

The purpose of this Administrative Regulation is:

- to ensure that employees understand that acts of harassment, sexual harassment and discrimination are unacceptable and will not be tolerated.
- to identify the processes and accountabilities for reporting and investigating incidents of harassment, sexual harassment and discrimination.

2 | Scope

This Administrative Regulation applies to:

- All CBE employees, volunteers and visitors to CBE sites

3 | Compliance

All individuals mentioned in Section 2 are responsible for knowing, understanding and complying with this Administrative Regulation.

Failure to comply may result in disciplinary action up to and including termination of employment or exclusion from the school, work site or organization.

4 | Principles

The following principles apply:

- CBE is committed to a culture of respect and trust in support of student learning.
- CBE supports the prevention of harassment, sexual harassment and discrimination and promotes an abuse free environment in which all people respect one another and work together to achieve common goals.
- Harassment, sexual harassment or discrimination by any employee, parent or volunteer against another employee, parent or volunteer is strictly prohibited and will not be tolerated.
- Investigations regarding incidents will occur in an objective and timely manner.

5 | Definitions.

CBE: means The Calgary Board of Education.

Discrimination: means any type of behavior that includes practices or actions, intentional or otherwise that is exclusionary, denies access or



differentiates adversely and is based on such aspects as: race, religious beliefs, colour, gender, gender identity, gender expression, sexual orientation, physical/mental disability, ancestry, place of origin, marital status, family status, source of income or age.

Harassment: means any behavior or pattern of repeated behavior that disparages, humiliates or harms another person, or denies an individual's dignity and respect and is demeaning or humiliating to another person.

Sexual Harassment: means any unwelcome sexual behavior that adversely affects, or threatens to affect, directly or indirectly, a person's job security, working conditions or prospects for promotions.

6 | Regulation Statement

General

- 1) Employees, parents, volunteers and members of the public must conduct themselves in a manner which promotes and protects the best interests and well-being of students, staff, co-workers, parents, volunteers or visitors.
- 2) No CBE employee shall subject any person to harassment or discrimination.
- 3) Action may be taken against individuals whose conduct has resulted in harassment, sexual harassment or discrimination of students, employees, or representatives of the Calgary Board of Education.
- 4) The legitimate and proper exercise of management's authority or responsibility does not constitute harassment.

Role of Supervisor

- 5) All supervisors are responsible for:
 - a) informing themselves and their employees, volunteers, and visitors of this regulation.
 - b) taking immediate and appropriate action to address harassment, sexual harassment or discrimination, in consultation with Human Resources personnel.

Role of employee

- 6) CBE employees are responsible for:
 - a) complying with this regulation;
 - b) conducting themselves appropriately;
 - c) making the decision to file a harassment, sexual harassment or discrimination complaint;



- d) cooperating with efforts to report, investigate and resolve matters related to harassment, sexual harassment or discrimination issues.

Reporting

- 7) Individuals are encouraged to make their objection known to the offender when they believe they have been the subject of harassment, sexual harassment or discrimination by a Calgary Board of Education employee, student or volunteer.
- 8) Any harassment, sexual harassment or discrimination complaint must be made within one year from the date the last incident occurred.

Resolution

- 9) A harassment, sexual harassment or discrimination complaint may be resolved by any one or all of the following methods:
 - a) informing the respondent that the actions are unwelcome and must stop immediately;
 - b) requesting a colleague, administrator or supervisor to provide informal intervention towards an acceptable resolution of the situation where the complainant is uncomfortable approaching the respondent directly, and
 - c) completion of a formal investigation initiated through a formal complaint.

Informal Resolution

- 10) An informal resolution may take place between the complainant and the alleged offender, directly or with the assistance of a third party.
- 11) If the complaint is not resolved by an informal resolution, the complainant may initiate a formal complaint.

Formal Complaint

- 12) A formal complaint must be submitted, in writing using the current form, to the Superintendent of Human Resources.
- 13) If the complaint is made against the Superintendent of Human Resources, the complainant must submit the complaint in writing to the Chief Superintendent.

Review of allegations

- 14) A review of a formal harassment, sexual harassment or discrimination complaint will be conducted by the Superintendent of Human Resources, to determine if any further investigation is required, unless the complaint is made against the Superintendent of Human Resources.
- 15) The review may include interviewing the complainant, the respondent, and witnesses to the incident or circumstance that led to the complaint.



- 16) The findings of this review and recommendations for further action must be communicated in writing to the complainant and respondent within 10 working days of receipt of the formal complaint form.

Investigation

- 17) If an investigation is recommended, the Superintendent of Human Resources, must
- a) advise the respondent, in writing, of the nature and specifics of the complaint, of their rights to representation and of the investigation;
 - b) advise the complainant of the investigation; and
 - c) assign the investigation to an investigator.
- 18) The investigator will make a written report with the findings of the investigation to the Superintendent of Human Resources within thirty (30) working days from the date the respondent is advised of the complaint.
- 19) The Superintendent of Human Resources may extend the time lines depending on the circumstances.
- 20) The Superintendent of Human Resources must review the report and determine a plan of action within fifteen (15) working days of receiving the report.
- 21) The Superintendent of Human Resources must advise the complainant and the respondent, in writing, of the outcome of the investigation.
- 22) Individuals found to be engaging in harassing or discriminatory behaviour may be subject to disciplinary action up to and including termination of employment or exclusion from the school or work site.

Investigation of Non-specific Complaint

- 23) In the absence of a specific harassment, sexual harassment or discrimination complaint the Superintendent of Human Resources may recommend an investigation where
- a) there is a pattern of inquiries or complaints over time which suggests the existence of a specific problem which has been identified but not corrected;
 - b) there is reason to believe that a broader, systemic problem exists in the learning and working environment which causes, contributes to or encourages harassment, sexual harassment;
 - c) as the result of an investigation, a specific complaint is not



supported but there is reasonable evidence that a broader systemic problem exists; or

d) in any other circumstances the Superintendent of Human Resources deems it appropriate.

24) When an investigation of a non-specific harassment, sexual harassment or discrimination complaint is approved, the Superintendent of Human Resources must:

a) appoint an investigator, and

b) advise the parties

i. of the independent investigation,

ii. the reason for initiating the investigation,

iii. the name of the investigator, and

iv. the process and procedures which will be used in the investigation.

Retaliation

25) Any retaliation against an individual for

a) invoking this regulation whether on their own behalf or on behalf of another individual;

b) participating or cooperating in any investigation under this regulation; or

c) associating with a person who has invoked this regulation or participated in procedures under this regulation;

is strictly prohibited and will be subject to discipline, up to and including termination of employment, or exclusion from school or work site.

26) If an individual believes they have experienced retaliation, they must inform their supervisor and/or the assigned investigator about the exact nature of the behavior.

27) The supervisor and/or assigned investigator may initiate an investigation into the allegations of retaliation.

False Accusations

28) If an investigation determines that a complainant falsely accused another of harassment, sexual harassment or discrimination knowingly or in a malicious or vindictive manner, the complainant may be subject to disciplinary action, up to and including termination of employment.

Confidentiality

29) Harassment, sexual harassment or discrimination inquiries or complaints are confidential and may only be disclosed to a CBE delegated person in accordance with current legislation for the

purposes of:

- a) investigating and responding to an inquiry or complaint,
 - b) advising the respondent about the complaint and the identity of the complainant,
 - c) advising the supervisor of the complaint and the identity of the complainant and respondent, or
 - d) disclosing the outcome of the investigation.
- 30) Any unauthorized disclosure of confidential information relating to a harassment, sexual harassment or discrimination inquiry or complaint may result in disciplinary action.
- Employee Personnel File**
- 31) All records of a harassment, sexual harassment, discrimination or retaliation investigation must be kept separate from the respondent employee's personnel file except where the complaint is determined to be substantiated.
- 32) If the complaint is determined to be substantiated, the record of notice of any disciplinary action will be kept in the respondent's employee personnel file.
- Other actions**
- 33) This regulation does not affect an individual's right to file a complaint or to respond to a complaint with the Alberta Human Rights and Citizenship Commission or to seek other redress as may be provided by law, or by an employee's union or association.

7 | History

Approval	January 5, 2000.
Next Review	January 2019.
Revision/Review Dates	May 17, 2004. June 2015

8 | Related Information

- 4002 - Administrator Growth, Supervision and Evaluation, Administrative Regulation
- 4003 - Teacher Growth, Supervision and Evaluation
- 6001 - Student Discipline
- 6024 - Student Records