

# Policy Resources & References

## Foundational documents and legislative frameworks

### 1 Provincial Legislation & Policy

- **Bill 101: Putting Student Achievement First Act (2026)**
  - *Legislative Assembly of Ontario.*
- **Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)**
  - *Ontario Ministry of Education.*
- **Policy/Program Memorandum 128: Provincial Code of Conduct (2024)**
  - *Ontario Ministry of Education.*
- **Policy/Program Memorandum 119: Equity and Inclusive Education (2013)**
  - *Ontario Ministry of Education.*
- **Policy/Program Memorandum 145: Progressive Discipline (2018)**
  - *Ontario Ministry of Education.*

### 2 Human Rights Frameworks

- **Ontario Human Rights Code (R.S.O. 1990, c. H.19)**
- **OHRC Policy on Accessible Education for Students with Disabilities (2018)**
  - *Ontario Human Rights Commission.*

### 3 Teacher Education & Certification

- **Bill 101: Putting Student Achievement First Act (2026)**
  - Legislative framework for the transition to the 12-month teacher education model.
- **Ontario to shorten teacher education program to one year (April 2026)**
  - *Ministry of Education Announcement.*
- **Ontario Teachers' Federation (OTF): Response to Teacher Training Changes (2026)**
  - Federation response to the shift to the 12-month consecutive model.
- **Historical Report: Moving from Goodness to Greatness in Teacher Education (1992)**
  - Foundational report on teacher training duration and structure in Ontario.

### 4 Technology & Innovation

- **Ontario's Trustworthy Artificial Intelligence (AI) Framework (2025)**
- **Best Practices for Age-Appropriate Use of Digital Technology (2024)**

### 5 Stakeholder Statements

- **OSSTF: Media Releases and News**
- **OECTA: Statement on "Smoke and Mirrors" Cell Phone Policy**
- **ETFO: Media Releases on Provincial Education Policy**

### 6 Expert & Academic Perspectives

- **A mobile phone ban in schools will stigmatise students with disability: experts (2019)**
  - *Dr. David Roy & Dr. Rachel Buchanan (University of Newcastle).* Analysis of how "preferential" exemptions can lead to stigmatization and the importance of "invisible inclusion."