



CALGARY BOARD OF EDUCATION

Administrative Regulation 6031 - Safe and Secure School Environments

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Preamble The Calgary Board of Education is committed to providing students and staff with a safe and secure learning and working environment.

Emphasis in achieving safe and secure school environments is to be placed on measures which foster positive attitudes and behaviour. As a part of this emphasis, stress is to be placed upon meeting the individual needs of students, developing self-esteem and creating a school community which is caring and supportive and the use of appropriate interventions.

Schools are expected to take firm and decisive action in responding to behaviour which causes or threatens harm to persons or property. Students who are responsible for serious misconduct of this kind may face suspension, expulsion and, when appropriate, referral to the police. Students should share in the responsibility for maintaining a safe and secure school environment.

School expectations concerning student conduct, and the possible consequences of serious or repeated misconduct, are to be communicated to students, parents and staff.

Appropriate action taken by staff in support of this regulation will be supported by the Board.

The Board will co-operate with efforts made by government and community agencies to address societal conditions which impact the safety and security of schools.

Definitions

1(1) A "safe and secure" school learning environment is one that is physically, emotionally and psychological safe, characterized by:

- (a) caring
- (b) respect for law and order

- (c) respect for democratic values, rights and responsibilities
- (d) respect for cultural diversity
- (e) community, family, student and staff involvement
- (f) appropriate modelling by staff and students
- (g) clear, consistent expectations for behaviour and consequences for misconduct which are communicated to students, staff and parents

(2) Parent - References to parent are intended to include persons who are defined as a parent or accorded the rights of a parent in the School Act.

Development and maintenance

2(1) Schools are expected to foster and maintain a safe and secure environment through measures which include:

- (a) developing the support of staff, students and parents for the conditions which characterize a safe and secure school environment;
- (b) developing positive student attitudes towards the school and its environment;
- (c) providing students with supervision at approved activities and making all participants in school-related activities, staff, students and parents, aware of expectations held with respect to their conduct and language;
- (d) developing plans for possible action to be taken by students and staff in monitoring and responding to perceived threats to or breaches of the security and good order of the school; and
- (e) making students, parents and staff aware of the school's expectations for conduct and of the consequences established for serious or repeated misconduct (see Part C).

(2) In developing positive student attitudes which are conducive to a safe and secure school environment, schools are expected to:

- (a) provide students with an environment and program which is caring, which provides opportunities for and recognition of success and which fosters self-esteem, self-discipline and a sense of responsibility;

- (b) assist students in developing appropriate approaches to solving problems and resolving conflicts;
 - (c) take advantage of opportunities afforded by provincial curriculum and co-curricular activities to develop respect and caring for:
 - (i) learning
 - (ii) self and other persons
 - (iii) democratic values, rights and responsibilities
 - (iv) cultural diversity
 - (v) property
 - (vi) law and order
- (3) Student and parents are to be made aware that Regulation 5002 - Responsibilities of Parents establishes the expectation that parents will assist schools in maintaining a safe and secure environment by:
- (a) familiarizing themselves, supporting and encouraging student respect for school discipline expectations, policies and regulations; and by
 - (b) supporting the school in the enforcement of these expectations, policies and regulations at all school functions, both on-campus and off-campus.

Approved:	January 25, 1994
Re-issued:	February 15, 2003
1st Amendment:	May 30, 2005

References

- Legal Reference:**
- School Act, R.S.A. 2000, c. S-3, sections 27(1), 45(8) and 277