

Administrative Procedure 111

General Administration

PARENT/GUARDIAN RESPONSIBILITIES

BACKGROUND

For the purposes of this Administrative Procedure, the terms *student* and *child* are used interchangeably.

The Charter Board is committed to establishing and maintaining a collaborative partnership with parents/guardians as an essential component of supporting student success and well-being. In accordance with the *Education Act*, responsibilities for student learning, behavior, and well-being are shared among parents/guardians, students, and the school.

The Charter Board recognizes the right of parents/guardians to make informed decisions regarding their child's education. It acknowledges that meaningful parent/guardian engagement is foundational to effective educational programming and supports.

In alignment with our Charter Board Policy 13: Welcoming, Caring, Respectful and Safe Learning *and Working Environments*, the Charter Board affirms that parents/guardians play a critical role in fostering environments that promote belonging, safety, dignity, and respect. This includes modelling respectful conduct, supporting positive behavior, and reinforcing shared expectations between home and school.

The Charter Board further recognizes that parents/guardians of gifted children play a formative role in their child's intellectual, social, and emotional development, including the development of a sense of justice, equity, and respect for the dignity and worth of all members of the school community. Parents/guardians are encouraged to become familiar with the school's programs, policies, and operations and to actively support school expectations.

Parents/guardians share responsibility with school staff for supporting student behavior at school and during school-sponsored activities, as outlined in the *Education Act* and related school authority policies.

GUIDING PRINCIPLES

As partners in education, parents/guardians are expected to:

1. Act as the primary guide and decision-maker with respect to their child's education;
2. Take an active role in their child's educational success, including supporting compliance with applicable legislation, school policies, and administrative procedures;
3. Ensure regular school attendance and punctuality, and communicate appropriately with the school regarding absences or concerns;
4. Model conduct that contributes to a welcoming, caring, respectful, and safe learning environment;
5. Cooperate and collaborate with school staff to support the delivery of specialized supports and services for their child, including participation in planning processes when required.
6. Foster positive, respectful, and constructive relationships with teachers, principals, school staff, students, and professionals providing supports and services within the school;
7. Support positive student behavior and reinforce school expectations at home and during school-related activities; and
8. Engage constructively in the school community, recognizing that respectful communication and shared responsibility strengthen student learning and well-being.

Cross Reference: Charter Board Policy 13: Welcoming, Caring, Respectful and Safe Learning and Working Environments
Education Act

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