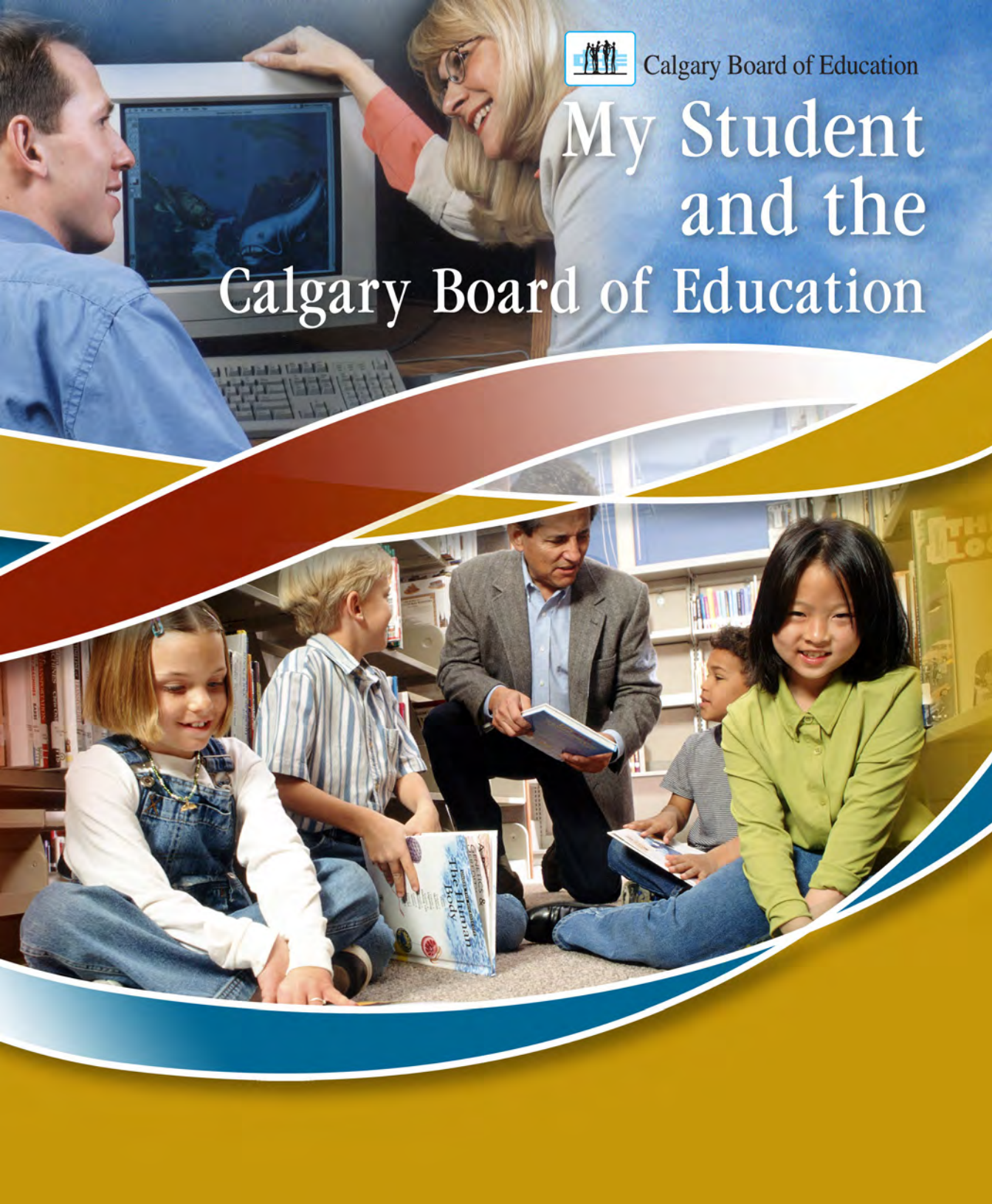




Calgary Board of Education

# My Student and the Calgary Board of Education



# INTRODUCTION

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## **PURPOSE**

Parents have an important role to play in their children's education; they are essential partners with schools in the educational process. The purpose of this guide is to clarify parents' rights and responsibilities regarding their children's schooling. It is intended to be a source of information about their rights and responsibilities and about the expectations they can hold for the Calgary Board of Education (CBE).

## **BACKGROUND**

The information in this guide comes from the work of a task force made up of parents, a representative of the community at large, representatives of CBE school-based and system-based administration and a facilitating consultant. The task force was formed in response to a Board of Trustees' motion to "develop clear communication through consultation that will assist parents in understanding the rights and responsibilities of a parent."

The task force thoroughly reviewed a legal opinion and rigorously discussed general issues of concern to parents about their rights and responsibilities. In order to supply the following information on what parents can expect of the CBE, the task force consulted the Alberta School Act, CBE Policy and Regulations, and the Freedom of Information and Protection of Privacy Act (FOIP).

This is the fourth edition of the handbook. It has been updated to maintain currency.

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## ROLE OF THE CBE - WHAT PARENTS CAN EXPECT

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- **Role of CBE Staff to Inform Parents About Their Child Relative To:** (School Act Sections 18, 24, 25)
  - a) **Academic Progress** (CBE Administrative Regulation 3062 - Student Evaluation)
    - In addition to regular reporting periods, parents will be informed about aspects of their child's performance that are leading to an unsatisfactory result in their child's courses of study.
    - Examples: A pattern of incomplete projects or daily work, failure to complete assignments on time, failure on tests, attendance issues.
  - b) **Accidents** (CBE Administrative Regulation 3076 - Safety: Accidents in Schools)
    - Parents will be informed immediately if their child is hurt or requires medical attention.
  - c) **Social/Emotional Abuse** (CBE Administrative Regulation 6016 - Child Abuse; Child Abuse/Domestic Violence Protocol)
    - If school personnel suspect a student has been abused, the law requires that Child Welfare be notified immediately. Staff will comply with the law and the Child Abuse/Domestic Violence Protocol. This does not always involve informing parents.
    - Disclosure: (CBE Administrative Regulation 3010 - Suicide Prevention, Intervention and Postvention) If a Board employee is aware of information that suggests a risk of personal harm (physical, emotional, spiritual) to a student (other than an independent student), the employee shall inform the parents.
  - d) **Suspensions/Expulsions/Detentions** (School Act Sections 24 and 25; CBE Policy Administrative Regulation, School Discipline) (Complete text of Administrative Regulation 6001 - School Discipline in Appendix D)
    - All parents will be informed of the school's code of conduct and discipline policy.
    - Suspensions/Expulsions: Parents should be immediately informed. Full and clear written information about a suspension of their child will be provided. They will be informed of the CBE suspension/expulsion processes, as outlined in CBE Administrative Regulation 6001 and Section 19 of the School Act. Parents have the right to appeal a decision that results in a disciplinary action consistent with CBE Administrative Regulation 6001.
    - Detention: Parents of elementary students need and can expect to be informed if a student is to be kept in after school causing late arrival at home.
- **Role of the School When Parents Request Changes in Teacher, Curriculum or Program Delivery** (i.e., in course selection, teacher selection, school selection, classroom or program selection, participation in testing or assessments, or resource materials) (School Act: Preamble; CBE Administrative Regulation 3013 - Program Issues and Challenges; Administrative Regulation 3017A - Admission of Students; 3018 - Student Placement and Promotion ; 3067 - Religion in Education; 3074 - Flag and Anthem; Alberta Learning Policy 2.1.2, Student Evaluation)

## ROLE OF THE CBE - WHAT PARENTS CAN EXPECT

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- Parents can request a particular school, program, teacher and/or classroom; however, they should understand that not all requests can be met. Reasons will be provided and alternatives discussed. Parents are reminded that curriculum is set by the province.
- Parents can ask for alternate resource materials or educational opportunities and will be given reasons if the request cannot be met. Example: Asking for a different novel study or literature selection.
- Parents can ask for modification in the completion of classroom tests and will be given reasons if the request cannot be met. Example: Asking for extra time for a child to complete test.
- Parents will be notified if a school asks the Chief Superintendent to have their student excused from Provincial Achievement Testing.
- **Role of the CBE in Making Information Available to Parents** (School Act Sections 18 and 23; Alberta Learning Student Records Regulation; FOIP [Freedom of Information, Protection of Privacy])
  - Parents should be given full and clear information in a timely manner about any school presentations or activities that have the potential to be emotionally disturbing or controversial (e.g., specific human sexuality unit) so that parents can decide whether to exclude their child from participation.
  - Schools should obtain the written consent of parents before a student (other than an independent student) is allowed to take part in any activity which the parents perceive to be potentially harmful. Schools should let parents know what excused students can do instead of being part of the activity.
- While cumulative record files are the property of the Calgary Board of Education, parents can ask to read their child's file at school, knowing that a school administrator will be present while the document is being read. Requests for student records must: be in writing; identify what is to be copied; include the written consent of the student or parent if for a third party; and include applicable payment fees.
- Parents can expect that each school will have a School Crisis Team to deal with any sudden, unforeseen circumstance, trauma or incident. In addition, every year parents will be informed of the school's general emergency plans for dealing with potential crisis situations.
- **Role of the School in Supporting Individual Family, Cultural or Religious Values** (Alberta Learning Policy 1.7.1; School Act Section 3)
  - The provincial policy on controversial issues states that "The school should play a supportive role to parents in the areas of values and moral development, and shall handle parental decisions in regard to controversial issues with respect and sensitivity." Where there is a plurality of views in society, and where these positions might contradict the views that parents wish their children to hold, schools should not attempt to influence or direct students to adopt particular positions on social policy issues.
  - The free exchange and debate of ideas is encouraged as the means to help students determine truth. While staff are responsible for facilitating discussion, students should be able to express their beliefs and opinions in a respectful manner. It is not acceptable to coerce people to change their views.

## ROLE OF THE CBE - WHAT PARENTS CAN EXPECT

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- **Role of the CBE Related to Volunteers in Positions of Trust and Responsibility with Students** (CBE Administrative Regulation 5003 - Volunteers)
  - Volunteers are a healthy part of every school and the CBE welcomes them to enrich the environment. As volunteers are frequently in positions of trust and responsibility with students, a policy of volunteer screening has been implemented to exercise control over who should or should not be involved with children.
- **Role of Counsellor or Other Members of Staff with Confidential Information about a Child** (CBE Administrative Regulation 3010 - Suicide Prevention; CBE Administrative Regulation 4005 - Qualifications of School Counsellors; FOIP; Domestic Violence/Child Abuse Protocol)
  - Parents can expect that counsellors, when given confidential information, will counsel students to take a responsible course of action that is consistent with the beliefs of parents when those beliefs are known to the counsellor.
  - Parents can expect that counselling does not involve advice giving or the questioning of the values and belief systems of parents.
  - If a counsellor learns of confidential information which suggests that a student is at risk of personal harm (reference Child Welfare Act), the counsellor shall inform the parents or Social Services so as to comply with the Child Welfare Act. Counsellors should disclose this policy to students, when appropriate, at the beginning of the counselling session.
- **Process for School When Parent and Child Disagree with Each Other**
  - In the case of a disagreement between parents and their child (e.g., over selection of optional subjects), parents ultimately have the right to make decisions on behalf of their child (other than an independent student) unless the courts rule otherwise. Parents' decisions on behalf of their child cannot override the responsibilities that are designated to the school principal in operating the school.
  - School staff may attempt to facilitate resolution of disagreement between parent and child (other than an independent student).
- **Process for School When Parents Disagree with Each Other**
  - The custodial parent makes education decisions for his or her child (other than an independent student) unless courts rule otherwise (CBE Administrative Regulation 3059 - Custody of Children).
- **Who Is Responsible for Honouring Rights When Schools Become Open to the Community; Become More Collaborative; and Involve Programs and Services Directly or Through Partnerships that are CBE Controlled**
  - Outside services must adhere to CBE policy when they gain access to students during school hours (CBE Administrative Regulation 1014 - School Participation in Programs - Outside Services). This includes using the services of individuals, groups or agencies from outside the system to complement and/or supplement the instruction in the classroom. Schools are responsible for notifying parents of the proposed involvement of outsiders and shall honour any parents' requests for non-participation by students.

## WHERE PARENTS CAN GET MORE INFORMATION AND GUIDANCE

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### 1. For Concerns About Your Individual Child

- Should you have a concern about your child, your first course of action is to:
  - meet with your child's classroom teacher, then, if necessary,
  - meet with the school principal, then, if necessary,
  - meet with the director of your Area Office, then, if necessary,
  - meet the appropriate senior superintendent of the CBE (the Area Director would provide information for contacting the appropriate senior superintendent).
- The **Board of Trustees** serves on behalf of the people of Calgary to provide leadership for the Calgary Board of Education. As an elected body, they are responsible for
  - defining vision, mission, beliefs and goals for the Calgary Board of Education;
  - developing governance policy which will guide administration toward achieving the expected results for our students; and
  - approving an annual budget for the school system.

Authority for operation of the school district is delegated to the Chief Superintendent of Schools who is accountable to the Board of Trustees for the day-to-day operations of the system. Individual school operation is the responsibility of the school principal who has been delegated to make decisions based on CBE Administrative Regulations.

While parents are encouraged to address or resolve issues about their child, their child's school or school board policy with their school principal or Area director, ward trustees are always available to listen and respond to concerns. The Board of Trustees recognizes that student success is a shared responsibility and looks forward to working with parents for the benefit of children. Public participation in public education is essential. Trustees welcome the opportunity for comments and feedback on any issue.

Calgary Board of Education  
 515 Macleod Trail S.E.  
 Calgary, Alberta T2G 3C5  
 Phone: 403-294-8487 Fax: 403-294-8282  
 CBE web site at [www.cbe.ab.ca](http://www.cbe.ab.ca)

### 2. Calgary Board of Education Governance Policies and Administrative Regulations Manual

The Governance Policies and Administrative Regulations manual outlines, in detail, Calgary Board of Education Administrative Regulations, including many of particular interest to parents. For example, there are sections on student absence, accidents, busing, cafeteria and lunch programs, child abuse, custody, discipline, expulsions, home education, homework, parent-teacher interviews, student suicide, suspension, transportation, truancy, and many others. The Chief Superintendent's Administrative Regulations and Procedures are posted on the Calgary Board of Education website for your convenience.

The Appendices of this Guide to the Rights and Responsibilities of Parents contain the entire policy on The Responsibilities of Parents (Appendix C) and on School Discipline (Appendix D), as it was thought that these would be of particular interest to parents.

The full and complete Operating Policies manual is available for you to consult at:

- Every CBE school
- CBE web site at [www.cbe.ab.ca](http://www.cbe.ab.ca)
- Every CBE Area:
  - Area I: 403-777-8710 (Parkdale Centre, 728 - 32 Street NW)
  - Area II: 403-777-8720 (Mount View Centre, 2004 - 4 Street NE)
  - Area III: 403-777-6233 (Harold W. Riley Centre, 3743 Dover Ridge Drive SE)
  - Area IV: 403-777-8750 (Lord Shaughnessy Centre, 2336 - 53 Avenue SW)

## WHERE PARENTS CAN GET MORE INFORMATION AND GUIDANCE

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Area V: 403-777-8780 (Haysboro Centre, 1123 - 87 Avenue SW)

- The Operations Policy Office, Legal Affairs, Education Centre, 515 Macleod Trail S.E. (403-294-8602).
- FOIP (Freedom of Information, Protection of Privacy) Coordinator's Office, Legal Affairs, Education Centre, 515 Macleod Trail S.E. (403-294-8394).

### 3. The School Act

The School Act is the legislation passed by the Government of Alberta outlining the law by which school jurisdictions are governed. The complete School Act is available at:

- The Queen's Printer Bookstore  
Main Floor - Park Plaza  
10611 - 98 Avenue  
Edmonton, Alberta T5K 2P7  
Phone: 780-427-4952  
Fax: 780-452-0668  
<http://www.gov.ab.ca/qp/index1.html>
- The Alberta Queen's Printer  
<http://www.gov.ab.ca/qp/menu.html>

Appendix B of this Guide to the Rights and Responsibilities of Parents contains the Definition of a Parent as defined by the School Act.

### 4. FOIP (Freedom of Information and Protection of Privacy Act)

The Alberta Legislature passed the Freedom of Information and Protection of Privacy Act in October, 1995. The FOIP Act has two purposes:

- to provide individuals with greater access to information from public organizations; and
- to protect individual privacy.

FOIP has been in effect for school boards since September 1, 1998. This legislation does not change the Calgary Board of Education's existing procedures for access to information as long as

they are consistent with FOIP, however, it gives individuals who have been denied information an additional avenue for access.

For more information, contact:

- The FOIP Office  
Calgary Board of Education  
515 Macleod Trail S.E.  
Calgary, AB T2G 2L9  
Phone: 403-294-8394  
Website: <http://www.cbe.ab.ca/finance/corpsec/pampgen.htm>

### 5. Alberta Learning Guide to Education: ECS to Grade 12

The Guide to Education: ECS to Grade 12 is released by Alberta Learning for the use of administrators, counsellors, teachers and other parties engaged in the delivery of quality basic education. It has been developed to assist in the implementation of the objectives and underlying principles of the School Act. Policies, procedures and organizational information required to operate schools are included.

The Guide to Education: ECS to Grade 12 can be accessed through the Alberta Learning website home page at:

- <http://ednet.edc.gov.ab.ca/>

A full and complete copy is available for you to consult at:

- Every CBE school
- Every CBE Area  
Area I: 403-777-8710 (Parkdale Centre, 728 - 32 Street NW)  
Area II: 403-777-8720 (Mount View Centre, 2004 - 4 Street NE)  
Area III: 403-777-6233 (Harold W. Riley Centre, 3743 Dover Ridge Drive SE)  
Area IV: 403-777-8750 (Lord Shaughnessy Centre, 2336 - 53 Avenue SW)  
Area V: 403-777-8780 (Haysboro Centre, 1123 - 87 Avenue SW)

## FREQUENTLY ASKED QUESTIONS

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### Purpose

The FAQ section of this guide responds to questions commonly asked by parents. The responses reference common practice within the CBE and CBE Policy and Regulation. They provide direction as to where parents can find further clarification.

### FAQ's

#### Q. How do I get to see my child's permanent school record?

A. To see your child's record ask your child's school principal. Although records are the property of the Calgary Board of Education, they may be read in the presence of a school administrator. For details on requesting a copy of records, see p. A-2 of the handbook.

#### Q. I don't like teachers taking up my child's time with detentions before school, after school, or noon. This is my child's time. Can I keep them from giving my child detentions?

A. Detentions are allowed as a disciplinary measure as outlined in Administrative Regulation 6001 - School Discipline. (Page D-10 of this guide.) Parents of elementary students need and expect to be informed if a student is kept in after school causing late arrival at home.

#### Q. At dismissal, if one or two students are being unruly or not listening, can a teacher hold back the whole class?

A. No. Mass detentions are not allowed. See CBE Administrative Regulation 6001 - School Discipline. (See Page D-9)

#### Q. My child is at school and has forgotten homework at home. Should the teacher send the child home to get the completed homework during school hours?

A. The school should contact the parent or guardian to discuss the most suitable arrangements for

the child to get the forgotten work. Under no circumstances should the child be sent home without the agreement of the parents or guardian. In the case of older students (high school) different decisions may be made with respect to this issue.

#### Q. How much homework should my child be doing?

A. The Calgary Board of Education makes recommendations about homework in Administrative Regulation 3066 - Homework. Assigning homework is up to the individual teacher, but students and parents are encouraged to set aside some regular time each evening for home study or recreational reading.

The nature and amount of home study recommended are as follows:

- Division 1 (Grades 1-3): Parents and teachers should encourage children to read each evening. No formal assignments should be made, but from 5 - 10 minutes of systematic study per night is recommended.
- Division 2 (Grades 4-6): Formal homework assignments may be given at the discretion of the teacher. They should be within the half hour range.
- Junior High School: .5 to 1 hour per school night.
- Senior High School: Grade 10: 1.5 hours per evening Grade 11-12: 2 hours per evening

#### Q. What should I do if I disagree with my child's school?

A. Parents should first take their concern to the school principal. Principals are responsible for the school's operations in keeping with Calgary Board of Education Policy. If parents cannot resolve their issue with the school principal, they should consult their Area director. See the "Where Parents Can Get More Information and Guidance," page B-1.

## FREQUENTLY ASKED QUESTIONS

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**Q. When is it appropriate to contact my ward trustee?**

**A.** While parents are encouraged to address issues about their child or child's school with the school principal or Area director, ward trustees are always available to listen and respond to concerns. The Board of Trustees recognizes that student success is a shared responsibility and looks forward to working with parents for the benefit of children and learners. Public participation in public education is essential. Trustees welcome the opportunity for comments and feedback on any issue.

**Q. The school my child is going to does not have a strong athletic or music program. Can my child go to another school, and, if so, will my child get a bus pass?**

**A.** Yes, your child can go to another school. However, all Calgary Board of Education students have a designated school based on where they live. If parents wish to have their child attend a school other than their designated school, they are subject to CBE Administrative Regulation 3001 - School Boundaries and Optional Attendance, which outlines placement priorities in out-of-boundary schools. When parents choose to send their child to a school other than their designated school, transportation and lunch are parents' responsibility.

**Q. If I have home-schooled my children, can they return to our neighbourhood school part way through the year?**

**A.** Yes, if there is space in your children's designated school, they may return to it. If there is no space, they can be put on the school's enrolment list for the next year. Parents may wish to access a different school within the provisions of CBE Administrative Regulation 3001 - School Boundaries and Optional Attendance.

**Q. What is involved in 'informed consent' for field trips?**

**A.** CBE Administrative Regulation 3027 - Off-Site Activities which governs all CBE field trips, requires parents to provide 'informed consent' to the school prior to a field trip. Parents receive "An Informed Consent - Acknowledgement of Risk Form" from the school explaining the details of the trip, including date, location, purpose, risks associated with the activity and the name of the teacher in charge. Should parents have any questions or concerns about the proposed field trip, they should call the teacher in charge before giving consent for their child to participate. With all overnight field trips, parents are required to attend a meeting at which all details of the field trip are discussed fully, so they can decide whether or not they feel comfortable with consenting to their child going on the trip.

**Q. Can I choose my child's teachers?**

**A.** The overall organization of your child's school is the responsibility of the school principal and the staff; however, parents have the right to make such a request. School principals will consider parents' requests but have the right to make the final decisions about placement of students to a teacher's class in order to take into account many factors, such as balance of girls and boys, student abilities, behaviour issues and overall school organization. Parents are expected to provide sound and logical reasons as to how and why the requested placement will improve their child's learning and/or behaviour, while not shifting a burden or greater inconvenience onto other students (and their families) if the requested placement is made.

**Q. My child is sick at school and goes to the office. What is the policy on sending my child home instead of sleeping on the cot in the nurse's room?**

## FREQUENTLY ASKED QUESTIONS

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**A.** It is often not possible to send a sick child home because there is no one at home. If the illness seems serious, every attempt will be made to contact the parents/guardian, so they can make arrangements for the child's care. Emergency phone numbers provided by parents and kept in their child's records will also be contacted if necessary. Until appropriate arrangements have been made, the child will be supervised at school.

**Q. Will I be informed if my child discloses use of illegal drugs?**

**A.** Yes. However, the possession and use of drugs is illegal and the school is required to notify the appropriate authorities. Schools will work with parents to assist them in accessing appropriate support and treatment agencies on behalf of their child.

**Q. Can a parent be expected to be notified when a child consults a guidance counsellor about a personal problem?**

**A.** Parents can expect that counsellors, when given confidential information, will counsel students to take a responsible course of action that is in keeping with the beliefs of parents when those beliefs are known to the counsellor. Parents can expect that counselling does not involve advice-giving nor the questioning of the values and belief systems of parents. If a counsellor learns of confidential information which suggests that a student is at risk of personal harm, the counsellor shall inform the parents or Social Services so as to comply with the Child Welfare Act. Counsellors should disclose this policy to students, when appropriate, at the beginning of the counselling session.

**Q. What does it mean that my child is going to be "coded"?**

**A.** Once a student has been identified as a special needs student, it is important that additional funds be obtained to provide for those needs.

Alberta Learning requires special needs students to be identified with a number code so the appropriate funds can be given to the school district to assist in the development and delivery of programs for these students.

**Q. If my child is getting bullied by a classmate on the way home from school, can the school do anything about it?**

**A.** Concerns like this should be brought to the attention of the classroom teacher and/or the school principal. This particular situation is addressed in CBE Administrative Regulation 6001 - School Discipline. In section 5 it states that: 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 travelling to and from school;
- (e) on vehicles used for the transportation of students to and from school and school activities; and
- (f) beyond hours of school operation if the behaviour or conduct detrimentally affects the welfare of individual students or the governance, climate, or efficiency of the school.

**Q. If my child gets expelled from school and is not accepted by another school, what will happen to him/her?**

**A.** It is the responsibility of the Calgary Board of Education to place children of legal school age. In the case of suspended or expelled students, a board delegated person (Student Services Support) must find a suitable program and communicate with parents regarding that program placement. Parents have the right of appeal.

## FREQUENTLY ASKED QUESTIONS

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- Q. I have paid \$165 in school fees. Why do I have to pay more for field trips, calculators, etc?**
- A.** CBE Administrative Regulation 7006 - Student Fees outlines two types of fees - mandatory and optional. Mandatory fees are established at a district level. Optional fees are established by the school and are used to enhance the school's program offering. Optional fees can be charged for buying or renting supplementary materials and services which will be used and kept by the student. An example would be for calculators.
- Q. What are the responsibilities of parents in working effectively with teachers, principals and other school staff?**
- A.** Parents should treat school staff with the same high level of respect that they would like to receive from schools. Everyone should do his or her best to communicate in an open and honest way that encourages discussion, cooperation and problem solving. The goal is to always do what is best for children.
- Q. Will controversial issues, such as sexual abuse, suicide, evolution, or homosexuality be discussed in schools?**
- A.** Yes. These issues may be discussed in schools with students of an appropriate age. Parents will be informed when schools plan to include issues like these. Parents, once informed, may exclude their child from such presentations or discussions.
- Q. What is an "independent student?"**
- A.** The School Act defines an independent student as a student who is:
- i) 18 years of age or older, or
  - ii) 16 years of age or older and
    - A) who is living independently, or
    - B) who is a party to an agreement under section 57.2 of the *Child, Youth and Family Act*.
    - C) repealed RSA 2000 C32(Supp) s3
- Q. What role does the school play in supporting the values that we hold as a family?**
- A.** Schools will not undermine the role of parents in the areas of values and moral development and will handle parental decisions about controversial issues with respect and sensitivity. Schools will not try to influence or direct students to adopt a particular position on these issues. Students should be able to express their beliefs and opinions in a respectful manner. It is not acceptable to coerce people to change their views.
- Q. My child came home with a very poor report card. Why wasn't I told that my child wasn't doing well before this?**
- A.** You can expect to hear from your child's teacher about your child's lack of progress in a timely manner. This communication could come in the form of a phone call, a note in your child's daybook, or a letter. Your role in your child's progress is vital and this communication needs to be ongoing.
- Q. Does my child have to take sex education in school?**
- A.** Every CBE school must provide human sexuality education to students in grades 4 through 9, and in at least one senior high course that is required of all students. However, parents must be advised prior to the start of human sexuality instruction of their right to exempt their child from that part of the course. (CBE Administrative Regulation 3015 - Human Sexuality Education)
- Q. If a teacher yells at students, can another teacher/staff break confidentiality to notify the parents?**
- A.** No. The teacher is ethically bound to approach the teacher who yelled with his or her concern about the behaviour before discussing the matter with anyone else. Having done that, the appropriate person for the teacher to discuss the matter with is the school principal.

## APPENDIX A

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### TASK FORCE REFERENCES

Alberta School Act

Preamble

Section 2.01

Section 13

Section 18

Section 19

Alberta Regulation 71/99 (Student Record Regulation)

Alberta Learning Policy

Policy 2.1.2 Student Evaluation

Policy 3.2.7 Student Records

Calgary Board of Education Policy

Administrative Regulation 1014 School Participation in Programs - Outside Services

Administrative Regulation 1029.2 Operation of Schools: Crises

Administrative Regulation 3010 Suicide Prevention, Intervention and Postvention

Administrative Regulation 3013 Program Issues and Challenges

Administrative Regulation 3017A Admission of Students

Administrative Regulation 3018 Student Placement and Promotion

Administrative Regulation 3059 Custody of Children

Administrative Regulation 3062 Student Evaluation

Administrative Regulation 3067 Religion in Education

Administrative Regulation 3074 Flag and Anthem

Administrative Regulation 3076 Safety: Accidents in Schools

Administrative Regulation 4005 Qualifications of School Counsellors

Administrative Regulation 5002 Responsibilities of Parents

Administrative Regulation 5003 Volunteers

Administrative Regulation 6001 School Discipline

Administrative Regulation 6016 Child Abuse

Freedom of Information and Protection of Privacy Act (FOIP)

Board Motion (including legal opinion) - November 1998

## APPENDIX B

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### DEFINITION OF A PARENT

The School Act defines a “parent” in Section 1(q) and Section 1(3), as follows:

- (1)(q) “parent” means, in respect of a student, the relevant individual under subsection 2) unless otherwise specified;
- (2) For the purposes of subsection (1)(q), the parent is:
- (a) subject to subsection 3),
    - (i) the guardian as set out in section 20 of the Family Law Act, or
    - (ii) the guardian appointed under Part 5 of the *Child Welfare Act*, Part 1, Division 5 of the *Child, Youth and Family Enhancement Act* or section 23 of the *Family Law Act* if the guardian notifies the board in writing of the guardian’s appointment.
  - (b) notwithstanding clause (a), if the student’s guardian resided in Alberta and has changed the guardian’s residence so that it is outside Alberta or unknown, the individual who has care and control of the student as a result of the change.
  - (c) notwithstanding clauses (a) and (b), the guardian of a student appointed under a temporary or permanent guardianship order or a permanent guardianship agreement under the *Child Welfare Act* if the guardian notifies the board in writing of the guardian’s appointment, or
  - (d) notwithstanding clauses (a) to (c), the Minister of Justice and Attorney General if the student is in custody under the *Corrections Act*, the *Corrections and Conditional Release Act* (Canada), the *Young Offenders Act* or the *Young Offenders Act* (Canada).

## APPENDIX C



Calgary Board of Education

### CALGARY BOARD OF EDUCATION

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#### **Administrative Regulation 5002 - Responsibilities of Parents**

In keeping with its stated values, the Calgary Board of Education is committed to establishing a working partnership with parents as an essential part of providing students with effective education. Responsibilities exist for both schools and parents in achieving this objective. This partnership establishes responsibilities for both school staff and parents based on mutual respect.

Parents should be encouraged to serve as advocates for their children. The Board believes that parents should participate in parent programs such as school councils, become familiar with the school's program, policies and operations, and actively support expectations held by staff for the behaviour of students at school and school activities.

Principals are encouraged to collaborate with parents and staff for the purpose of developing a statement of ways in which parents can support the school's learning program.

Approved: May 10, 1994

Number change and Re-issued: February 15, 2003

## APPENDIX D



Calgary Board of Education

### CALGARY BOARD OF EDUCATION

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#### Administrative Regulation

#### 6001 - Student Discipline

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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,
- (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;

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- (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.

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### 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;

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- (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**

- 4** 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**

- 5(1)** 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.

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- (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.

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### Unacceptable student behaviour

- 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

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- (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,

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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

**Non-  
permissible  
discipline  
measures**

- 9 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,

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

**Response to unacceptable student behaviour**      **11**      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**      **12(1)**      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

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- (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**

- 13** 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.

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- (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.

**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.

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- 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;

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- (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

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- (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) the student's parent, and the student, if the student is 16 years of age or older, in writing,

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- (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) and 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.

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- (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.

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- (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.

## APPENDIX D



Calgary Board of Education

# Student Exemption From School Attendance Application Form Student Services

This application form is to be used for all students requesting exemption from compulsory school attendance as outlined in the School Act. The form must be completed in full and signed by parent(s), guardian(s), the student, and the school principal prior to submission to the Area Director for disposition on behalf of the Board.

**PLEASE NOTE:** This is only an application request. It does not constitute a legal exemption from school attendance. The student should continue to attend all classes until he/she is notified that this request has been approved.

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ POSTAL CODE: \_\_\_\_\_

TELEPHONE NUMBER: \_\_\_\_\_ BIRTHDATE: \_\_\_\_\_

Year	Month	Day

STUDENT ID NUMBER: \_\_\_\_\_

We, the undersigned, are in agreement that \_\_\_\_\_ should be allowed to withdraw from school for the remainder of this school year, or portion thereof, and feel that it is in his/her best interest to do so at this time.

REQUESTED TERM OF EXEMPTION: FROM \_\_\_\_\_ TO \_\_\_\_\_

**REASON(S) FOR WITHDRAWAL**  
*(to be completed by **family**)*

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**PARENT(S)/GUARDIAN(S) SIGNATURE(S):** \_\_\_\_\_

*Please complete reasons for withdrawal on reverse of this page.*

**PRINCIPAL'S SIGNATURE:** \_\_\_\_\_

*Please complete the appropriate section on reverse of this page.*

Is the student under a legal order to attend school?  Yes  No

If yes, please consult with the Attendance Officer

*Principal to complete this section*

# APPENDIX D

**PLAN FOR STUDENT BETWEEN THIS DATE AND SCHOOL RE-ENTRY**  
*(to be completed by student and family)*

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Signature(s) of Guardian(s)/Parent(s): \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

**CIRCUMSTANCES PRIOR TO WITHDRAWAL**  
*(to be completed by school)*

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**RECOMMENDED PLAN FOR SCHOOL RE-ENTRY**  
*(to be completed by school)*

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

APPROVED  NOT APPROVED  for the time period of \_\_\_\_\_ to \_\_\_\_\_

REASON: \_\_\_\_\_

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CONDITIONS: \_\_\_\_\_

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AREA DIRECTOR'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

Copy: Parent/Student  
Area Director  
Attendance Officer

## APPENDIX E



Calgary Board of Education

### CALGARY BOARD OF EDUCATION

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#### Administrative Regulation

#### 3010 - Suicide Prevention, Intervention and Postvention

The Calgary Board of Education requires that each school have in place guidelines and procedures for suicide prevention, intervention, and postvention enabling students, staff, and volunteers to deal with the ramifications of suicide consistent with advice from members of the professional mental health community.

1. Every school is required to develop and maintain plans for suicide prevention, intervention and postvention.
  - a. Plans for these three components are to be developed as follows:
    - i. **Prevention** - Curricular inputs which educate students regarding coping and problem-solving strategies for living and which provide students with specific information relating to suicide at appropriate points in their education.
    - ii. **Intervention** - Provision for the early recognition of suicide potential, direct contact with the student involved, and referral to system and outside resources as necessary for assessment and care.
    - iii. **Postvention** - Plans for dealing with students and staff after a suicide (or other major loss) involving one of their members has occurred.
  - b. Plans are to be developed and kept current by the principal in consultation with staff and appropriate resource personnel.
  - c. Plans are to be included in the school's staff handbook and made known to all school staff (certificated and non-certificated) at the commencement of each school year.
  
2. The Superintendent, Department of Curriculum, will provide assistance to Area Offices and to schools by:
  - a. Providing the staff of every school and Area Office with an up-to-date suicide prevention pamphlet for reference in meeting the requirements of this regulation.
  - b. Naming a coordinator to provide consultation services concerning suicide prevention, intervention, and postvention to Area Offices and to schools as required.
  - c. Naming at least one certificated staff member to serve as a "Suicide Prevention Trainer" for each Area Office and making the nominee's name known to each Superintendent.
  
3. The Suicide Prevention Trainer named pursuant to section 2(3) is responsible for:
  - a. Becoming knowledgeable regarding suicide prevention, intervention, and postvention.
  - b. Providing in-service training to school-based staff designated intervenors.
  - c. Responding to requests from staff for consultation pertaining to students or to the subject of suicide in general.

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4. At least one member of the certificated staff of every school is to be assigned responsibility for serving as a “Designated Intervenor” to:
  - a. Participate in the “Suicide Prevention Training Program (SPTP)” workshop.
  - b. Serve as a resource person to other staff within the school in matters pertaining to suicide prevention, intervention, and postvention.
  - c. Familiarize all school staff at the commencement of each school year with the following:
    - (i) Regulation 3010
    - (ii) Suicide prevention awareness materials
    - (iii) Prevention and intervention procedures.
  
5. Through the initiative of the principal, all certificated and non-certificated staff are to be provided with in-service activities designed to assist them in becoming and remaining familiar with the school’s suicide prevention plans and with the knowledge required to implement them. The services of the school’s designated intervenor are to be used in providing in-service training.

### PROCEDURES

1. In developing a school plan for suicide prevention, intervention and postvention, principals and designated intervenors are advised to consult the following:
  - a. Pamphlet issued by the Department of Curriculum entitled “Suicide Can Be Prevented.”
  - b. Suicide Prevention Trainer named by the Department of Curriculum.
  - c. Document entitled “A School in Crisis: A Team Response to Suicide and Bereavement.”
  
2. Plans for suicide prevention will include measures such as the following:
  - a. Providing instruction regarding the subject of suicide to elementary school students as a part of the curricular theme “Self-Awareness and Acceptance” which forms a part of health curriculum.
  - b. Using the opportunities afforded by content pertaining to depression, hurt, coping and suicide which is included in junior high school health curriculum and in senior high CALM course curriculum.
  - c. Dealing with suicide in curriculum wherever it is relevant.
  - d. Using staff from the Canadian Mental Health Association and other suitable community resource agencies.
  
3. Plans for suicide intervention will enable staff to become knowledgeable regarding the following subjects:
  - a. Indicators that a student may be (or may become) at risk of considering or attempting suicide.
  - b. Resource personnel:
    - (i) School’s Designated Intervener(s)
    - (ii) Area Office trainer(s)
    - (iii) Mental Health and other community contacts.

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- c. Action to be taken when students exhibit behaviour which indicates that they may become a suicide risk, i.e.:
  - (i) Staff are to make their observations known to their school's designated intervener and principal.
  - (ii) The designated intervener (and/or principal) is to consult with (i) parents (and/or Child Welfare Services, if justified), and (ii) professional workers as judged appropriate in order to determine what assistance and further action is needed.
  
- d. Action to be taken when a student is judged to be at immediate risk of attempting suicide or when a student attempts it, i.e.:
  - (i) Summon emergency medical care if injury has occurred.
  - (ii) Make immediate contact with a parent if possible. If justified, Child Welfare Services may be contacted either in addition to or in place of contact with a parent.
  - (iii) Obtain professional assistance as judged appropriate.
  - (iv) Make plans for ascertaining that the student receives follow-up care.
  - (v) Remain in the student's company until a parent, a law officer or professional assistance arrives.
  
- 4. Plans for suicide postvention (or for reacting to other major loss situations) will address a range of subjects and should be based on the document referenced in section 1(3) above. Subjects will include:
  - a. How and when will students and staff be informed of a suicide?
  - b. How will the school deal with the reactions of students and staff?
  - c. What resources can be called upon for assistance?
  - d. What action should be taken by the school with respect to questions such as the following:
    - i. What action should be taken with respect to the victim's family and close friends?
    - ii. Should a memorial service be held by the school?
    - iii. Should students be allowed to go to the funeral? Who will discuss arrangements with the family?
    - iv. What kinds of commemorative activities are appropriate?
  - e. Who should deal with the media?
  - f. What information should be given to all parents?
  - g. Are long term measures needed?
  
- 5. In-service programs for staff are to be initiated and provided on the basis of the following assignment of responsibility:
  - a. In-service for school staff will be initiated and provided by the school staff named to serve as a "Designated Intervener."
  - b. In-service for school-based Designated Interveners will be initiated and provided by the staff who have been named to serve as a "Suicide Prevention Trainer" for the schools of each Area Office.

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- c. In-service for Area Suicide Prevention Trainers will be initiated and provided by the Coordinator named by the Superintendent, Department of Curriculum.
6. In-service is to be provided on a basis which will ensure that all school staff and Designated Interveners acquire and maintain the information needed to meet the obligations established by Regulation 3010 and its Procedures.

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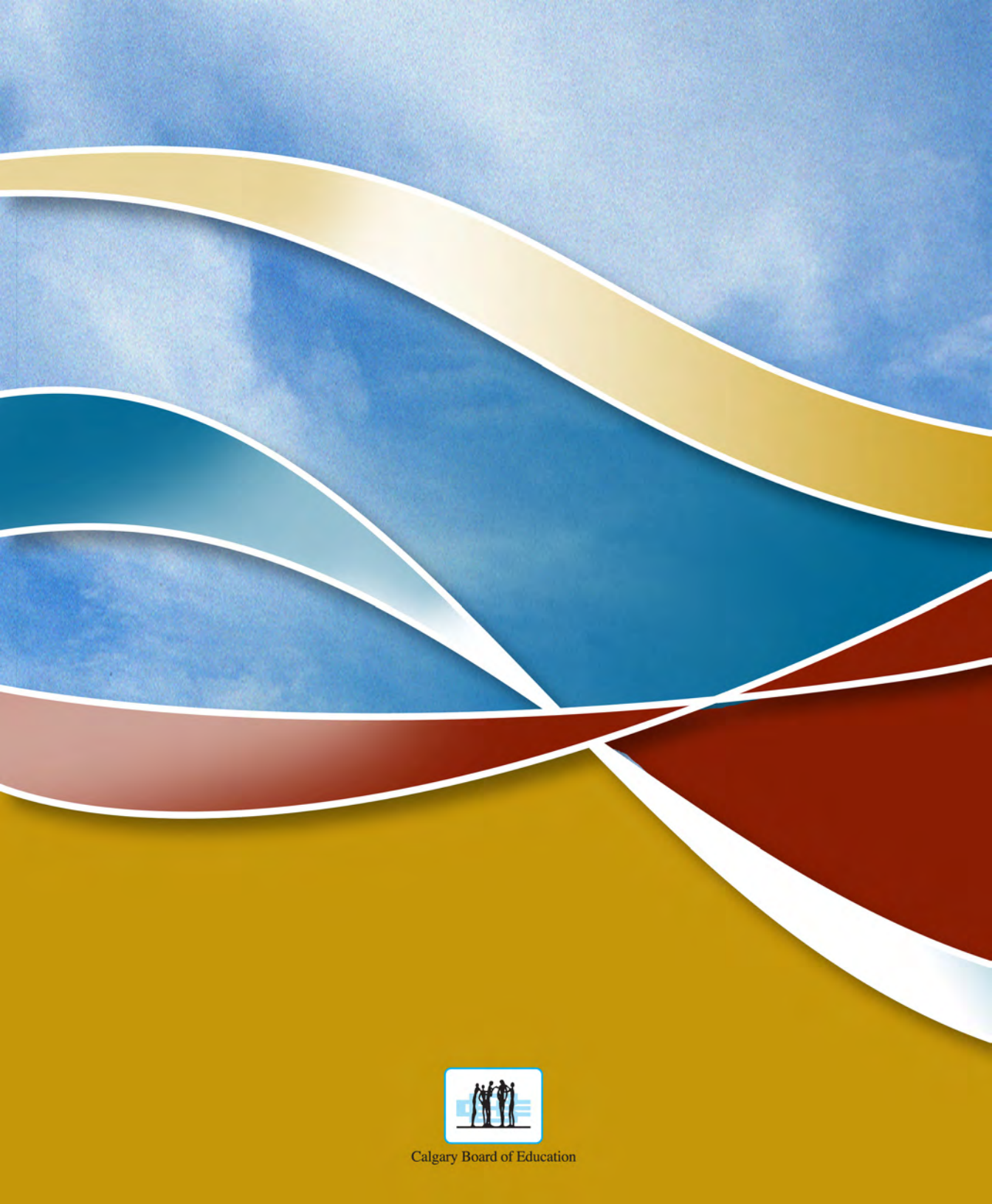
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