



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Bullying Prevention and Intervention	906
<i>Directional Policy</i>	
900 – Safe and Accepting Schools	

Title of Administrative Procedure:

Bullying Prevention and Intervention

Date Approved:

May 2022

Projected Review Date:

May 2027

Directional Policy Alignment:

This Administrative Procedure aligns with the Safe and Accepting Schools Directional Policy - 900 by ensuring our schools are welcoming, safe, respectful, equitable, inclusive and accepting learning and teaching environments, rooted in the teachings of the Gospel.

Alignment with Multi-Year Strategic Plan:

The Bullying Prevention and Intervention Administrative Procedure supports the Board's Mission to educate students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person. This Administrative Procedure aligns with the Board's Multi-Year Strategic Plan to Value Relationships, Nurture Mental Health and Well-being and to Ensure Equity. Moreover, this Administrative Procedure supports students, families and staff to serve one another, creating engagement and commitment to enable all students to become caring and responsible citizens.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Purpose:

The Bullying Prevention and Intervention Administrative Procedure (“**Bullying Prevention and Intervention Procedure**”) has been developed to implement and connect provincial legislation and relevant PVNC Catholic District School Board administrative procedures to foster a positive school climate for all. This administrative procedure serves to ensure that all members of our school communities are able to engage in an educational environment that is safe, welcoming, inclusive and positive - consistent with the Gospel Values and Catholic Social Teachings.

PVNC Catholic District School Board will use bullying prevention and intervention strategies, which foster a positive learning and teaching environment to support all students to reach their full potential.

A whole-school approach involving all members of the school community is required to prevent bullying. 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. A whole-school approach is valuable in addressing issues such as racism, intolerance based on religion or disability, bullying, homophobia and gender-based violence. In support of this outcome, school communities will work alongside one another to address instances of bullying, educate students on bullying prevention, promote healthy relationships and connect/support students. Bullying prevention and intervention is a shared responsibility.

The PVNC Catholic District School Board’s Bullying Prevention and Intervention Procedure is rooted in the following principles:

- a) bullying adversely affects the development of a positive school climate;
- b) bullying adversely affects a student’s well-being and ability to learn;
- c) bullying adversely affects healthy relationships and connections;
- d) bullying shall not be accepted on school property, at school-related activities, on school buses, or in any other circumstance (including virtual) where engaging in bullying will have an impact on the school climate.

Action Required:**1.0 Bullying Prevention and Intervention Plan (“Plan”)**

1.1 The PVNC Catholic District School Board will establish a Plan that integrates all of the Board’s requirements and guidelines regarding bullying prevention and intervention into a comprehensive, achievable plan.

1.2 The Plan will include, but is not limited to information regarding the following:
a) education, awareness and outreach;

- b) evaluation of evidence;
- c) policy and procedures;
- d) prevention;
- e) interventions and support strategies.

1.3 When establishing/reviewing the Plan, the Board/school will:

- a) solicit the views of students, teachers, Principals, and other staff;
- b) consult with the Special Education Advisory Committee, First Nations, Metis Inuit Committee, Catholic Parent Engagement Committee, Faith and Equity Committee, school councils and school bus operators and drivers and other appropriate community partners.

1.4 The Plan will be available to the public on the Board's website.

1.5 The Board's Plan will be reviewed once every two years.

1.6 All PVNC Catholic District School Board schools will implement a school-specific Plan consistent with the Board's administrative procedures and Plan.

1.7 The school level Plan will be modeled on the Board's Plan with references to individual school specific information/data related to:

- climate survey data;
- prevention and intervention communication within the school community;
- specific bullying awareness and prevention strategies / initiatives to enhance a positive school climate;
- other school specific prevention and intervention initiatives / strategies and communication.

1.8 Principals will post the school's Plan on the school website and/or will make it available to the school community through an alternate form of communication. In addition, Principals will communicate and distribute the school's Plan to teachers, and other school staff, students, parents/guardians, volunteers, Catholic School Councils, school bus operators/drivers and other parties as deemed necessary.

2.0 Prevention Strategies

2.1 School staff, under the direction of the Principal, will implement a bullying prevention program and a continuum of bullying intervention and prevention strategies in accordance with the policies of the Ministry of Education and the Board to ensure a safe, welcoming, inclusive and accepting learning environment.

2.2 School-wide bullying prevention programs 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) 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 to understand the actions that can be taken by those witnessing the behaviour;
- g) student leadership programs and participation in Catholic School Council;
- h) mentorship programs;
- i) student success strategies.

3.0 Intervention Strategies

- 3.1 Intervention strategies will be used to stop incidents of bullying and to restore positive relationships among students which support their unfettered engagement in learning.
- 3.2 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*.
- 3.3 Interventions to stop bullying is a community responsibility including the need for school staff, parents/guardians, Board staff, police, and community agency support. The Plan will include:
 - a) information on who to contact if parents/guardians have questions or concerns;
 - b) how to access more information about bullying prevention and reporting;

- c) information for students and parents/guardians to follow should they need to report bullying.
- 3.4 All Board employees must take all allegations of bullying, including cyber-bullying, seriously and act in a timely, sensitive and supportive manner when responding to students who disclose or report bullying incidents.
 - 3.5 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](#) (“**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. Where the Principal is the sole witness to an incident, the Principal will use the Reporting form to confirm in writing what they witnessed.
 - 3.6 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 negative impact on the school climate.
 - 3.7 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 Board staff responding to incidents, may include, stopping the behaviour and correcting it so that students involved understand and learn that it is unacceptable behaviour and contravenes the provincial and Board Code of conduct as well as the Board’s policies and administrative procedures.
 - 3.8 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.
 - a) school bus drivers in their transportation policies and contracts;

- b) 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.

- 3.9 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.
- 3.10 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 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.
- 3.11 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, or the student if they are over the age of 18 years old or 16 or 17 years and have withdrawn from parental control. In situations where the student who has been bullied 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 Reporting form and any supporting documentation must be kept in the OSR for a minimum of one year. For incidents that are considered to be non-violent by the Principal and where no further action is required to be taken by the Principal, the Principal is not required to retain the Reporting form.
- 3.12 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 professions, matters that could result in the student doing physical, emotional, or psychological harm to themselves or to others.

3.13 Where incidents of bullying are observed or reported, the school administration and staff will collaborate with parents/guardians to provide the student(s) with the educational and personal support as necessary for the student(s) to re-engage positively within the school community. These interventions and supports will vary depending on the individual student and will be available to all students affected by the incident.

Interventions, and other supports available for students who have been bullied, witnessed incidents of bullying, or engaged in bullying 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 catered to the individual student– from early prevention to more intensive interventions.

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

4.0 Intervention - Suspension/Expulsion

4.1 Principals will follow all relevant provincial and Board policies with respect to suspension and expulsion including those outlined in PVNC Administrative Procedures – 908 Progressive Discipline, 909 Code of Conduct and 910 Suspension, Expulsion and Appeal. Furthermore, interventions and other consequences will follow a progressive discipline approach up to and including consideration of expulsion. Mitigating factors and others must also be considered when determining the consequence of a given behaviour.

4.2 For students in Junior Kindergarten to grade 3, bullying incidents should be addressed with the appropriate behaviour supports in the school setting.

4.3 Principals must suspend students in Junior Kindergarten - Grade 3 for incidents of bullying if:

- a) their continuing presence in the school creates an unacceptable risk to the safety of another person
- b) the bullying is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression

or any other similar factor (for example, socio- economic status and appearance).

- 4.4 The Principal may only suspend a student in Junior kindergarten to Grade 3 for engaging in bullying if they have conducted an investigation respecting the allegations.
- 4.5 For Grades 4 to 12, Principals must suspend a student for bullying and, after an investigation, consider referring that student for expulsion if:
- a) the student has previously been suspended for bullying, and the student's continuing presence in the school creates, in the Principal's opinion, an unacceptable risk to the safety of another person.
 - b) if the bullying is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.

5.0 Notification of Parents/Guardians

- 5.1 Following a serious incident, the Principal must notify parents of the involved students, except in rare circumstances, and must invite parents to discuss support for their child. Bullying, including cyber-bullying, is an instance of a serious student incident.
- 5.2 Principals will disclose the following information to the parents/guardians of students who have been harmed as a result of a serious student incident:
- 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; and
 - d) the supports that will be provided for the student in response to the harm that resulted from the activity.
- 5.3 The Principal will notify the parents of students who have engaged in a serious student incident. 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; and
 - d) the supports that will be provided for the student in response to their engagement in the activity.
- 5.4 The Principal will not notify a parent/guardian of a student if, in the opinion of the Principal, doing so would put the student at risk of harm from a parent/guardian of the student, such that notification is not in the student's best

interest. When Principals have decided not to notify the parents/guardians 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 parents are not notified of the incident. In circumstances where Board employees have reason to believe that a student may be in need of protection, Board employees must call the Children's Aid Society in accordance with the requirements of the *Child, Youth and Family Services Act, 2017, S.O. 2017, c. 14, Sched. 1*.

6.0 Monitoring

6.1 To ensure the efficacy of Board policy and procedures, the following mechanisms will be implemented:

- a) the Board will monitor, review and evaluate the effectiveness of procedures and guidelines in consultation with teachers, other school staff, students, parents and school councils;
- b) once every two (2) years, the Board will conduct school climate surveys of students, staff, and parents/ guardians;
- c) the Board/school will collect and review instances of bullying to inform school and Board planning; and
- d) the Board/school will collect and review data regarding the nature of violent incidents to support school and Board planning.

7.0 Safe and Accepting School Teams

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

7.2 The Safe and Accepting Schools team will analyze school specific data from the Climate Survey, collaborate to develop school specific bullying prevention and intervention plans and other duties in support of fostering a learning environment that is safe, caring and accepting.

8.0 Professional Development

8.1 The Board will establish and provide annual professional development programs to educate teachers and other staff about bullying prevention and intervention strategies for promoting a positive school climate.

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

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment of this administrative procedure with the Safe and Accepting Schools Directional Policy.
- Reviewing this 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 implementation and compliance with this administrative procedure.

Superintendents are responsible for:

- To support 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 climate survey is conducted every two (2) years.
- Ensuring professional development regarding bullying prevention and intervention and strategies to promote a positive school climate.
- Supporting schools to develop and implement bullying prevention and intervention plans to promote a safe, inclusive, accepting learning environment.
- Reviewing this administrative procedure and the Board Bullying Intervention and Intervention Plan in consultation with students, teachers/support staff, principals, Board staff, parents/guardians, school councils, Board Committees and other community groups.

Principals and Vice-Principals are responsible for:

- Implementing this administrative procedure in accordance with the parameters outlined.
- Providing leadership and support for Board employees in their knowledge, understanding, and implementation of this administrative procedure and the Bullying Prevention and Intervention Administrative Procedure/Plan
- Providing leadership in collaboration with members of the school community to

foster a safe, welcoming, inclusive, accepting learning environment.

- Completing a school-level Bullying Prevention and Intervention Plan and reviewing it annually with members of the school community.
- Ensuring the Bullying Prevention and Intervention Plan is communicated to the school community.
- Establishing a Safe and Accepting Schools Team to develop and implement a school-wide approach to bullying prevention and intervention and to review school climate results.
- Consulting with the Catholic School Council about bullying prevention and intervention as a shared community responsibility.
- Modeling and supporting students to develop healthy relationships with others which support a positive teaching and learning environment.
- Addressing and responding to incidents of bullying in accordance with this administrative procedure and other relevant Provincial and Board Policies.
- Providing interventions and other supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying.

Teachers and Staff are responsible for:

- Ensuring they are knowledgeable about the requirements and parameters outlined in this administrative procedure.
- Collaborating and supporting the implementation of the bullying prevention and intervention plan and other measures which support the establishment and maintenance of a safe, inclusive and accepting school environment.
- Using resources with students that will assist in fostering a safe, welcoming, inclusive, accepting learning environment.
- Encouraging and modeling healthy relationships and interactions with others while supporting students to develop the skills necessary to form healthy relationships with others.
- Reporting and responding to all forms of bullying.
- Collaborating with the Principal to review this administrative procedure and the Bullying Prevention and Intervention Procedure/Plan.
- Participating in varying professional development to support the implementation of this administrative procedure.
- Providing input through the school climate survey.

Students are responsible for:

- Abiding by the standards of behaviour outlined in Board policies and Code of Conduct as well as the provincial Code of conduct
- Reporting instances of bullying to school staff.
- 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 input regarding bullying prevention and intervention awareness / initiatives.
- Providing voice/input through school climate surveys.

Safe and Accepting School Teams are responsible for:

- Supporting the Principal in developing and maintaining a school plan to prevent and address all forms of bullying.
- Reviewing school climate survey results to build strategies into their school improvement plans.

Catholic School Council is responsible for:

- Providing input during the review of this administrative procedure and the Bullying Prevention and Intervention Plan.
- Collaborating with the Principal to review the school climate survey results.

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.
- Being informed about the school Code of Conduct and the Bullying Prevention and Intervention Plan.
- Collaborating with school staff regarding bullying prevention and intervention strategies, programs and supports.
- Reporting incidents of bullying to school staff.
- Collaborating and communicating with school staff to support their child through incidents of bullying including contacting the Principal, and if required, the appropriate Superintendent when not satisfied with support provided by the school.

Progress Indicators:

- On an annual basis, schools complete, communicate and implement the school Bullying Prevention and Intervention Plan.
- Schools implement bullying prevention and intervention strategies to address and respond to instances of bullying and to promote a safe, inclusive, accepting learning environment.
- The climate survey is completed every two (2) years and the results are shared with members of the school community.

Definitions:

Aggressive Behaviour - Bullying, including cyber-bullying, may be intentional or unintentional, direct or indirect. It can take many forms including physical (for example, pushing, tripping), verbal (for example, name calling, insults, threats, sexist/racist/transphobic comments), social, also known as relational (for example, spreading rumours, intentionally excluding others, humiliating others with public gestures) and causing harm to one's property.

Bullying

- a) is aggressive and typically repeated behaviour by a pupil where,
- b) 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,
 - (i) 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
 - (ii) 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:

- a) physical (for example, pushing, tripping)
- b) verbal (for example, name calling, insults, threats, sexist/racist/transphobic comments)
- c) 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 including, but not limited to:

- a) Sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via social media platforms, text messages, emails, direct messages, or others;
- b) Revealing information considered to be personal, private, and sensitive without consent;
- c) Making and/or engaging, and/or participating in fake accounts on social media/networking sites to impersonate, humiliate and/or exclude others; and,
- d) Excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions.

Harm - means injury that can be experienced in a number of ways, including physical, mental, emotional, and psychological.

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.

Power- individuals attaining or maintaining control over others in the school through real or perceived differences. Some areas of difference may be, but are not limited to 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.

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, 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.

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*.

School Climate - the learning environment and relationships found within a school and school community. School climate refers to the learning environment and relationships found within a school and school community. School climate reflects how members of the school community are engaged in the school, including interpersonal relationships, teacher and other staff practices, and organizational arrangements. It also includes factors that serve as conditions for learning and that support physical and emotional safety, connection and support, and engagement. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

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

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
 - [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](#)
- Provincial Model for a Local Police/School Board Protocol, 2015
- [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](#)
- [Ontario Human Rights Code, R.S.O. 1990, c. H.19, as amended](#)
- [Education Act, R.S.O. 1990, c. E.2, as amended](#)
- [Child, Youth and Family Services Act, 2017, S.O. 2017, c. 14, Sched. 1, as amended](#)
- [Ontario Regulation 298 – Operations 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](#)

Related Directional Policies and Administrative Procedures

- PVNCCDSB [Directional Policy 700 - Equity and Inclusive Education](#)
- PVNCCDSB [Administrative Procedure 908 - Progressive Discipline and Promoting Positive Student Behaviour](#)
- PVNCCDSB [Administrative Procedure 909 - Code of Conduct](#)
- PVNCCDSB [Administrative Procedure 910 - Suspension, Expulsion and Appeal](#)
- PVNCCDSB [Administrative Procedure 911 - Mandated Alternate Educational Settings](#)
- PVNCCDSB [Administrative Procedure 912 - Support Positive Student Behaviour for All](#)

