Role of the Parent

BACKGROUND

The Section 32 of the *Education Act* states that a parent of a student has the responsibility to take an active role in the student's educational success. It also requires the parent to co-operate and collaborate with school staff to support the delivery of supports and services. The parent is charged with ensuring that the parent's conduct contributes to a welcoming, caring, respectful and safe environment. Lastly, the parent is to foster and advance collaborative, positive and re-spectful relationships with all those working with the school, and engage in the child's school community.

The Alberta Education *Guide to Education* states that progress in learning is enhanced when the student, the parents and the teacher have a clear understanding of what is to be achieved and that a shared understanding of what is expected enables the student, the parents and the teacher to work together.

Alberta Education's *Inclusive Education Policy Framework* outlines six policy directions. They are designed to help bring a shared vision of inclusive education to life in Alberta.
Policy Direction 2. Engaging families and communities reads as follows: Parents and community partners have meaningful opportunities to participate in, and support, the success of all learners.

CAPE believes that parents, as partners in the learning community, provide valuable perspectives and support for their students and deserve to have a choice in an educational program which best supports personalized learning. To encourage and support effective and timely collaboration within the CAPE community and shared decision-making, the CAPE Board of Directors consists of parents of students currently enrolled as well as community members, equally represented.

POLICY STATEMENT

The CAPE Charter Board recognizes the valuable role the parent plays in the education, growth and development of the child/student. The CAPE Charter Board recognizes the parent as a partner in education with the responsibility to act as the primary guide and decision-maker with respect to the child's or student's education.

DEFINITIONS:

1. **Cooperation -** people working together (co-operate) while working on selfish yet common goals; fuels peer-to-peer systems and distributed networks.

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2.   **Collaboration -** working or acting together (co-labor) on a single shared   goal, for a common purpose or benefit.
3.   **School Community -** the various individuals and groups that are invested in the welfare and vitality of a school and its community.
4.   **Community -** a group of people living in a particular area that support each other.
5.   **Partner -** one of two or more persons and organizations working together to construct a plan of action for achievement of goals defined in the charter, and to put that plan in motion motivated by a common vision and mission.
6.   **Ambassador -** an individual that represents the school within the school community and the community at large, advocates for the school, shares information about the school, and actively supports the school.
7.   **Advocate -** a person who speaks or writes in support of person, cause, or organization, in this case CAPE.
8.   **Loco parentis -** in the place of a parent, the legal responsibility of a person or organization to take on some of the functions and responsibilities of a parent.

GUIDELINES
9.   The purpose of this policy is:
                •to define the role of the parent;
                •to define the parent's responsibilities within the school community;
                •to define the parent's behavioural expectations.
10.   This policy applies to parents or any person acting in loco parentis.
11.   The CAPE Charter Board requires the parent to take an active role in the child/student's success by engaging within the school community in any or all of the following:
        11.1 be aware of relevant current issues in education and, if possible, contribute to the provincial conversation;
        11.2 understand the educational philosophy and principles that are foundational to the CAPE program as defined in the CAPE charter (2015);
        11.3 participate in the decision-making process at the Board of Directors level or the School Council;
        11.4. participate in guided conversations to inform decision-making at all levels within the school community;
        11.5 provide feedback to inform decision-making at all levels within the school community;

11.6 support the child/student's pursuit of personal and academic goals by:
    11.6.1 ensuring regular attendance;
    11.6.2 supporting the child/student compliance with behavioural expectations;
    11.6.3 supporting the child/student compliance with learning expectations;
    11.6.4 engage in student-centered collaborative decision-making regarding the child/student's education program.
11.7 be a role model for life-long learning and engagement for all members of the school community, especially the children/students;
11.8 support the school community in whatever role the parent is comfortable assuming such as guest speaker, field trip chaperone, activity organizer, fundraiser, to name only a few;
11.9 advocate in support of the school;
11.10 be a CAPE ambassador.
12. The Superintendent or designate will ensure that procedures are developed to expand on this policy and that all parents are aware of the content of this policy.

References:
Education Act
CAPE charter 2020
Canadian Human Rights Act
The Inclusive Education Policy Framework

Guide to Education

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