CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

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Title of Administrative Procedure:

Progressive Discipline

Date Approved:

April 2, 2024

Projected Review Date:

April 2029

Directional Policy Alignment:

The Administrative Procedure aligns with the Safe, Inclusive, and Healthy Schools Directional Policy. The purpose of this policy is to provide a healthy, safe, inclusive, accepting, and secure learning environment for students and staff.

Alignment with Multi-Year Strategic Plan:

The Progressive Discipline Administrative Procedure supports our mission to ensure that the voices of students, families, staff, parishes, and community members are represented. This Administrative Procedure supports the four tenets of believing, protecting, learning, and nurturing. The Board is committed to the safety and well-being of our students. This vision calls the Board to these Strategic Priorities:

CDSBEO Strategic Plan 2020-2025

Purpose

As a Catholic Community, it is our purpose to create communities of peace which respect individuality and celebrate harmony. Schools within the Catholic District School Board of Eastern Ontario (CDSBEO) strive to promote and develop responsible behaviour based on Gospel values and shared discipleship. The Catholic Graduate Expectations serve to enhance our common vision in promoting responsible behaviour and productive citizenship in each of the pupils of the Catholic District School Board of Eastern Ontario.

The Catholic District School Board of Eastern Ontario is committed to ensuring schools are safe, welcoming, inclusive, and accepting to support a learning environment where every student can reach their full potential. As such, this procedure establishes a framework to enable, support and maintain a positive school climate.

A positive school climate exists when all members of the school community feel safe, included, accepted, and actively promote positive behaviours and interactions. Furthermore, a safe, inclusive, and accepting climate and a culture of mutual respect is supported when principles of equity and inclusive education are embedded in the learning environment.

A whole-school approach involving all members of the school community is required to ensure that schools are safe, inclusive, and accepting. It involves the development of respectful and caring relationships between staff, between students, and between staff and students. All aspects of school life are included in a whole-school approach, such as curriculum, school climate, teaching practices, policies, and procedures.

The Catholic District School Board of Eastern Ontario is committed to a process that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote and foster positive behaviour.

The Board's Progressive Discipline Administrative Procedure is rooted in the following principles:

a) To provide a caring and safe learning and teaching environment in which every student can reach their full potential.

b) To address all inappropriate student behaviour, including bullying.

c) To ensure that responses to student behaviour that are contrary to the Board's Code of Conduct are developmentally appropriate and applied in a consistent manner.

d) To apply progressive discipline in a manner that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviour.

e) To ensure the range of interventions, supports, and consequences used are clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviour and help students make good choices.

f) To foster prevention and early intervention strategies which are paramount to maintaining a positive school environment in which students can learn. Early intervention strategies will help prevent unsafe or inappropriate behaviours in a school and in school-related activities.

g) To ensure that information contained in the student's Individual Education Plan (IEP) shall be considered in the determination of interventions, supports, and possible disciplinary outcomes.

h) To ensure that all mitigating and other factors, as required by the Education Act, R.S.O. 1990, c E.2, as amended and as set out in applicable regulations, notably Ontario Regulation 472/07 – Behaviour, Discipline and Safety of Pupils, as well as Ontario Regulation 440/20 – Suspension of Elementary School Pupils are considered by all Board and school administrators.

Action Required

1.0 Promoting Positive Student Behaviour:

1.1 In accordance with the policies of the Ministry of Education and Board policies, schools under the direction of the Principal, will implement programs and activities that focus on the building of healthy relationships, the fostering of a safe, inclusive, and accepting learning environment; and development and enhancement of positive peer relations.

1.2 School-wide positive behaviour programs and strategies include but are not limited to:

a) providing students and staff with opportunities to actively engage and participate in leadership initiatives that involve: healthy relationships, peer relations, equity, and inclusive education, bullying prevention etc.;

b) developing skills for healthy relationships through the expectations of the provincial curriculum;

c) developing skills for healthy relationships through Religious and Family Life Education;

d) inclusion of bullying prevention strategies in classroom instruction and school activities;

e) inclusion of equity and inclusive education principles in classroom instruction and school activities;

f) promote awareness of diversity by inviting community partners and advocates to support students and families through participation in planning for student success when requested (i.e., intervention planning, case conferences, assessments of risk);

g) providing opportunities for students and staff to learn to recognize serious behaviours/incidents and various forms of bullying that have a negative impact on school climate in order to understand the actions that can be taken by those witnessing the behaviour;

h) participation in student leadership programs and school councils (i.e. athletic

councils, Catholic School Councils, Student Councils…);

i)   mentorship programs;

j)   student success strategies.

1.3 Student Led Activities

a)   The Board will support students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, acceptance of and respect for others, and the creation of a positive school climate, including activities or organizations that promote gender equity; antiracism; the awareness and understanding of, and respect for, people with disabilities; or awareness and understanding of, and respect for, people of all sexual orientations and gender identities, including organizations with the name "gay-straight alliance" or another similar name.

b)   The Board will support the establishment of an activity or organization in a school when there is at least one student who wants to establish and lead it, and the actions of the activity or group align with the promotion of a safe, inclusive, and accepting school culture.

c)   The name of an activity or organization must be consistent with the promotion of a positive school climate that is inclusive and accepting of all students in a Catholic school.

2.0 Progressive Discipline:

2.1 Appropriate action shall be consistently taken to address student behaviours that are contrary to the provincial and Board Code of Conduct and the Ontario Human Rights Code, R.S.O. 1990, c. H.19, as amended.

2.2 All schools will implement a progressive discipline approach to address inappropriate student behaviour.

2.3 The school will provide ongoing communication and actively engage in dialogue with parents/guardians regarding student behaviour and learning, and the progressive discipline approach. Moreover, schools are to actively encourage parent/guardian/caregiver participation in school activities/events.

2.4 When inappropriate behaviour occurs, disciplinary measures are to be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

2.5 Schools will use a range of interventions, supports, and consequences that are developmentally appropriate and include learning opportunities that reinforce positive behaviour.

2.6 Early intervention strategies will help prevent unsafe or inappropriate behaviours at school or during school related activities. Intervention strategies include but are not limited to:

   a) ongoing communication with parents/guardians;
   b) verbal reminders;
   c) discussion with a teacher, member of the support staff, vice-Principal or Principal;
   d) review of expectations and code of conduct;
   e) attendance/performance/ behaviour contracts;
   f) oral/written assignments with a learning component that requires reflection (i.e reflection sheet);
   g) volunteer service;
   h) conflict mediation;
   i) peer mentoring;
   j) referral to counselling; and
   k) restorative practices.

2.7 In some circumstances, short-term suspension may be appropriate. Where a more serious student incident occurs, a long-term suspension or expulsion may be required. In these instances, the Board will provide an alternate educational program.

2.8 When determining the most appropriate response to address inappropriate behaviour, schools will consider:

   a) the particular student and circumstances;
   b) the age/developmental age and grade of the student;
   c) the nature and severity of the behaviour;
   d) the impact on the school climate, including the impact on students or other individuals in the school community.

2.9   Principals will follow all relevant Provincial and Board Policies with respect to suspension and expulsion including those outlined in CDSBEO Administrative Procedures – 414 Suspension, Expulsion and Appeal. Furthermore, interventions and other consequences will follow a progressive discipline approach up to and including consideration of expulsion.

2.10 Mitigating factors and a culturally responsive approach must also be considered when determining the consequence of a given behaviour.

2.11 Schools will ensure that for students with special education needs, interventions, supports, and consequences align with the student's strengths and needs, as well as the program goals and learning expectations documented in their Individual Education Plan (IEP).

3.0   Responding and Reporting

3.1   Board employees must report serious student incidents to the Principal. The purpose of reporting serious incidents is to ensure that the Principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate. All reports made to the Principal, including those made verbally, must be confirmed in writing, using the Safe Schools Incident Reporting Form. The reporting form does not replace conversations between the employee and the Principal as communication and collaboration are important factors in meeting the needs of students.

3.2   An employee of the Board who becomes aware that a student at a school of the Board may have engaged in a serious student incident will report the matter to the Principal as soon as reasonably possible. The employee will consider the safety of others and the urgency of the situation in reporting the serious student incident, but, irrespective, must report it to the Principal no later than the end of the school day on which the serious student incident occurred or when the employee became aware of the serious student incident. Moreover, Board staff must report any student behaviour that is likely to have a negative impact on the school climate.

3.3   In addition, all Board staff who work directly with students – including administrators, teachers, support staff and others must respond to any student behaviour that is likely to have a negative impact on school climate - if in the employee's opinion it is safe to respond to it. Such behaviour includes serious student incidents and other disrespectful or inappropriate behaviour that occurs at any time on school property and/or at any school-related event, including virtual learning environments. The action of staff responding to incidents is to stop the behaviour and correct it so that the students involved understand and learn that it is unacceptable behavior and contravenes the provincial and Board Code of Conduct as well as the Board's policies and administrative procedures.

3.4 In addition to employees of the Board, third parties, specified below, who are under contract or agreement with the Board will report such incidents in writing to the Principal of the school.

      i.   school bus drivers in their transportation policies and contracts;

      ii.   employees and contractors as a condition in their agreements with third-party operators who are providing before- and/or after-school programs on the Board's property.

3.5 The Principal will investigate all reports submitted by Board employees. Once the investigation is complete, the Principal will communicate the results of the investigation to the teacher who made the report. If a Board employee who is not a teacher made the report, the Principal will communicate the results of the investigation to the individual if the Principal considers it appropriate. Communication between the Principal and school staff about the investigation and the results of the investigation is a shared responsibility and is an important factor in meeting student needs and collaboration in the school. The Principal will not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation and will comply with its obligations under applicable privacy legislation.

3.6 If the Principal decides that action must be taken as a result of an incident of bullying, they will file a copy of the reporting form with documentation indicating the action taken in the OSR of the student whose behaviour was inappropriate. The names of all other students that appear on the form – both other students who have engaged in bullying and students who have been harmed – will be redacted from the form before it is filed in the student's OSR. In the case of the student who has been harmed, no information about the incident must be placed in their OSR, unless that student's parents expressly request that it be placed in the OSR. In situations where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR. The form and documentation must be kept in the OSR for a minimum of one year.

3.7 In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student will report incidents of behaviour for which suspension or expulsion must be considered to the Principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship. They will also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective colleges/professions, matters that could result in the student doing physical, emotional, or psychological harm to themselves or to others.

3.8 Given their obligation to respond to serious student incidents and all inappropriate and disrespectful student behaviour that is likely to have a negative impact on the school climate, Board employees (including occasional employees) who work directly with students may need to know, for any particular student, those behaviour(s) that may present a potential risk of physical harm to school staff or students as documented as part of progressive discipline in the student's Ontario Student Record (OSR). Principals will share information documented in the OSR with Board employees who do not have access to the OSR, if disclosure is necessary, so that employees can carry out their duties, including their duty to respond to inappropriate and disrespectful student behaviour. In such cases, Principals will only share the necessary information pertaining to behaviour that may present risk of physical harm. Prior to disclosure, the Principal will inform staff that they must treat any information disclosed about a student or incident as confidential.

4.0 Notification of Parent(s)/Guardian(s)/Caregiver(s):

4.1 Following a serious incident, the Principal must notify the parent(s)/guardian(s)/caregiver(s) of the involved students, except in rare circumstances, and must invite parent(s)/guardian(s)/caregiver(s) to discuss support for their child.

4.2 Principals will disclose the following information to the parent(s)/guardian(s)/caregiver(s) of students who have been harmed:

   a) the nature of the activity that resulted in harm to the student
   b) the nature of the harm to the student
   c) the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity
   d) the supports that will be provided for the student in response to the harm that resulted from the activity

4.3 The Principal will notify the parent(s)/Guardian(s)/Caregiver(s) of students who have engaged in serious student incidents. Principals will disclose the following information:

   a) the nature of the activity that resulted in harm to the other student
   b) the nature of the harm to the other student
   c) the nature of any disciplinary measures taken in response to the activity
   d) the supports that will be provided for the student in response to their engagement in the activity

4.4 The Principal will not notify a parent/guardian/caregiver of a student if, in the opinion of the Principal, doing so would put the student at risk of harm from a parent of the student, such that notification is not in the student's best interest. When Principals have decided not to notify the parent/guardian/caregiver that their child was involved in a serious student incident, as described above, they will document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision. Principals will also, if they determine it is appropriate to do so, inform other Board employees of this decision. In addition, Principals may refer students to Board resources or to a community-based service provider that can provide the appropriate type of confidential support when their parent(s)/Guardian(s)/caregiver(s) are not called. In circumstances where Board employees have reason to believe that a student may be in need of protection, Board employees must call a Children's Aid Society according to the requirements of the Child, Youth and Family Services Act, 2017.

5.0 Support for Students

5.1. The Board will provide supports for all students who are affected by serious student incidents and other inappropriate behaviour, and for those who engage in these types of incidents, to assist them in developing healthy relationships, making choices that support continuing their learning, and achieving success. All Board employees must act in a timely, sensitive, and supportive manner when responding to students who have been impacted by serious incidents. Supports for students may include:

a) support provided by school-based employees of the Board (administrators, teachers, social workers, psychologist, support staff, etc.) through Board programs and personnel or through community-based service-providers or other professionals;
b) a range of resources individual to the student – from early prevention to more intensive interventions.

6.0 Professional Development / Partnerships:

6.1 The Board will provide professional development programs to educate teachers and education workers about the prevention of inappropriate behaviour and strategies for promoting a positive school climate.

6.2 School staff will have opportunities to explore curriculum connections related to bullying prevention; social and emotional skills; and critical and creative thinking skills to help students develop healthy relationships.

6.3 The Board will continue to promote strategies for staff to foster positive student behaviour and to address inappropriate behaviour.

6.4 The Board will provide training and other opportunities for staff to participate in equity and inclusive education with cultural awareness, sensitivity, and special education.

6.5 The Board will maintain and make available a list of community-based service providers.

6.6 The Board will partner with community-based organizations to facilitate the delivery of prevention, intervention, and response programs, the use of referral processes, and the provision of services and support.

7.0 Safe and Accepting School Teams

7.1 Schools will have in place a Safe and Accepting School team responsible for fostering a safe, inclusive, and accepting school climate. An existing school committee may fulfill the functions of this committee.

7.2 The Safe and Accepting Schools team will analyze school specific data from the school climate survey, collaborate to discuss and develop school-specific initiatives related to bullying prevention and intervention, positive student behaviour, and other duties in support of fostering a learning environment that is safe, caring and accepting.

7.3 It is encouraged that one member of the Safe and Accepting Schools team be a member of the Catholic School Council.

8.0 Monitoring and Review:

8.1 To ensure the efficacy of Board policy and procedures, the following mechanisms will be implemented:
   a) once every 2 years, the Board will conduct school climate surveys and the Anti-Racism Act (ARA) Demographic Survey of students, staff, and parents/guardian(s)/caregiver(s);
   b) schools will monitor the effectiveness of practices in relation to the maintenance of a positive school climate for learning; and
   c) review the outcome of the school climate survey with their school's Safe and Accepting Team to build strategies into school improvement plans to improve the school climate

Responsibilities

The Board of Trustees is responsible for:

● Ensuring alignment of this administrative procedure with the Safe, Inclusive and Progressive Schools Directional Policy.

● Reviewing the Progressive Discipline Administrative Procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

● Providing leadership and designating resources to ensure the implementation of and compliance with this administrative procedure.

Superintendents are responsible for:

● Supporting Principals and other employees for whom they have supervisory responsibility with the implementation and compliance with the procedures and requirements under this administrative procedure.

● Ensuring the school climate survey and Anti-Racism Act (ARA) Demographic Survey is conducted every two years.

● Ensuring professional development regarding progressive discipline and strategies for promoting a positive school climate is provided.

● Reviewing this administrative procedure in consultation with students, teachers/support staff, Principals, Board staff, parent(s)/guardian(s)/caregiver(s), school councils, Board Committees and other community groups as needed.

Principals and Vice-Principals are responsible for:

● Implementing this administrative procedure in accordance with the parameters outlined.

● Providing leadership and support for staff in their knowledge, understanding, and implementation of this administrative procedure.

● Ensuring the principles of progressive discipline and positive student behaviour are communicated to the school community.

● Collaborating with the school community regarding the implementation, application, and review of this administrative procedure.

● Providing leadership in collaboration with members of the school community to foster a safe, inclusive, and accepting learning environment.

- Modeling and supporting students to develop healthy relationships with others which support a positive teaching and learning environment.

- Establishing a Safe and Accepting Schools Team to develop and implement a school-wide approach to fostering a positive school climate and to review school climate survey results.

- Communicating with the Catholic School Council about the programs and strategies which foster a safe, inclusive, and accepting school learning environment.

- Addressing and responding to serious student incidents in accordance with the administrative procedure and other relevant Provincial and Board Policies.

- Providing interventions and supports for students who have been harmed by, engaged in, or witnessed serious student incidents or other occurrences.

Teachers and Staff are responsible for:

- Ensuring they are knowledgeable about the requirements and parameters outlined in this administrative procedure.

- Supporting the implementation of this administrative procedure, including using resources with students that will assist in fostering a safe, welcoming, inclusive, accepting learning environment.

- Collaborating with members of the school community to foster a safe, inclusive, accepting learning environment.

- Encouraging and modeling healthy relationships and interactions with others which support a positive teaching and learning environment.

- Reporting and responding to serious student incidents and to occurrences which negatively impact school climate.

- Participating in varying professional development to support the implementation of this administrative procedure.

- Providing input through the school climate survey.

- Collaborating with the school Principal to review this administrative procedure.

Students are responsible for:

- Abiding by the standards of behaviour outlined in Board policies and Code of Conduct.

● Reporting to school staff, instances of bullying and behaviour which negatively affects school climate.

● Contributing to a positive school climate through healthy relationships, and positive interactions with all members of the school community.

● Participating and engaging in programs and activities which promote a safe, inclusive, and accepting school environment.

● Providing voice/input through school climate surveys.

Safe and Accepting School Teams are responsible for:

● Supporting the Principal in developing and maintaining programs and initiatives that promote a positive school climate.

● Reviewing school climate survey results to build strategies/initiatives that foster a positive learning environment into their school improvement plans.

Catholic School Council is responsible for:

● Collaborating with the Principal to review programs and strategies which foster a safe, inclusive, and accepting school learning environment.

Parents/Guardians are responsible for:

● Encouraging and modeling healthy relationships and interactions with others which support a positive teaching and learning environment.

● Supporting their child in developing healthy relationships and interactions with others.

● Collaborating with and supporting the efforts of school staff in maintaining a safe, inclusive, and accepting learning environment

● Being informed about the school Code of Conduct/ Progressive Discipline strategies

● Reporting serious student incidents to the school staff.

● Communicating and collaborating with school staff to support their child through serious student incidents including contacting the Principal, and if required, the appropriate Superintendent when not satisfied with support provided by the school.

Progress Indicators:

● Schools implement programs, strategies and activities that promote a safe, inclusive, accepting learning environment.

● School-wide progressive discipline practices are employed consistently in all CDSBEO educational settings.

● The school climate survey and Anti-Racism Act (ARA) Demographic Survey is completed every two years. Results of the school climate survey are shared with members of the Safe and Accepting Schools Team and the Catholic School Council.

Definitions:

Bullying-

a) is aggressive and typically repeated behaviour by a pupil where the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,

      iii.   causing harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual's reputation or harm to the individual's property, or

      iv.   creating a negative environment at a school for another individual, and

b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Bullying behaviour includes the use of any physical, verbal, electronic, written, or other means:

- physical (for example, pushing, tripping)
- verbal (for example, name calling, insults, threats, sexist/racist/transphobic comments)
- social/relational (for example, spreading rumours, intentionally excluding others, humiliating others with public gestures) and causing harm to one's property.
- Cyber-bullying is bullying by electronic means and may include but is not limited to:
- Sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages;

- Revealing information considered to be personal, private, and sensitive without consent;
- Making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others; and,
- Excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions.

Nexus - The umbrella for "school behaviour" includes matters which fall under the category of "nexus." Nexus means "relevant." The student's behaviour off school property and/or outside the school day may have a relevant and related impact on the safety and well-being of the school community.

Progressive Discipline - Progressive discipline is a whole-school approach that utilizes a continuum of intervention, supports, and consequences to address inappropriate student behaviours and to build upon strategies that promote and foster positive behaviors.

Safe and Accepting Schools Team - is a school-based team responsible for fostering a safe, inclusive, and accepting school climate that should include at least one student and must include at least one parent and/or a member of the Catholic School Council, one teacher, one non-teaching staff member, one community partner, and the Principal. An existing school committee (e.g., the healthy schools committee) can assume this role. The chair of this team must be a staff member.

School Climate - The school climate is defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

Anti-Racism Act (ARA) Demographic Survey – the collection of information in accordance with the Anti-Racism Act, 2017, subsection 7(2) to eliminate systemic racism and advance racial equity.

School Climate Surveys - are an evaluative tool used to measure and assess bullying/harassment related but not limited to sexual orientation, gender identity, and gender expression, as well as questions on sexual harassment.

Serious student incidents – are activities for which suspension or expulsion must be considered, as set out in subsections 306(1) and 310(1) of the Education Act.

Whole School Approach - A whole-school approach, which involves all members of the school community, is also important in supporting efforts to ensure that schools are safe, inclusive, and accepting. It is an effective approach to making systemic changes that will benefit all students and the broader community. Implementation of a whole-school approach needs to occur at all levels – the Board, school, class, individual, family, and community. It involves the development of respectful and caring relationships between staff, between students, and between staff and students. All aspects of school life are included in a whole-school approach, such as curriculum, school climate, teaching practices, policies, and procedures. To improve the school climate, members of the school community need to share information to develop an awareness of factors that have an impact on the school climate and to provide information about the effectiveness of prevention and intervention strategies, practices, and programs in their school. A whole-school approach is also valuable in addressing such issues as racism, intolerance based on religion or disability, bullying, homophobia, and gender-based violence.

References:

- Ministry of Education Policy/Program Memorandum (PPM):

  - 119 - Developing and implementing equity and inclusive education policies in Ontario schools, 2013 Page 16 of 16 AP-908
  - 120 - Reporting Violent Incidents to the Ministry of Education, 2011
  - 128 - Provincial Code of Conduct and School Board Codes of Conduct, 2019
  - 144 - Bullying Prevention and Intervention, 2021
  - 145 - Progressive Discipline and Promoting Positive Student Behaviour, 2018

- Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007

- Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56, as amended

- Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11, as amended

- Education Act, R.S.O. 1990, c. E.2, as amended

- Ontario Human Rights Code, R.S.O. 1990, c. H.19, as amended

- Ontario Regulation 298 – Operation of Schools, as amended

- Ontario Regulation 440/20 – Suspension of Elementary School Pupils, as amended

- Ontario Regulation 472/07 – Behaviour, Discipline and Safety of Pupils, as amended