administrative regulation

Progressive Student Discipline

Administrative Regulation No. 6006

Classification: Student

Effective Date: November 30, 2026

1 | Purpose

The purpose of this administrative regulation is to:

- To support the creation of safe and caring learning and working environments that foster and maintain respectful and responsible behaviours.
- 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 behaviour.
- 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, and
- All CBE students.

3 | Compliance

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

Failure to comply with this administrative regulation may result in disciplinary action up to and including termination of employment.

4 | Principles

The following principles apply:

- CBE guidelines are in compliance with requirements from Alberta Education & Childcare.
- CBE is committed to providing students and staff with safe and caring learning environments that foster and maintain respectful and responsible behaviors.
- 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:

a) Physical – pushing, hitting

b) Verbal – name calling, Threats

c) Social – exclusion, rumours

d) 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 safe and caring 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 10 instructional days or less.

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 shall:
   a) create a safe and caring learning and working environment that fosters and maintains respectful and responsible behaviors;
   b) create a learning environment that promotes the CBE Results statements, mission 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 publicly available;
   g) be aware of and implement the information contained in CBE and Alberta Education and Childcare 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, threatening, discriminating, intimidating and Bullying behaviours and/or incidents are assessed, investigated, and responded to.
2) The principal determines what constitutes unacceptable behavior in accordance with the system Student Code of Conduct (AR 6005), applicable CBE regulations and the *Education Act*.

7 | Procedure

Student Code of Conduct

1) 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

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

Unacceptable Behavior

3) Students whose behaviour fails to comply with:
   a) CBE Student Code of Conduct; or
   b) Section 31 of the *Education Act*

   will be subject to disciplinary measures up to and including Suspension or Expulsion.

Responding to Student Behavior

4) 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 environment, 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

5) Disciplinary actions must:
   a) be both corrective and supportive;
   b) reflect the range of interventions and responses including:
      i. Universal Interventions;
      ii. Targeted classroom and school Interventions; and
      iii. Intensive individualized Interventions / 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

6) Teachers must ensure that classroom-based management and discipline strategies:

a) are designed to contribute to creating safe and caring 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.

7) 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 Behavior

8) 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

9) 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

10) 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 the behavior has continued; or

    b) the behavior negatively impacts the learning of others; or

    c) the student behavior is sufficiently serious and warrants a school level response.

11) 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

12) 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

13) Students who have been given a detention must be under the direct supervision of a teacher.

14) Detentions held over the lunch break must make provision for students to eat lunch.

15) A detention should not require the student to miss instructional time from other programming.

16) 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.

17) 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.

18) A student who is detained must be provided with an opportunity to contact the student's parent.

19) 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.

20) Detention information including student name, time of detention, rationale and supervisor must be documented.

Physical Intervention and Restraint

21) Any use of force or student restraint by a staff member must be:

a) aligned with CBE and Alberta Education & Childcare 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.

22) A copy of the documentation must be placed in the student's file and retained in accordance with CBE records retention schedule.

Parent Responsibility

23) 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 (Administrative Regulation 6005);

c) promote the prevention of Bullying;

d) assist the school in addressing disciplinary issues involving their child; and

e) ensure the parent's conduct safeguards and contributes to a safe and caring learning environment.

Managing Risk and Threat Response

24) All presentations or reports of Risk or Threat by a student must be reported to the principal.

25) 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 not limited to:

a) contacting the parents;

b) consulting the area and system teams;

c) contacting the police; and/or

d) contacting other agencies.

Administrative Student Transfer

26) 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.

27) 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.

28) An Administrative Transfer to a specialized program or unique setting is only approved by the education director responsible for inclusive education.

8 | History

Approval	February 8, 2002
Revision/Review Dates	February 15, 2003 June 18, 2004 September 1, 2005 August 1, 2008 July 11, 2016 November 30, 2026
Next Review	November 2031

9 | Related Information

Operational Expectations

- OE-1: Global Operational Expectations
- OE-2: Learning Environment/Treatment of Students

Administrative Regulations

- 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: Attendance of Students
- AR 6024: Student Records

Legislation

- *Education Act*, SA 2012, c E-0.3

Manuals / Other

- Alberta Education and Childcare: Supporting Positive Behavior in Alberta Schools: an Intensive Individualized Approach
- Alberta Education and Childcare: Guidelines for Using Time Out in Schools
- CBE Protocol: Use of Seclusion, Physical Restraint and Time Out