

Responsibilities of Parents

1 | Purpose

The purpose of this administrative regulation is to:

- Recognize the important role of parents in supporting student success and promoting a positive school culture.
- Reflect CBE's commitment to providing and maintaining a safe and caring learning and work environment that fosters and maintains respectful and responsible behaviours.
- Reinforce the need for respectful, solutions-focused engagement between parents** and CBE employees.
- Reinforce that CBE will not tolerate parent conduct that intimidates, threatens, harasses, abuses, disrupts or otherwise reasonably undermines the safety, dignity or well-being of members of the school community or the effective operation of CBE schools and CBE workplaces.
- Reinforce the neutrality of CBE in family law matters.

** See section 5 "Definitions" for additional information.

2 | Scope

This administrative regulation applies to:

- All CBE employees and parents.
- Conduct occurring on CBE property, CBE premises, at CBE organized events and activities, and in virtual and learning or meeting environments.
- Communication occurring in person, by telephone, email, text message, letter, voicemail, social media or any other form of electronic or written communication where the conduct affects the school environment or CBE operations.

This administrative regulation does not apply to private communication or behaviour between parents that does not affect the school environment or CBE operations.

3 | Compliance

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

Employees who fail to comply with this administrative regulation may be subject to disciplinary action to and including termination of employment.

CBE schools are responsible for sharing this administrative regulation with parents at the start of each school year.

Administrative
Regulation No.
5002

Classification
Parents

Effective Date
August 28, 2026

All parents are responsible for reading and complying with this administrative regulation.

4 | Principles

The following principles apply:

- Parents are valued partners in contributing to student success.
- All members of the school community are entitled to be treated with dignity and respect and share a responsibility for treating one another with dignity and respect.
- Well-being, safety, and learning are shared responsibilities between parents, students, and CBE employees.
- Parents are expected to engage with CBE employees honestly, respectfully, and in good faith, recognizing employees have professional responsibilities to balance the needs, rights, privacy, and safety of all students. Concerns should be raised by parents through established school and system processes to support timely, respectful, and effective resolution.
- Harassment, sexual harassment, or discrimination by any parent against an employee, parent, or volunteer is strictly prohibited and will not be tolerated.
- Responses to challenging parent behaviour or communication must be reasonable, proportionate, documented, and fair.
- The aim of this administrative regulation is not to restrict communication with parents, but to preserve respectful, productive relationships between CBE employees and parents, wherever possible.
- CBE remains neutral in family law matters.

5 | Definitions

Advocacy: means respectful communication by a parent to seek information, express concerns, ask questions, or advocate for their child's educational experience through established CBE processes.

CBE: means The Calgary Board of Education.

Challenging parent behaviour or communication: means behaviour or communication that is abusive, threatening, harassing, intimidating, disruptive, vexatious, malicious, violent, or otherwise causes a member of the school community to feel unsafe, demeaned, distressed or unable to perform their role effectively.

Child*: means a child younger than 6 years of age who is enrolled in an early childhood services program and therefore does not fall within the definition of "student" in the *Education Act*.

Designated Contact: means the Administrator or other authorized CBE employee through whom communication from and/or with a parent may be restricted.



Guardian:** means guardian as defined in section 20, 22, or 23 of the *Family Law Act*.

Harassment: means objectionable or unwelcome conduct, comments, bullying, gestures, contact or actions based on race, religious beliefs, colour, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender, gender identity, gender expression or sexual orientation. The conduct is directed to an employee or group in the workplace within or outside regular work hours, by a person that knows or ought reasonably to know their actions would cause offence, humiliation or adversely affect the health and safety of another person. Harassing behaviour includes actions that occur at a school, at any event or location related to the school or resulting from work or that may negatively impact working relationships. Harassment normally refers to a series of incidents or repeated behaviour but can be one incident.

Harassment includes, but is not limited to, actions intended to intimidate, threaten, demean/degrade/devalue, ridicule, belittle, embarrass, taunt, coerce or bully another person or group. The actions create fear or mistrust and may be explicit or indirect, or physical, psychological, psychosocial or electronic in nature. Harassment includes a pattern of microaggression, which is a comment or action, often subtle, whether conscious, unconscious or unintended, that demonstrates a prejudiced attitude or bias towards a member of a marginalized group (e.g., expressions of racism, sexism, ageism or ableism; or based on gender, ethnic, cultural or economic assumptions).

Harassment excludes differences of opinion or minor disagreements between parties.

Independent Student:** means a student, as defined by section 1(1)(n) of the *Education Act*, who:

- a) is 18 years of age or older; or
- b) is 16 years of age or older; and
 - i. lives independently as determined by the principal; or
 - ii. is party to an agreement under section 57.2 of the *Child, Youth and Family Enhancement Act*.

Parent:** means parent as defined by sections 1(1)(r) 1(2) of the *Education Act*.

Public Event: means a school or school district sponsored event or activity where parents or other members of the general public are invited and may attend, regardless of the venue. Daily school operations are not public events.

Respectful Communication: means communication that is courteous, honest, constructive, and focused on resolving concerns through dialogue. Respectful communication recognizes the dignity of all members of the school community and may include disagreement or advocacy expressed in a civil manner.

School Community: means children, students, employees, parents, guardians, volunteers, visitors, contractors, trustees and others participating in or connected to the school or Board environment.

Student*: means a person identified in sections 1(1)(hh) of the *Education Act* who is:

- a) enrolled in a school;

- b) at September 1 in a year is six (6) years of age or older; and is younger than nineteen (19) years of age; but
- c) does not include a child younger than six (6) years of age who is enrolled in an Early Childhood Services program.

Violence/threat of violence: means threatened, attempted or actual conduct likely to cause physical or psychological harm.

* For the purposes of this administrative regulation, the term “Student” shall include both Student and Child.

** For the purposes of this administrative regulation, the term “Parent” shall include Parent, Guardian, and Independent Student.

6 | Regulation Statement

Education Act

- 1) Under the *Education Act* (Alberta), parents have the responsibility to:
 - a) Act as the primary guide and decision-maker with respect to the student’s education.
 - b) Take an active role in the student’s educational success, including assisting the student in complying with the student’s duties under the *Education Act*.
 - c) Ensure that the student attends school regularly.
 - d) Ensure that the parent’s conduct safeguards and contributes to a safe and caring environment that fosters and maintains respectful and responsible behaviours.
 - e) Co-operate and collaborate with school staff to support the delivery of supports and services to the student.
 - f) Encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school.
 - g) Engage in the student’s school community.

Expectations

- 2) Parents are expected to:
 - a) Recognize the authority and professional responsibilities of school and CBE employees to maintain orderly, safe and respectful school environments that balance the educational, safety, privacy, and well-being of all students.
 - b) Communicate with CBE employees and other members of the school community respectfully, honestly and civilly, recognizing that open dialogue and collaborative problem-solving support positive outcomes for students.

- c) Support a learning and working environment that is free from harassment, discrimination, intimidation, threats, and violence.
- d) Use social media and other digital resources responsibly and refrain from posts, messages, or other communications that harass, threaten, intimidate, defame or undermine members of the school community.
- e) Notify the school of their child's absence prior to the start of the school day to help ensure the student is accounted for and to support student safety.

**Prohibited
Conduct**

- 3) Without limiting the generality of this administrative regulation, parents will refrain from the following prohibited conduct:
 - a) Shouting, swearing, insulting, or using abusive or demeaning language toward members of the school community.
 - b) Making threats or veiled threats toward members of the school community.
 - c) Using intimidation, aggressive gestures, physical intimidation or physical posturing toward members of the school community.
 - d) Engaging in harassment, bullying, stalking-like or obsessive repeated unwanted contact, or persistent communication (including, but not limited to, an unreasonable volume of communication) that is intended to harass or overwhelm members of the school community.
 - e) Making malicious, vexatious, or knowingly false allegations against members of the school community.
 - f) Sending abusive, threatening or harassing emails, texts, voicemail, letters, to members of the school community.
 - g) Making posts on an online or social media platform that contain abusive, threatening or harassing language or represent a pattern of harassment toward members of the school community.
 - h) Engaging in disruptive conduct that interferes with school operations, meetings, events or the work of CBE employees.
 - i) Recording, photographing, livestreaming or sharing images, audio, video, or other material involving members of the school community without consent. This does not apply to public events; rather, individuals attending a public event at a school may take recordings without obtaining permission as long as they follow any guidelines provided by the principal and do not interfere with the event.
 - j) While on school property and/or during CBE-sponsored events, engaging in any act of physical aggression, assault, property

damage, or conduct that threatens the safety of others or requires emergency or police intervention.

- 4) Nothing in this administrative regulation is intended to discourage parents from asking questions, expressing concerns, disagreeing with decisions, or advocating for students. CBE recognizes parents as valued partners in education and encourages Respectful Communication and the use of established CBE processes to resolve concerns in the best interest of students.

7 | Procedure

Normal Engagement

- 1) The starting point for communication between CBE employees and parents is a shared commitment to respectful, constructive, and timely communication that supports both problem-solving and positive outcomes for students. Both parents and CBE employees share responsibility for maintaining respectful and productive communication, planning, and problem-solving.

De-Escalation

- 2) If an engagement with a parent is becoming unreasonable in the view of a CBE employee, the CBE employee may advise the parent that the communication is becoming unacceptable and provide the parent with an opportunity to re-establish respectful communication before ending the interaction or implementing additional measures.

Safety

- 3) Where respectful communication cannot be restored, or where the conduct of a parent creates safety, operational, or significant workplace concerns, the CBE employee may:
 - a) End a phone call, virtual meeting, or in person meeting.
 - b) Require the parent to leave the premises.
 - c) Seek support from Administration, CBE Risk and Security, and/or law enforcement, where appropriate.
- 4) Where an employee has an immediate safety concern due to challenging parent behaviour or communication, the safety of students, CBE employees, and members of the school community takes priority. Where appropriate, efforts should be made to restore communication once safety concerns have been addressed.

Restore Communication

- 5) Following a challenging interaction, and where safe and appropriate, CBE employees and parents should make reasonable efforts to resume respectful communication and continue working collaboratively in support of the student's learning and well-being.

Communication Management

- 6) Where reasonable efforts to restore or maintain respectful, safe communication have been unsuccessful, or where safety or operational concerns require support for the provision of a safe and caring learning and work environment that fosters and maintains respectful and responsible behaviours, a school principal, education director, superintendent, or their

designate, may establish a communication protocol with a parent that may include, but is not limited to:

- a) Communicating only in writing with the parent(s).
 - b) When a student has two or more parents, communicating exclusively with one parent only, as selected by CBE.
 - c) Communicating with the parent(s) only at pre-defined check-in points, on a schedule determined by CBE.
 - d) Requiring the parent(s) to only communicate with a CBE Designated Contact person, in which case all other communication from the parent to any other CBE employee will generally not receive a response and will not be forwarded by other CBE recipients to the Designated Contact.
- 7) A communication protocol will not be established under this administrative regulation by any CBE employee unless they have obtained documented approval from the supervising Education Director or Superintendent for the proposed approach.
 - 8) A communication protocol established under this administrative regulation may be reviewed at the request of the parent, to a maximum of three times during the school year. This review will be done by the supervisor of the person who established the communication protocol (or equivalent if the student has transferred schools).
 - 9) A communication protocol established under this administrative regulation will automatically carry over from one school year to the next school year (and beyond) unless the communication protocol has been reviewed and discontinued by CBE.
 - 10) When a student transfers from one school to another during the school year or between school years, the receiving principal, or designate, will review any existing communication protocol with the student's parent(s) and will determine whether to discontinue, modify, or extend the communication protocol.
 - 11) CBE may, at any time and in its sole discretion, discontinue, modify, or extend a communication protocol established under this administrative regulation. Whenever reasonable, the aim of CBE is to return to a normal engagement approach with the parent, as described in section 7(1) of this administrative regulation.
 - 12) Concerns and Complaints submitted under AR 5007 that include challenging parent communication will not receive a substantive response from CBE.
 - 13) Appeals submitted under AR5008 or AR3003 that include challenging parent communication will not receive a substantive response from CBE.
 - 14) When parents are estranged and share guardianship and/or parenting time for a student, the parents are expected to:

**Challenging
Parent
Communication
in Concerns and
Complaints**

**Family Law
Matters**

- a) Resolve disputes between themselves pertaining to decisions that affect the student's education or activity in the school, without requesting the intervention of the school to guide or mediate that resolution.
- b) Provide the school with clear decisions that expressly confirm the agreement of all parents, when those decisions affect the student's education or activity in the school setting.
- c) Provide the school on an ongoing basis with all court orders, parenting agreements, mediation agreements, arbitration agreements, or other similar documents that affect the student's education or activity in the school setting.

8 | History

Approval	May 10, 1994
Revision/Review Dates	February 15, 2003 August 27, 2026
Next Review	August 2031

9 | Related Information

Operational Expectations

- OE-1: Global Operational Expectations
- OE-2: Learning Environment/Treatment of Students
- OE-4: Treatment of Employees
- OE-8: Communicating and Engaging With the Public

Administrative Regulations

- AR1064: Public Sharing of Student Information
- AR 3003: Special Education Programming
- AR 4038: Harassment, Sexual Harassment and Discrimination
- AR 4080: Workplace Violence
- AR 5007: Concerns and Complaints
- AR 5008: Appeals
- AR 6031: Safe and Caring Environments

Legislation

- *Education Act*, RSA 2012, c. E-0.3, section 32
- *Occupational Health and Safety Act*, RSA 2000, c. O-2.2
- *Family Law Act*, SA 2003, c F-4.5

