STATEMENT
In keeping with its stated values, the Calgary Board of Education is committed to providing students and staff with safe and caring school environments. Students and staff are expected to model and reinforce socially responsible and respectful behaviours so that teaching and learning can take place in a safe and caring environment. Principals are encouraged to work with parents and staff when establishing school codes of conduct. Section 12 of the School Act says that students must be diligent in pursing their studies, attend school regularly and punctually, cooperate with those authorized to provide educational programming and services, comply with school rules, account for their conduct and respect the rights of others. If a student does not comply with these requirements a principal may recommend corrective measures up to and including suspension or expulsion from school in accordance with the School Act.

WHO SHOULD READ THIS?
• All teacher, specialists, principals, Area Directors, and Superintendents
• All school council members, key communicators

REASON FOR THIS REGULATION
The purpose of this regulation is to outline the roles, responsibilities and accountabilities of the suspension and expulsion process and to comply with Alberta Education’s requirement that school boards outline policies and practices regarding suspension and expulsion.

REGULATION IMPLEMENTATION
• All teachers, specialists, Principals, Area Directors, Assistant Principal Suspensions and Expulsions

REGULATION INTERPRETATION AND RESOURCE
• Assistant Principal, Suspensions and Expulsions
• Principal School and Community Supports
• Area Directors
• Director of Special Education
• www.cbe.ab.ca/policies/adminregs.asp
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Preamble

EL-16: Learning Environment/Treatment of Students says:

“The Chief Superintendent shall not fail to establish and maintain a learning environment that is safe, caring and conducive to effective learning. Accordingly, the Chief Superintendent shall not:

3. Fail to establish and consistently enforce discipline policies to maintain safe and effective environments for all students;

5. Tolerate any behaviors, actions or attitudes by staff or volunteers who have contact with students that hinder the academic performance or the well being of students;

6. Fail to provide safe learning conditions for students.”

Definitions

1(1) In this regulation,

(a) “active contact” means assisting, supporting, or participating in an activity or behaviour;

(b) “Board-delegated person” means

(i) for students in grades 1 to 7,

(A) the Area Directors, and

(B) the Special Education Specialists,

(ii) for students in grades 8 to 12,

(A) the Superintendent of Learning Enhancement,

(B) the Director of Special Education,

(C) the System Principal, School and Community Supports, and

(D) the System Assistant Principal - Suspensions;

(c) “class suspension” means the removal of a student from a class or part of a class, by a teacher;

(d) “corrective student transfer” means the transfer of a student from one school to another by the student’s principal in consultation with the Area Director, in accordance with section 17 of this regulation;
(e) "expel" means to remove a student for a period of more than 10 school days from:

(i) school, or

(ii) one or more courses or education programs, or

(iii) riding in a school bus;

(f) "parent" means parent as defined in section 1 (2) of the School Act;

(g) "personal harassment" means any behaviour that has as its intent or effect to alarm, annoy or belittle a person;

(h) "re-enrollment" means re-admission of a student to a program or a school following an expulsion;

(i) "re-instatement" means the re-admission of a student to a school following a suspension;

(j) "student" means an individual attending a school or program and includes a student in a continuing education program;

(k) "suspend" means to remove a student for a period of 10 school days or less

(i) from school, or

(ii) from one or more class periods, courses or education programs, or,

(iii) from riding in a school bus;

(l) "unacceptable student behaviour" means the behaviour outlined in section 9(2) of this regulation.
PART 1
STUDENT BEHAVIOUR AND CONDUCT

Code of student conduct

2(1) Each principal must develop a written code of student conduct for the school in consultation with school staff, students, parents, and the school council, and if, in the opinion of the principal, it is appropriate, in consultation with school and system resource personnel or community agencies.

(2) Each principal must on an annual basis, review the information in the school’s code of student conduct and communicate it to staff, students, parents, school councils, and make it available to community agencies upon request.

(3) Each principal must ensure that the school’s code of student conduct includes

(a) expectations for student behaviour;

(b) the consequences faced by students when they are found responsible for unacceptable student behaviour and that those consequences reflect individual student circumstances;

(c) provisions regarding safety and security incidents; and

(d) any other matter which in the opinion of the principal is necessary.

Teacher classroom discipline practices

3(1) Each teacher must develop classroom discipline practices and procedures in accordance with the code of student conduct and in consultation with the principal and students and must be made known to students.

(2) Each teacher must ensure that classroom discipline practices

(a) reflect and encourage appropriate student behaviour and maintain school order;

(b) treat individuals in a manner which is demonstrably fair, reasonable and objective;

(c) contain consistent procedures which are demonstrably fair, reasonable and objective;
(d) avoid threats, enticements and other measures which may be regarded as coercive;

(e) make provision for early detection of attendance and discipline concerns;

(f) emphasize early and ongoing communication with, and involvement of parents through the resolution of discipline concerns; and

(g) facilitate prompt action to resolve discipline concerns.

Scope of student responsibilities

Students may be held responsible and accountable to the Calgary Board of Education and its agents for their behaviour and conduct:

(a) while they are involved in school-sponsored or related activities;

(b) on school board property;

(c) during any recess or lunch periods on or off school board property;

(d) while traveling to and from school;

(e) on vehicles used for the transportation of students to and from school and school activities; and

(f) beyond the hours of school operation if the behaviour or conduct detrimentally affects the personal safety and well-being of individuals or the governance, the climate, or the efficient operation of the school.

Student respect and responsibility

Students must respect

(a) school authority;

(b) others and their property;

(c) differences in ethnicity, race, religion, gender and sexual orientation; and

(d) school board property, community property and property of other persons.
(2) Students are responsible for

(a) school attendance and punctuality;

(b) their work habits, assignments and homework;

(c) textbooks and equipment; and

(d) comply with the school’s code of student conduct.

Hazing, sororities, fraternities, gangs, secret organizations

6(1) Hazing, initiation activities and the formation or the operation of sororities, fraternities, gangs and secret organizations by or with students are not permitted

(a) on the school board property, or

(b) in connection with school activities, whether on or off school board property, or

(c) to and from school.

(2) The principal may determine what constitutes hazing, initiation activities, a sorority, fraternity, a gang or a secret organization.

Alcohol and drugs

7(1) The Calgary Board of Education is committed to creating a safe and caring environment for learning and teaching.

(2) The illegal possession, sale or trafficking of illicit substances and/or the use of alcohol and illicit drugs compromises the safety and security of our schools.

(3) Students must not have active contact with, sell, store or have possession of, and/or make use of alcohol or illicit substances in the context of any school-related activity. Any such contact is unacceptable student behaviour and may result in disciplinary intervention.

(4) The principal or designate must ensure that students and parents are aware that community activities with inappropriate use of illicit substances that impact the climate of the school are also subject to disciplinary intervention.
8(1) In this section

(a) “sexual harassment” means any unwelcome behaviour which is sexual in nature including

(i) unwanted physical contact,

(ii) unwelcome remarks or compromising invitations,

(iii) verbal abuse or display of suggestive pictures,

(iv) leering, whistling, innuendoes, jokes or other behaviours or gestures of a sexual nature, or

(v) demands for sexual favours;

(b) “weapon” means any object which is either designed, intended, or used to intimidate, to threaten or to inflict bodily harm on a person and includes an object which imitates a weapon, but does not include a faith-based object, or an imitation weapon authorized for use by a teacher or principal such as in a dramatic production, or a starter’s pistol authorized for use by a teacher at an athletic event, unless used to intimidate, to threaten or to inflict bodily harm on a person.

(2) Unacceptable student behaviour

(a) may be grounds for disciplinary action, and

(b) provides an opportunity for critical learning in the areas of

(i) personal accountability and responsibility,

(ii) the development of empathy,

(iii) conflict resolution,

(iv) communication, and

(v) social skills development.

(3) Unacceptable student behaviour means, that in the opinion of a teacher or principal,

(a) the student has displayed an attitude of willful, blatant and repeated refusal to
(i) be diligent in pursuing the student's studies,
(ii) attend school regularly and punctually,
(iii) co-operate fully with everyone authorized by the board to provide education programs and other services,
(iv) comply with the school's rules or the code of student conduct,
(v) account to the student's teachers for the student's conduct, or
(vi) respect the rights and property of others.

or

(b) the student's conduct is injurious to the physical or mental well-being of others in the school.

(4) Examples of unacceptable student behaviour include but are not limited to:

(a) use, possession of, sale, distribution of or active contact with, a weapon on a student's person, in a student's locker or desk, on school board property, or in a vehicle on school board property used by a student or occupied by a student as a passenger;
(b) threats;
(c) conduct which endangers others;
(d) encouraging conduct which endangers or may endanger others;
(e) encouraging unacceptable conduct;
(f) use or display of improper, obscene or abusive language;
(g) distribution or display of offensive messages or pictures;
(h) theft, including identity theft;
(i) assault;
(j) willful damage to school or others' property;
(k) 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;

(l) attending school or any school-related activity under the influence of illicit drugs, alcohol or inhalants;

(m) personal or sexual harassment;

(n) hazing, initiation activities; the formation or the operation of sororities, fraternities, gangs and secret organizations in violation of section 6 of this regulation;

(o) extortion;

(p) disruptive behaviour, willful disobedience or defiance of authority;

(q) interfering with the orderly conduct of classes or the school;

(r) tampering with fire alarms and safety equipment;

(s) criminal activity;

(t) contravention of the school’s code of conduct;

(u) workplace violence;

(v) bullying including cyber-bullying; and

(w) using information technology in violation of Administrative Regulation 1062 - Acceptable Use of Electronic Information Resources.

PART 2
DISCIPLINE AND INTERVENTION

When disciplining a student, a teacher or principal must not use

(a) physical threats or attacks upon the student,

(b) corporal punishment,

(c) mass detention and mass punishment aimed at unspecified individuals or groups,
(d) verbal attacks such as sarcasm, racial or personal references,
(e) deliberate humiliation,
(f) removal of the student’s lunch break, or
(g) removal of access to the program of studies.

**Documentation of student incidents and disciplinary measures**

The principal must ensure that student incidents and disciplinary measures are factually documented in a written report within two school days of the disciplinary action.

**Response to unacceptable student behaviour**

When responding to unacceptable student behaviour, a teacher or principal must consider

(a) the effect of the student's behaviour upon other students, the staff, the school, and the community;

(b) the nature of the action or incident that calls for disciplinary or alternative measures;

(c) the student's previous conduct and previous interventions;

(d) the student's age, maturity, and abilities;

(e) the impact of proposed action on the student's future behaviour;

(f) the student's learning needs, and

(g) any other information that the teacher or principal considers appropriate or relevant.

**Permissible disciplinary measures and interventions**

A teacher or principal may use the following measures for student discipline:

(a) assignment of a student whose behaviour is unacceptable, disruptive or destructive to an alternate supervised location;

(b) short term removal of privileges;

(c) detention; and
(d) use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others.

(2) A principal may use the following measures for student discipline

(a) alternative interventions such as Calgary Community Conferencing and other forms of restorative justice,

(b) corrective student transfer if
   (i) the Area Director supports the transfer, and
   (ii) the parent and/or independent student has given their informed consent to the transfer;

(c) suspension.

(3) A principal may recommend that the Board-delegated person expel a student for unacceptable student behaviour.

(4) An Area Director may make a student transfer to and from a program other than a special education program.

(5) The Special Education Director may make a student transfer to a special education program in accordance with Administrative Regulation 3003 - Special Education.

**Physical intervention**

Any use of force or restraint by a teacher or principal with a student must be documented immediately and a copy of the documentation must be provided to the school principal and parent as soon as possible after the incident and a copy of the documentation placed on the student’s file and retained in accordance with Administrative Regulation 6024 - Student Records.

**PART 3**

**SPECIFIC CORRECTIVE MEASURES**

**Detention**

14(1) A detention is a corrective measure.

(2) The length of a detention on any school day may not exceed
(a) thirty minutes in the case of elementary students, and
(b) sixty minutes in the case of secondary students.

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

(4) Detentions held at noon to accommodate special circumstances such as busing must make provision for students to have lunch.

(5) 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.

(6) 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.

(7) A student who is detained must be provided with an opportunity to contact the student’s parent.

(8) 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.

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**Corrective student transfer**

15(1) The purpose of a corrective student transfer is to provide a student with a fresh start as a means of resolving a problem related to a student.

(2) A corrective student transfer may be initiated by the student’s principal in consultation with the Area Director, or by the Area Director and may only be done with the informed consent of the parent and student.

(3) A corrective student transfer
   (a) may be subject to specific conditions; and
   (b) may be for a specified period of time.

(4) If a student 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
corrective student transfer.

### Alternative Interventions

16(1) Alternative interventions include Calgary Community Conferencing and other restorative practices.

(2) The purpose of an alternative intervention is to provide an alternative disciplinary approach to support critical learning around social behaviours.

(3) Alternative interventions may be initiated by the principal or Board-delegated person, as the case may be, and must be supported by the student, the parent, and the student’s support agencies, and may be supported by other members of the community.

### Transportation

17 Students, who for disciplinary reasons, are enrolled at, or directed to attend a school other than their designated school, are not eligible for subsidized transportation unless the Area Director or other Board-delegated person, in consultation with Transportation Services, determines that circumstances exist that require subsidized transportation in order that the student may attend school.

### PART 4

**SUSPENSION, EXPULSION, RE-INSTATEMENT AND RE-ENROLMENT**

### Documentation of Suspensions and Expulsions

18(1) Each 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.

(4) 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

19(1) The purpose of a class suspension is to create the conditions in which the disciplinary problem can be discussed and resolved.

(2) A teacher may suspend a student from a class or part of a class for unacceptable student behaviour.

(3) 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, and

(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

20(1) 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 10 school days or less.

(2) When the principal suspends a student under section 20(1) 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.

(3) A principal may re-enrol a student who has been suspended from class by a teacher or a student who has been suspended by the principal under section 20(1) above.

(4) 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

21(1) If a student will not be reinstated within 5 school days, within 24 hours of the decision not to reinstate, the principal must immediately inform

(a) must immediately inform the student's parent, and the student, if the student is 16 years of age or older, in writing,

(i) of the location and procedures of the meeting where the disciplinary action will be considered,

(ii) 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;

(b) must immediately provide the Board-delegated person with a copy of the suspension documentation outlining all the circumstances respecting the suspension, and including the principal's recommendations.

(2) The Board-delegated person must hold a meeting within 10 school days of the date of the suspension under section 21(1), 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.

(3) 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.

(4) 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.

Decision to expel

22(1) 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.

(2) 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.

(3) The Board-delegated person may re-enroll a student who has been expelled.

Re-instatement and re-enrollment

23(1) 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.

(2) 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.

(3) 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 16 years of age or older.

(4) 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

24(1) In the absence of a principal, the Area Director may suspend a student for unacceptable student behaviour under sections 21 and 22.

(2) 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 21(2) and 22 of this regulation, as applicable.

(3) If the Area Director suspends a student for unacceptable student behaviour, the Area Director

(a) must not perform the duties of a Board-delegated person under sections 22 and 23 of this regulation with regard to that student, and

(b) must refer the matter to another Area Director, who must perform the duties under sections 22 and 23 of this regulation, as applicable.

References

Legal References:
• School Act, R.S.A. 2000, c. S-3, sections 12, 13(1), 13(5), 13(6), 14, 15, 16, 18, 20, 24, 25, 45(8), 60(1)(e)

Alberta Learning References:
• Diploma Examination Program, General Information Bulletin
• Achievement Testing Program, General Information Bulletin

Calgary Board of Education Administrative Regulation References:
• 1047 - Vandalism and Damage to School Property
• 1062 - Acceptable Use of Electronic Information
• 4027.2 - Personal and Sexual Harassment
• 6014 - Student Searches
• 6020 - Student Attendance
• 6024 - Student Records

Calgary Board of Education Suspension Information:
• Suspension Package: K to 7
• Suspension Package: 8 to 12