Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS
OE-2E: Learning Environment/Treatment of Students
**   Reasonable Interpretation and Indicators**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annual

> The Board of Trustees believes that it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student.

Interpretation |
It is crucial that a learning environment is created and sustained that enables students to participate fully in their learning.

The Chief Superintendent interprets:
- *learning environment* to mean those situations when students are engaged in instruction and activities related to Alberta Education and Childcare's curricula and where students are supervised by Calgary Board of Education employees. Learning environments include approved on-site and off-site activities;
- *welcoming, caring, safe, respectful* to mean an inclusive learning environment that values diversity and fosters a sense of belonging among all members of the school community; and
- *conducive to effective learning* to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment students are known, engaged, and challenged in their learning.

The Chief Superintendent shall:

> 2.1   Provide safe and healthy learning environment.

Interpretation |
CBE is responsible for creating a learning environment where students are welcomed and appreciated as unique individuals.

The Chief Superintendent interprets:

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- *safe* to mean a learning environment that is free from potential harm to students and their well-being. *sense of belonging* to mean that students know and understand that their participation in and contributions to learning are welcomed; and
- *healthy* to mean a learning environment with conditions conducive to occupant health, student learning, and productivity.

Indicators

1.   Compliance with Administrative Regulation 3021: School Emergency Practices and Procedures was achieved by 100% of schools.

2.   Principals confirm that each volunteer has security clearance prior to beginning their volunteer service.

3.   The CBE will maintain a 3ʳᵈ party audited occupational health and safety Certificate of Recognition.

The Chief Superintendent shall:

2.2   Maintain a welcoming, supportive, caring and respectful learning environment.

Interpretation |

The Chief Superintendent interprets:
- *welcoming* to mean a learning environment that is encouraging, engaging, and nurtures a sense of belonging;
- *supportive* to mean a learning environment that provides opportunities for growth and development necessary for students to reach their full potential as a learner;
- *caring* to mean a learning environment where each student feels that adults demonstrate an interest in their success as a group and as individuals; and adults are invested in creating the conditions where students thrive;
- *respectful* to mean a learning environment where students feel their values, rights and responsibilities are acknowledged.

Indicators

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1. Administrative Regulation 6031: Welcoming, Caring, Respectful and Safe Learning and Work Environments is shared annually with school communities, and reviewed with students and staff annually.

2. 100% of School Improvement staff (school and system-level) complete annual training focused on bullying awareness and prevention.

3. All schools will confirm the assignment of a Designated Intervenor with specific training in Suicide Prevention, Intervention, and Postvention responses.

The Chief Superintendent shall:

2.3   Provide opportunities for student voice that impacts welcoming, supportive and respectful learning environments.

Interpretation |

The Chief Superintendent interprets:
- *opportunities for student voice* to mean students receive multiple reasonable opportunities to provide input on ways to positively impact the learning environment.

Indicators

1. Principals of schools with division III and IV students shall ensure that a minimum of two formal and structured opportunities are offered annually for the student body to provide meaningful input and feedback into actions aimed at improving their school's learning environment.

2. The Chief Superintendent Student Advisory Council will include a minimum of two opportunities annually for students to identify, discuss and prioritize issues impacting welcoming, supportive, and respectful learning environments.

The Chief Superintendent shall:

2.4   Use equity as a guiding principle for allocating resources to the learning environment.

Interpretation |

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The Chief Superintendent interprets:
- *equity as a guiding principle* to mean accounting for and regularly reviewing the variability in student needs in schools across CBE. The equitable distribution of school funding sets the foundation for a school system that is fair and just.
- *resources* to mean the funds and other assets or supports that are allocated to provide and support student learning.

Indicators

1.   The Calgary Board of Education will conduct an annual review of the 'Equity Factors' to ensure alignment with evolving demographic and contextual data.

2.   The Calgary Board of Education will utilize the 'Equity Factors' with the application of the Resource Allocation Model (RAM) to ensure targeted and equitable funding and resource deployment aligned with identified needs.

The Chief Superintendent shall:

> 2.5   Respond appropriately to behaviors that are inconsistent with the established student code of conduct.

Interpretation |

The Chief Superintendent interprets:
- *Respond appropriately* to mean the use of a consistent, fair, and predictable progressive discipline approach: utilizing a continuum of intervention, supports, and consequences to address inappropriate and unacceptable student behaviours and builds upon strategies that promote positive behaviours.
- *behaviors that are inconsistent with the established student code of conduct* to mean students engaging in conduct that does not contribute to a welcoming, caring, respectful and safe environment. Examples of unacceptable behaviours are outlined in CBE Administrative Regulation 6005: Student Code of Conduct, clause 5.12.

Indicators

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1.   A clearly defined, system wide student code of conduct is implemented
        and reviewed by 100% of School Improvement staff (school and
        system-level) annually.

2.   Administrative Regulation 6006: Progressive Student Discipline is
        distributed annually to all parents/guardians and students at the
        beginning of each school year.

3.   All school-based staff complete mandatory annual training on the
        effective application of Administrative Regulation 6006: Progressive
        Student Discipline.

4.   Ensure that all schools have a staff member trained in regulation and
        de-escalation techniques, (Examples may include TCI, NVCI, Mandt,
        CCI, or other similar program).

Approved: September 23, 2025

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of Education**