administrative regulation

Student Code of Conduct

Administrative Regulation No. 6005

Classification: Students

Effective Date: November 30, 2026

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 safe and caring learning and working environments that foster and maintain respectful and responsible behaviors.
- 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.

3 | Compliance

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

This administrative regulation must be reviewed with students annually near the start of the school year.

Students are expected to follow these rules and expectations in a way that is appropriate for their age, maturity, and abilities.

4 | 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 safe and caring learning and working environments that foster and maintain respectful and responsible behaviors.
- 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 in alignment with 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.

5 | Definitions

Board Delegate: a system principal who is responsible for determining the outcome of a recommendation for expulsion.

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:

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.

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:

a) culture and linguistic diversity

b) family composition

c) language

d) physical attributes

e) socio-economic status

Expulsion: means a suspension that exceeds five (5) instructional days and results in a Board Delegate decision regarding a student's continued placement in a CBE school or education program.

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 5 instructional days.

6 | Regulation Statement

General

1) The CBE is committed to providing students and staff with safe and caring learning and working environments that foster and maintain respectful and responsible behaviors.
2) Students have a responsibility under the *Education 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;
    d) engaging in any electronic communication both on or off CBE property; and
    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.

7 | Procedure

Academic Honesty

1) Students are expected to act with academic honesty, and to use their own knowledge to demonstrate authentic learning. Students are expected to be honest and ethical in their schoolwork and in how they deal with others. Teachers will support students' authentic and ethical learning through teaching skills such as when and how to cite resources.
2) Students demonstrate academic honesty when they:
    a) Acknowledge their use of another person’s work, in whole or in part.
    b) Acknowledge their use of artificial intelligence (AI) tools or AI-generated content or material, where appropriate.
    c) Protect their work from being used by others, unless this is specifically authorized by their teacher, such as for group work.
    d) Complete their own assignments and tests.
    e) Make use of approved resources, including digital software, print information, AI-generated material, or devices including mobile device apps.

Attendance

3) In alignment with Administrative Regulation 6020: Attendance of Students, students:

a) Are required to attend school regularly and punctually, regardless of their learning environment, and

b) Come to school ready to learn and to actively engage in and diligently pursue their education.

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 safeguards and contributes to a safe and caring learning and working environment that fosters and maintains respectful and responsible behaviors.

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. respecting 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 respectful language;

e) expressing any perspective or idea at school in a manner that complies with the Student Code of Conduct;

f) demonstrating good digital citizenship by using technology in ethical and responsible ways;

g) taking responsibility for personal belongings and respecting the belongings of others;

h) demonstrating caring and compassion for others including:

i. showing empathy

ii. being considerate of others and their situation; and

iii. creating an environment of kindness.

7) Students must comply with the *Education Act* including the following responsibilities:

a) attend school regularly and punctually,

b) be ready to learn and actively engage in and diligently pursue the student's education,

c) ensure that the student's conduct safeguards and contributes to a safe and caring environment that fosters and maintains respectful and responsible behaviours,

d) respect the rights of others in the school,

e) refrain from, report and not tolerate Bullying or Bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,

f) refrain from engaging in violence of any kind at school and during school-related activities and, without putting the student's own safety or well-being at risk, assist in the prevention of such violence by reporting concerns respecting it to, and co-operating with the intervention efforts of, school staff,

g) comply with the rules of the school and the policies of the board,

h) co-operate with everyone authorized by the board to provide education programs and other services,

i) be accountable to the student's teachers and other school staff for the student's conduct, and

j) positively contribute to the student's school and community.

8) Where students' behaviour beyond the hours of the school day detrimentally impacts the personal safety, well-being, and learning environment within the school, the student will be held accountable.

Unacceptable Student Behaviors

9) Students engaging in conduct that does not safeguard and contribute to a safe and caring 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, social or mental well-being of others;

d) use, display or distribution of improper, obscene or abusive language, messages, gestures or pictures, including content generated by artificial intelligence (AI);

e) discriminatory behavior;

f) use of technology such as computers, AI tools, cameras, smartphones/mobile devices, and/or 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, 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) wearing clothing, apparel, accessories, or other items used to conceal identity for an improper purpose, or are intended to threaten, intimidate, or cause others to reasonably fear for their safety;

l) hazing and initiation activities;

m) 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;

n) interfering with the orderly conduct of classes or the school;

o) criminal activity;

p) failure to comply with CBE Student Code of Conduct; or

q) failure to comply with the *Education 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) Students who are subject to or a witness of Bullying, Harassment, unwanted behaviours, or conduct that interferes with maintaining a safe and caring environment are expected to 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 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 AR 6006: Progressive Student Discipline.

17) School staff must use 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 other 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 recommend to not re-instate the student in accordance with the applicable administrative regulation.

Parent Responsibilities

24) In alignment with AR 5002: Responsibilities of Parents, a parent/guardian of a student has responsibilities including but not limited to:

a) take an active role in the student's educational success, including assisting the student in complying with the student's duties under the *Education Act*;

b) assist the student in complying with the Student Code of Conduct

c) support a learning and working environment that is free from Harassment, Discrimination, intimidation, threats, and violence;

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.

Annual Review

25) This student code of conduct will be:

a) publicly available;

b) made available to students, staff and parents;

c) reviewed with students annually; and

d) shared with parents/guardians annually.

8 | History

Approval	April 1, 2016
Revision/Review Dates	June 2018 October 2018 November 30, 2026
Next Review	November 2031

9 | Related Information

Operational Expectations

- OE-1: Global Operational Expectations
- OE-2: Learning Environment/Treatment of Students
- OE-8: Communicating and Engaging With the Public

Administrative Regulations

- AR 1067: Use of Social Media
- AR 5002: Responsibilities of Parents
- AR 6006: Progressive Student Discipline
- AR 6007: Suspensions and Expulsions
- AR 6008: Student Personal Mobile Devices
- AR 6010: Standards of Dress and Grooming
- AR 6020: Attendance of Students

Legislation

- *Education Act*, SA 2012, c E-0.3
- *Alberta Human Rights Act*, RSA 2000, c A-25.5