

ADMINISTRATIVE PROCEDURE

General Administration

Cooperating with Local Law Enforcement or
Child Family Services

GEN #11

Revised: October 2025

Background

The Board's [Workplace Health and Safety Policy](#), states that the Board delegates to the Superintendent the responsibility for implementing and maintaining a health and safety program consistent with the Occupational Health and Safety Act, Regulations and Code, and other relevant legislation. As a means to promote safety and support our staff in navigating these situations, this administrative procedure will address the procedures that will be adhered to when local law enforcement or social services arrive on site.

Procedures

1. When local law enforcement attends the school to arrest a student, school administration should:
 - 1.1. In non-emergency circumstances, discuss with local law enforcement alternatives to arresting the student in school.
 - 1.2. If an arrest is to be made, in the interest of the student's privacy discuss with local law enforcement the most discreet/least disruptive procedure for arresting the student.
 - 1.2.1. Unless there is a compelling safety reason, administrators should consider personally retrieving the student, rather than having him or her arrested in front of a class or other students.
 - 1.3. Notify Division Office who will provide further guidance.
2. Disclosure of Personal Information to Law Enforcement.
 - 2.1. Law enforcement may request information regarding students as part of an investigation. CTR Catholic must determine whether the requested information whether the disclosure is permitted under the Access to Information Act (ATIA) and the Protection of Privacy Act (POPA).
 - 2.2. Permitted Disclosure POPA, s.13(1)(p,cc,ee) ATIA, s. 37(1)(a): ATIA/POPA permit disclosure of personal information to a law enforcement agency in Canada if it is required to assist in an investigation that is:
 - 2.2.1. undertaken with a view to a law enforcement proceeding, or
 - 2.2.2. from which a law enforcement proceeding is likely to result,
 - 2.2.3. information about a risk of significant harm to the environment or to the health of safety of the public, of the affected group of people, of the person or of the applicant
 - 2.3. The Superintendent / designate will determine the response to a disclosure of information requests.
 - 2.4. The Superintendent / designate will confirm that the request by law enforcement has been made under ATIA and POPA and reference this confirmation information in the response to law enforcement.
3. When local law enforcement attends the school and requests to interview a student in the course of an investigation, school administration shall:
 - 3.1. Contact the Superintendent, or designate, for guidance.

- 3.2. Understand that, as a matter of law, in non-exigent circumstances (urgent/emergency situations, for example a bomb threat or person with a weapon) local law authorities do not have a right to conduct their investigations on school property during school hours.
- 3.3. Understand that there are circumstances where permitting interviews is in the best interests of the Board and its students, and that in other circumstances this assistance could be problematic and may need to be denied.
- 3.4. Ask the law enforcement officer to explain, in general terms, how this matter is connected to the school, and use your judgment and the following guidelines to make a decision about whether to assist with the investigation.
 - 3.4.1.1. If the matter is somehow connected to the school, or if holding the interview on school premises during school time would serve the best interests of the school or the safety/well-being of the student in question, the principals should consider permitting the interview. Examples of such circumstance may include a student being investigated for engaging in an afterhours fight with another student at the school; a student is being interviewed as an alleged victim; or a group of students are being interviewed as alleged shoplifters at a local store during lunch time on a school day.
 - 3.4.1.2. If the matter is not connected to the school, or the safety/well-being of the student in question or other students at the school, or if the interview would needlessly disrupt the educational environment, the administrators should consider declining the interview. In this case, school administration may ask law enforcement to conduct their business after school hours and off of school grounds. Examples may include a student being investigated for a public complaint about dangerous driving on the weekend; a student being investigated for a vandalism incident occurring on town property in the evening; or a student being questioned as a witness to a crime in the community.
 - 3.4.1.3. Understand that if school administration chooses to allow such an investigation, they should tell law enforcement that they plan to contact parents/legal guardians immediately, and shall promptly contact the child's parents/legal guardians to advise them of the request for an interview of the child and invite them to be present, in person or by speaker phone. The administrator should also advise local law enforcement that they will ask them to respond to any questions the parents may have, and update the parents on any potential next steps on the investigation.
 - 3.4.1.4. School administration should use their discretion in granting or not granting the interview if the parents/legal guardians are not available. Administrators shall take detailed notes of all attempts made to contact the parents/legal guardians. If the interview proceeds, it is expected that law enforcement ensures students know their rights under the *Youth Criminal Justice Act*.
 - 3.4.1.5. Understand that the administrator has no automatic right or responsibility to be present for the interview. Prior to deciding on requesting to "sit in" as a silent observer of the interview, the administrator should contact the Superintendent, or designate for guidance. If the police or the student does not consent, the administrator may reconsider permitting the interview being done on school premises/school times.
 - 3.4.1.6. School administrators should not agree to act in the place of a parent/legal guardian during the interview or permit another faculty member to do so. They should not offer students legal advice or permit another faculty member to do so.
4. When Child and Family Services come to the school and make a request to interview or apprehend a student in the course of an investigation, school administration should:
 - 4.1. Ask for identification.
 - 4.2. Contact the Superintendent, or designate, for guidance.
 - 4.3. Allow the Child and Family Services worker to interview the student while maximizing privacy.

- 4.4. If requested, allow Child and Family Services to apprehend the student while maximizing privacy.
- 4.5. Cooperate fully answering all questions Child and Family Services may have to the best of your ability and allowing them to speak with anyone employed by the school to further their investigation.
- 4.6. Not contact the parents as this is the role of Child and Family Services. The administrators should clarify with the case worker when contact with the parents/legal guardians will be made, particularly when an investigation commences near the end of a school day and the child's return home may be delayed because an investigation is still incomplete.
- 4.7. Not discuss the matter with the parents/legal guardians, instead, refer them to the Child and Family Services agents that conducted the investigation.
- 4.8. Not sit in on the interview, unless deemed necessary by the superintendent or designate.
- 4.9. Not disclose whether or not the original referral was made by administration or a school employee. (Please see the Appendix for guidelines on reporting abuse.)

Appendix - Children and Family Services **What is Child Abuse and How to Report it**

Purpose

The purpose of this appendix is to define child abuse and neglect and to outline the legal and procedural responsibilities for reporting suspected abuse or neglect in accordance with Alberta legislation and policy.

Definitions — What Is Child Abuse?

Child abuse (also referred to as maltreatment) includes actions or omissions that endanger a child's physical, emotional, or psychological development. The main categories include neglect, emotional abuse, physical abuse, sexual abuse, and exposure to violence.

- **Neglect**

Neglect is the failure to provide basic necessities such as food, clothing, shelter, hygiene, medical care, or protection. It also includes failure to meet a child's emotional needs for affection and belonging. When such failure seriously harms or endangers development, it constitutes neglect.

- **Emotional Abuse**

Emotional abuse may take the form of persistent patterns of behaviour that harm a child's self-worth or emotional well-being. This includes verbal attacks, humiliation, rejection, threats, exposure to domestic violence, forced isolation, or causing chronic fear. Emotional abuse usually occurs over time rather than as a single act.

- **Physical Abuse**

Physical abuse is the intentional use of force that results in injury or the risk of injury. This may include hitting, kicking, choking, shaking, burning, or throwing objects. The *Criminal Code of Canada* limits the use of force on children to that which is "reasonable" and used only for corrective purposes.

- **Sexual Abuse / Exploitation**

Sexual abuse includes any sexual activity or behaviour involving a child, including touching, intercourse, exposure, or exploitation. Perpetrators may be parents, caregivers, relatives, acquaintances, or strangers.

- **Exposure to Violence / Domestic Conflict**

Exposure to severe domestic violence or conflict in the home can cause significant emotional and psychological harm to children even when they are not directly abused.

Contributing Factors

Factors that may increase the risk of child abuse or neglect include, but are not limited to:

- Family stressors such as poverty, unemployment, or housing instability.
- Parental mental health issues or substance abuse.
- Lack of parenting skills, social isolation, and limited supports.
- A history of abuse or trauma in the family.
- Domestic violence in the household.
- Multiple caregiving responsibilities or family crises such as separation or death.

Responding When a Child Discloses Abuse

When a child discloses possible abuse or neglect:

- **Listen carefully** and allow the child to speak in their own words.
- **Remain calm and neutral**—avoid shock, anger, or judgment.
- **Do not ask leading or probing questions.**
- **Support and validate** the child's feelings and reassure them they are not to blame.
- **Tell the child** you must share this information with someone who can help.
- **Document immediately**—record the child's words, your observations, dates, times, and relevant details.

Reporting Suspected Child Abuse or Neglect

- In Alberta, any person who has **reasonable and probable grounds** to believe that a child is in need of intervention is **legally required to report**.
- Proof is not required; a reasonable suspicion based on observation or disclosure is sufficient.
- Reports are made to **Child Intervention Services**, available 24 hours a day at **1-800-638-0715**.
- If a child is in **immediate danger**, call **911**.
- Reports made in **good faith** are protected under Alberta law.
- Failure to report suspected abuse may result in penalties under the *Child, Youth and Family Enhancement Act*.

After a Report

- Child Intervention will review the report to determine if the child is in need of intervention and what supports or protective actions are required.
- The reporter may be contacted for additional details.
- Confidentiality must be maintained; information is shared only as necessary to protect the child.
- The safety and well-being of the child are the primary considerations.

Roles and Responsibilities

- **All Employees** – Must be familiar with this procedure and act promptly when abuse or neglect is suspected.
- **Administrators and Supervisors** – Ensure staff awareness, training, and compliance.
- **Designated School Contacts** – Support staff in making reports and liaise with Children’s Services.
- **Documentation** – Keep all records confidential and stored securely.

Legislative Reference:

Child, Youth and Family Enhancement Act (RSA 2000, c. C-12)

Criminal Code of Canada (R.S.C., 1985, c. C-46)

Education Act (SA 2012, c. E-0.3)

Other References:

Government of Alberta (2005). *Responding to Child Abuse: A Handbook*. Edmonton, AB: Alberta Children’s Services.

Government of Alberta (2024). *What Is Child Abuse, Neglect and Sexual Exploitation; Preventing Child Abuse – Information for Educators; and After Child Abuse and Neglect Is Reported*. Retrieved from <https://www.alberta.ca/what-is-child-abuse-neglect-and-sexual-exploitation>