

Note: At the February 24, 2011 Board Meeting, Policy and Procedure #668.0, Safe, Caring and Supportive Schools was approved for implementation and circulation as a Working Document for one year. It is now the official policy of the Board. A one-year review is scheduled for March 2012. Any questions, comments or feedback are welcome and should be directed to Assistant Manager, Board and Trustee Services Lisa Reinhardt at lisa.reinhardt@yrdsb.edu.on.ca or 905-727-0022 ext. 2217.

WORKING DOCUMENT



Board Policy #668.0

Safe, Caring and Supportive Schools

Document Integration Format

Policy Statement

It is the policy of the York Region District School Board to promote safe and supportive school and work environments in order to optimize student and staff learning, safety and effectiveness. Specifically, York Region public schools and workplaces are directed to focus on safety, responsible citizenship and civility as defined by the standards of behaviour for the province of Ontario in the Provincial Code of Conduct, and the Board's Respectful Workplace and Learning Environment Policy and Procedure. Safe and supportive learning cultures are at the heart of all of the Board's efforts to promote student achievement and well being, and in turn, student success.

The Board recognizes that discipline of students begins at home with parents who are the first and primary educators for their children. This includes responsibility for social development, behaviour and discipline. The Board encourages a partnership with parents in the support of students' social, emotional and academic growth.

For most students, effective school discipline is ensured through student engagement in interesting and challenging programs that meet individual needs. Clear behavioural expectations support student engagement and are based on meaningful communication between students, parents or adult students and the school. In reinforcing appropriate behaviour, the Board supports principals, teachers and support staff in the use of a continuum of positive practices that strive to teach, promote and reinforce positive and productive behaviours while providing predictable and supportive consequences to behaviours that are identified as being inappropriate. It is the intent in all situations involving aggression to achieve fairness in consequences for the aggressor and support for the victim. Information will be shared with the victim and parents of the victim to the extent that legislation allows.

The Board embraces a progressive approach to discipline in schools. In partnership with parents and the community, the development of good character, cultural proficiency, and appropriate social skills that build healthy relationships is the priority.

Where inappropriate behaviour persists, ongoing interventions may be necessary to promote and sustain positive student behaviour and address underlying causes of these behaviours. The Board recognizes that responses to inappropriate behaviours must take into account mitigating factors, the nature and severity of the behaviours, and the impact on school climate as required by the Education Act and set out in Ontario Regulation 472/07. The environment in which a child learns may change to meet the needs of the individual student and the school community where inappropriate behaviour persists. The Ontario Human Rights Code overrides this policy and procedure in all instances.

Legislative Context

Education Act

Definitions

Bullying

Bullying, as defined by the Ministry of Education is “typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.”

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell-phones, text messaging, Internet websites, or other technology).

Children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psycho-social problems that may extend into adolescence and adulthood. (*Ministry of Education, PPM 144*)

Bullying:

- adversely affects a student's ability to learn;
- adversely affects healthy relationships and the school climate;
- adversely affects a school's ability to educate its students; and
- will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on school climate.

Consideration of Mitigating and Other Factors

The consideration of mitigation and other factors, as outlined in the *Education Act*, is part of a progressive approach to discipline in schools.

Mitigating factors are circumstances that would lessen the responsibility of an individual for assuming the consequences of their actions and therefore lessen the severity of the disciplinary consequences flowing therefrom. They are of an explanatory or contributory nature which helps to understand the “interaction between students and the environment – on influences in the environment that may cause appropriate or inappropriate behaviour.” (*Caring and Safe Schools in Ontario*)

The following mitigating factors shall be taken into account regarding decisions to suspend and/or expel:

- the student does not have the ability to control his or her behaviour;
- the student does not have the ability to understand the foreseeable consequences of his or her behaviour; and/or
- the student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

The following other factors shall be taken into account if they would modify the seriousness of the activity for which the student may be or is being suspended or expelled:

- the student's history;
- whether a progressive discipline approach has been used with the student;

- whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
- how the suspension or expulsion would affect the student's ongoing education;
- the age of the student;
- in the case of a student for whom an individual education plan has been developed;
 - whether the behaviour was a manifestation of a disability identified in the student's individual education plan,
 - whether appropriate individualized accommodation has been provided, and
 - whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct;
- whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school; and/or
- if the student's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate.

Progressive Discipline

The Board strives to provide responsive services that are developmentally and contextually appropriate with supports for each student.

Progressive discipline is a process which includes information gathering about the problem behaviour, and the consideration of mitigating factors and circumstances. Decision making follows about how to respond and support the student in a variety of ways, and in a manner that promotes and reinforces positive and productive behaviour.

Progressive discipline "...refers to a "whole school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours." Specifically, this means that "When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports and consequences that are developmentally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make good choices." (Ontario Ministry of Education, 2009) (*Caring and Safe Schools in Ontario*)

Progressive discipline is a whole school approach that includes an assessment data gathering process about school climate. This process seeks to identify characteristics of problem behaviour in order to make decisions about whole school interventions, targeted group interventions, and resourcing with individual students.

Progressive discipline includes a tolerance for behavioural errors. It is intended to provide corrective responses for inappropriate behaviour in order to support the learning and reinforcement of positive behaviours. The underlying premise of any response to inappropriate behaviour in a progressive discipline framework is to develop appropriate alternative behaviours to those that are inappropriate, and then promote those behaviours. Consequences in response to inappropriate behaviours must be outlined ahead of time so they are understood by the student.

Progressive discipline includes a wide range of positive practices to teach, reinforce, and address behaviour. These span the continuum from universal to targeted and intensive interventions. The range of responses to behaviour at school will include:

- positive behavioural supports;
- peer mediation, counseling;
- withdrawal of privileges and/or withdrawal from class;
- detention;
- restitution; and/or
- restorative practices (along a continuum that might include restorative conversations, restorative circles, etc.).

Suspension

A student who is suspended from a school is not permitted to attend any York Region District School Board facility, including all school buildings, grounds, school buses, school functions, activities and trips, except for the purposes of attending an alternative to suspension program. A suspension may be for a period of up to 20 days.

A student only suspended from day school may continue attending Continuing Education classes. A student only suspended from Continuing Education classes may continue attending day school classes.

Where a student has committed one or more of the infractions outlined below on and/or off school property, during a school-related activity or event, and/or in circumstances where the infraction has a negative impact on the school climate, the principal may consider suspension as part of a continuum of developmentally sound and appropriate interventions.

These infractions include:

1. uttering a threat to inflict serious bodily harm on another person;
2. possessing alcohol or illegal drugs;
3. being under the influence of alcohol;
4. swearing at a teacher or at another person in a position of authority;
5. committing an act of vandalism that causes extensive damage to school property at student's school or to property located on the premises of the student's school;
6. bullying;
7. any act considered by the principal to be injurious to the moral tone of the school including the use of homophobic comments;
8. any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; and/or
9. any act considered by the principal to be contrary to the School Code of Conduct.

A student may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

Suspension and Possible Recommendation for Expulsion

An expelled student is expelled from all Board schools, including all Board facilities, grounds, school buses, school functions, activities and trips, except for the purposes of attending a program for expelled students. An expulsion may be for a period of at least 21 days and until such time as the student successfully completes the program for expelled students.

A principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate::

1. possessing a weapon or replica weapon, including possessing a firearm;
2. using a weapon to cause or to threaten bodily harm to another person;
3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. committing sexual assault;
5. trafficking in weapons or illegal and/or restricted drugs;
6. committing robbery;
7. providing alcohol to a minor;
8. an act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
9. a pattern of behaviour that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others;

10. activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
11. activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
12. the student has demonstrated through a pattern of behaviour that she/he has not prospered by the instruction available to him or her and that she/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; and/or
13. any act considered by the principal to be a serious violation of the School Code of Conduct.

When a pupil is suspended for one of these reasons, the principal shall conduct an investigation to determine whether to recommend to the Board that the pupil be expelled. In considering whether to recommend to the board that the pupil be expelled, a principal shall take into account any mitigating or other factors. The principal shall make these decisions in consultation with the appropriate supervisory officer.

Responsibilities

The Board of Trustees is responsible for:

- establishing a Board Safe and Supportive School policy and ensuring that it is reviewed as required;
- ensuring that a Board Code of Conduct is developed and reviewed as required;
- considering the input from parents and community members in order to obtain their commitment and support regarding the policy;
- establishing a student discipline committee which conducts student hearings regarding suspension appeals and recommendations for expulsions from York Region District School Board schools and decision making thereon;
- supporting positive discipline practices, effective intervention strategies and appropriate responses to infractions of the standards of behaviour; and
- ensuring that opportunities are provided for all staff and related stakeholders to acquire awareness, knowledge, skills, and attitudes necessary to develop and maintain a safe and supportive learning and teaching environment, including an understanding of the use of mitigating circumstances and the tenets of progressive discipline.

The Director is responsible for:

- ensuring that the Safe, Caring and Supportive Schools Policy is reviewed and updated per the Boards policy review cycle or as required;
- working with supervisory officers to ensure that appropriate training occurs for the Policy and for its implementation for all members of the community; and
- promoting the spirit and intent of Safe, Caring and Supportive Schools among internal and external stakeholders.

Superintendents are responsible for:

- ensuring that a training strategy is implemented regarding positive discipline practices for all administrators, teachers and school staff;
- engaging community agencies as appropriate;
- receiving and reviewing documents regarding suspensions, suspension appeals and expulsions; and
- ensuring that due process is fulfilled as per their duties under the *Education Act*.

Superintendents and principals are responsible for:

- maintaining safe and orderly school climates for learning, teaching and working;
- developing and maintaining school codes of behaviour that align with the Provincial Code of Conduct and the Board Code of Conduct;
- facilitating the collection and analysis of data relating to inappropriate or unsafe behaviour;

- developing and implementing programs which are geared to the prevention and intervention of disrespectful, inappropriate and bullying behaviour and promotion of pro-social behaviour in schools and off school property where the school climate may be negatively affected;
- implementing positive discipline practices, effective intervention strategies that take mitigating circumstances into account and appropriate responses, including those that are restorative in nature, to infractions of the standards of behaviour; and
- the application of fair and due process for all stakeholders involved in supporting student behaviour and student discipline.

Senior Manager of Administrative Services is responsible for:

- ensuring that school bus operators/drivers are aware of and compliant with the Board's policy and procedure.

Principals are responsible for:

- developing school plans which address the social, emotional and academic development of its students including the prevention of and intervention in situations of respectful, inappropriate and bullying behaviour in schools and off school property where the school climate may be negatively affected;
- establishing a Positive Climates for Learning Team;
- consistently addressing behaviours that are contrary to the Provincial, Board and School Codes of Conduct;
- applying developmentally appropriate interventions, supports, and consequences including learning opportunities to reinforce positive behaviours consistent with School Codes of Conduct and help students make good choices;
- ensuring that student learning needs, appropriate accommodations, and modifications are being addressed for students with an Individual Education Plan;
- facilitating the development of a Safety Plan to address inappropriate or unsafe behaviour;
- for students with special education needs, applying interventions, supports, and consequences consistent with the expectations of the Individual Education Plan and/or Safety Plan and considering all mitigating and other factors;
- reviewing expectations and standards of behaviour with students and staff;
- sharing safe and supportive schools information with students, staff, parents, volunteers, and community members annually, at a minimum;
- providing opportunities for staff to build capacity in effective prevention/intervention strategies;
- facilitating the use of de-escalation strategies for all school staff to address inappropriate or unsafe behaviour (e.g., CPI – Crisis Prevention Institute training);
- developing approaches to student discipline which are restorative in nature to help students, staff and community members build strong relationships;
- attending to the needs and interests of those who have been harmed by inappropriate behaviour; and
- implementing a range of progressive discipline, including suspensions and recommendations for expulsion where appropriate.

Teachers are responsible for:

- developing inclusive, respectful, safe, caring and engaging learning environments;
- role modeling the positive behaviours expected in the classroom;
- positive, clear and regular communication regarding behavioral expectations with students and parents;
- using fair and progressive classroom management strategies;
- addressing student learning needs and appropriate accommodations and modifications as outlined in Individual Education Plans;
- working collaboratively with the school multi-disciplinary team to develop appropriate interventions for students as needed;
- supporting the collection and analysis of data relating to inappropriate or unsafe behaviour;
- implementing strategies to prevent disrespectful, inappropriate and bullying behaviour in schools and to intervene appropriately;

- using de-escalation strategies to address inappropriate or unsafe behaviour (e.g., CPI – Crisis Prevention Institute training); and
- using teaching and learning practices which are positive and restorative in nature and which promote strong student achievement and well being.

Support Staff are responsible for:

- working in partnership with teachers and principals to develop inclusive, respectful, safe, caring and engaging learning environments;
- role modeling the positive behaviours expected;
- positive and clear communication regarding behavioural expectations with students and parents;
- supporting the implementation of strategies to prevent disrespectful, inappropriate and bullying behaviour in schools and to intervene appropriately;
- supporting the collection and analysis of data relating to inappropriate or unsafe behaviour;
- using de-escalation strategies to address inappropriate or unsafe behaviour (e.g., CPI – Crisis Prevention Institute training);
- supporting the development of Individual Education Plans and Safety Plans; and
- supporting the use of teaching and learning practices which are positive and restorative in nature and which promote strong student achievement and well being.

Students are responsible for:

- their own behaviour and compliance with the School Code of Conduct;
- actively participating in prevention and intervention of disrespectful, inappropriate and bullying behaviour in schools and off school property where the school climate may be negatively affected;
- working in partnership with teachers and parents to maintain inclusive and engaging learning environments; and
- diligently working to achieve their academic potential through demonstrating positive, respectful, inclusive and responsible behaviour.

Parents and Community Partners are responsible for:

- their own conduct and adherence to the standards of behaviour as set out in the Provincial Code of Conduct and the Board's Respectful Workplace and Learning Environment Policy and Procedure;
- role modeling positive behaviour for their children;
- working in partnership with York Region DSB staff to help students reach their academic and social potential;
- supporting the prevention and elimination of disrespectful, inappropriate and bullying behaviour in our schools and communities;
- reinforcing and supporting positive behavioural expectations for students in schools and in our community; and
- supporting school staff in the promotion of student achievement and well being.

Department

Education and Community Services

Policy History

Approved 1998

Amended 1999

Amended 2002

Amended 2009

Amended 2010

Revision Drafted February 8, 2011

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.



Board Procedure #668.0

Safe, Caring and Supportive Schools

Document Integration Format

This procedure outlines how the Board's Safe and Supportive Schools Policy will be implemented in support of the York Region District School Board's goal of student achievement and well being.

Responsibilities

Superintendents shall:

- communicate policy and procedures to students, parents, staff, transportation providers, Board advisory committees and School Councils;
- provide training in student progressive discipline for board staff;
- ensure that all members of the school community will be provided an opportunity to increase their knowledge and understanding of issues as homophobia, gender-based violence, sexual harassment, inappropriate sexual behaviour, critical media literacy, and safe Internet use;
- ensure that support is provided to students who wish to participate in gay-straight alliances and other student-led activities that promote understanding and development of healthy relationships;
- ensure that schools provide a list of community agencies that can give support;
- ensure that the Board and school administrators consider mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07;
- create School Climate Surveys for distribution to schools every two years;
- ensure that each school has established a Safe Schools Teams/Positive Climates for Learning Team (PC4L Team);
- respond to parents who feel that the measures taken by the school to protect their child are not sufficient;
- ensure a school climate survey of students is conducted every two years and that the survey will include questions on bullying/harassment related to homophobia, gender-based violence, and sexual harassment;
- ensure that when administrators are out of the school and delegate authority, they use the delegation of authority form provided by the board;
- assist schools in maintaining safe and orderly school climates for learning, teaching and working;
- work with principals to develop and implement strategies with a focus on the prevention of disrespectful, inappropriate and bullying behaviour, on intervention and on promotion of pro-social behaviour in schools and off school property where the school climate may be negatively affected;
- support the implementation of positive discipline practices, effective intervention strategies and appropriate responses, including those that are restorative in nature, to infractions of the standards of behaviour;
- ensure procedures that allow students to report bullying incidents safely and that minimize the possibility of reprisal;
- ensure support for *all* students involved in the bullying incident; this includes safety plans to protect victim(s) and a process for parents to follow if they are not satisfied with the supports that their children receive;
- implement a training strategy regarding positive discipline practices for all principals, vice principals, teachers and school staff;
- ensure the application of fair and due process for all stakeholders involved in supporting student behaviour and student discipline;
- work with schools to provide advice and recommendations for dealing with inappropriate behaviour;

- receive and review documents regarding suspensions, suspension appeals and expulsions; and
- ensure that due process is fulfilled as per their duties under the *Education Act*.

Senior Manager of Administrative Services shall:

- ensure that school bus operators/drivers are aware of and compliant with the Board's policy and procedures; and
- ensure that reporting requirements are reflected in the Transportation Policy and contract.

Principals and Vice-Principals shall:

- establish a Positive Climates for Learning (PC4L) Team to develop a school plan for establishing a positive climate for learning and implement a school-wide progressive discipline plan that is consistent with the policies and procedures of the Board;
- delegate authority using the delegation of form provided by the Board;
- develop and maintain a School Code of Conduct with staff, students and parents that is consistent with the expectations in the Provincial Code of Conduct;
- develop a progressive discipline policy, employ practices that are positive and restorative in nature and a continuum of progressive discipline, interventions, supports and consequences that are consistent with the Board's prevention and early intervention strategies;
- develop and communicate a school bullying prevention and intervention strategy annually, as part of the school plan for continuous improvement and a response protocol for their school in partnership with staff, students and parents in their school community through the Positive Climates for Learning Team to the school community;
- communicate the School's Code of Conduct, progressive discipline policy, bullying prevention and intervention strategies, and fair notice information regarding threat assessment annually to the school community;
- provide for ongoing dialogue with parents on student achievement and behaviour, and involve victims and parents of victims in dialogue around measures taken to support and protect the victim;
- inform parents/guardians who are not satisfied with measures taken to support and protect their child who is the victim, that they may contact the superintendent;
- ensure that all students, school staff, parents, volunteers and community agencies such as child care and before-and-after school program providers are aware of the Board's Safe and Supportive Schools Policy through dialogue and information sharing;
- provide opportunities for staff and students to become partners in the process of improving school climates and building healthy relationships such as leadership in character development, peer mediation, restorative approaches and mentorship;
- work in partnership with parents and community members such as York Regional Police to ensure a safe and supportive learning environment;
- establish a Positive Climates for Learning Team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner, and the principal. The team must have a staff chair. An existing school committee can assume this role (e.g., an existing safe schools committee, etc.);
- conduct an anonymous school climate survey of their students every two years, share the climate survey results with their Positive Climates for Learning teams and build strategies into the school improvement plans to improve the school climate regarding issues identified through their climate surveys;
- create a risk/threat assessment school team as outlined in the Threat Assessment Protocol trained to respond to the need for a threat assessment;
- use the most appropriate response, as outlined in the Board's Safe and Supportive Schools policy, to respond to a student's behaviour;
- ensure that, for students with special education needs, interventions, consequences, and supports must be consistent with the expectations in the student's Individual Education Plan and/or Safety Plan if applicable;
- utilize a range of interventions, supports, and consequences;
- consider mitigating or other factors when considering progressive discipline or other discipline options to address an inappropriate behaviour including;

- the student's ability to control his or her behaviour,
- the student's ability to understand the foreseeable consequences of his or her behaviour, and
- whether the student's continuing presence in the school creates an unacceptable risk to the safety of any other individual at the school;
- assess the extent that factors relating to the student committing the offense mitigate the consequences given the seriousness of the activity for which the student may be or is being suspended or expelled;
 - the student's history,
 - whether a progressive discipline approach has been used with the student,
 - whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment,
 - how the suspension or expulsion would affect the student's ongoing education,
 - the age of the student,
 - in the case of a student for whom an Individual Education Plan has been developed,
 - whether the behaviour was a manifestation of a disability identified in the student's individual education plan,
 - whether appropriate individualized accommodation has been provided, and
 - whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct, and
 - whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school; and/or
 - if the student's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate;
- consult the parents and the superintendent of schools as appropriate when considering progressive discipline to address an inappropriate behaviour;
- document the use of elements of progressive discipline to assist in evaluating the effectiveness of individual actions and the consideration of mitigating factors;
- employ the Board's Threat Assessment Protocol as required in assessing the needs of students identified as being at high risk of violent behaviours; and
- ensure that a student attending an alternate suspension program is not engaging in school related activities, where the program is on school property.

Teachers and other staff who support students in a school or classroom shall:

- work in partnership with principals and staff to develop inclusive and engaging learning environments;
- develop inclusive and engaging learning environments;
- role model the positive behaviours that are expected in the classroom;
- have positive, clear and regular communication regarding behavioral expectations with students and parents;
- use fair and progressive classroom management strategies;
- implement strategies geared to prevent bullying;
- respond constructively to behavioural issues, making a comprehensive effort to understand challenges faced by all students, especially those students with Individual Education Plans;
- assess student behaviour and the effectiveness of existing supports and interventions in order to develop a response that takes into account mitigating circumstances and factors that may have influenced behaviour;
 - access the school multi-disciplinary team to address student needs;
- use/support teaching and learning practices which are positive and restorative in nature and which promote strong student engagement and build healthy and strong relationships; and
- sign the delegation of authority form when accepting delegation of authority delegated by the principal

Department

Education and Community Services

Procedure History

Revised 2002

Amended 2009

Amended 2010

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