

**administrative  
regulation**

Administrative  
Regulation No.  
6005

Classification:  
Students

Effective Date:  
October 11, 2018

## Student Code of Conduct

### 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 belonging 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, including students 18 years of age and older.
- All employees are responsible for being aware of the terms of the Student Code of Conduct.

### 3 | Principles

The following principles apply:

- 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 (reference AR 6006 Progressive Student Discipline).
- Responses to student behaviour include a consistently applied, school-wide approach that includes fair and predictable responses to negative behaviour.

## 4 | Definitions.

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

Bullying can take different forms including:

- 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, 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, 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, up to and including 10 instructional days or less.

## 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.
- 4) Student behaviour must not contravene the rights and provisions identified in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms.

**Discrimination**

- 5) Discrimination, bullying and harassment in any form will not be tolerated.
- 6) Discriminatory behaviour that breaches the Alberta Human Rights Act or the Canadian Charter of Rights and Freedoms will not be tolerated.

**Student Responsibilities for Promoting Positive Behaviours**

- 7) 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.
- 8) 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;

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

9) Students must 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) complying with the rules of the school; and
- e) accounting to the student's teachers for the student's conduct.

10) Students may be held accountable for behavior that impacts the school beyond the hours of school operation when their conduct detrimentally affects the personal safety and well-being of individuals, the learning environment, or the effective operation of the school

**Unacceptable Student Behaviours**

11) 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.

12) 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, social or mental well-being of others;

- d) use, display or distribution of improper, obscene or abusive language, messages, gestures 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, distribution, or collection of money for illicit drugs, cannabis, cannabis-infused products, alcohol, or inhalants in school, on school board property or in the context of any school-related activity;
- i) willful damage to school property 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, 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**

- 13) 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.
- 14) Students who are 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.
- 15) Reports of bullying, harassment and unwanted behaviors or unacceptable conduct should be made in a timely manner.

- 16) The principal must assess, and where warranted investigate and respond to all reports of bullying.
- Responding to Unacceptable Student Behaviour**
- 17) Responses to student behaviour must reflect a consistent and school-wide approach that ensures a range of fair and predictable responses to unacceptable behaviour.
- 18) 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.
- 19) 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**
- 20) School staff shall support all students impacted by unacceptable conduct, including bullying.
- Consequences of Unacceptable Behaviour**
- 21) Consequences of unacceptable behaviour must reflect a progressive approach including both intervention and discipline at the classroom, school and system levels.
- Classroom Level**
- 22) 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**
- 23) Where classroom level responses have been unsuccessful or where the behaviour is sufficiently serious, the classroom teacher will involve the support of other school staff including administration.
- 24) A principal may suspend a student from the school environment for up to 5 days in accordance with the applicable Administrative Regulation.
- System Level**
- 25) The principal may recommend the removal of a student from the school environment and recommend to not re-instate the student in accordance with the applicable Administrative Regulation.
- Parent Responsibility**
- 26) A parent of a student has the responsibility to:
- a) take an active role in the student's educational success;
  - b) assist the student in complying with the Student Code of Conduct
  - c) promote the prevention of bullying
  - d) assist the school in addressing disciplinary issues involving their child; and
  - e) ensure the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment.

- Annual Review**
- 27) This student code of conduct will be:
- a) published annually;
  - b) made available to students, staff and parents through the school and corporate website; and
  - c) reviewed annually.
- 28) The annual review will be confirmed by the Board of Trustees.

## 6 | History

DATES	
Approval	April 1, 2016
Next Review	<b>This AR must be reviewed Annually</b>
Revision/Review	June 2018 October 2018

## 7 | Related Information

- AR 1067 Use of Social Media
- AR 6002 Student Health Services
- AR 6006 Progressive Student Discipline
- AR 6007 Suspensions and Expulsions
- AR 6031 Welcoming, Caring, Respectful and Safe Learning & Work Environments
- *School Act*
- *Alberta Human Rights Act*
- *Canadian Charter of Rights and Freedoms*