



**Special Education Advisory Committee (SEAC)
Draft Minutes**

May 6, 2013
Boardroom, 5050 Yonge St.

Members Present: Steven Lynette (Chair), Diana Avon, Dr. Robert Gates, Clovis Grant, Heather Breckenridge, Ginny Pearce, Phillip Sargent, Jean-Paul Ngana, Aline Chan, Nora Green, Elaine Dodsworth-Lever, Nancy Ann Turner Wright, Olga Ingrahm, Michelle Brick, Paul Cross; Yama Ariafar, Trustee John Hastings, Trustee Howard Kaplan, Trustee Sam Sotiropoulos

Staff Present: Sandy Spyropoulos, Cindy Burley, Dave Johnston, Margo Ratsep

Regrets: Christina Buczek; Gal Koren; Richard Carter; Loris Bennett, Tammy Simon

Recorder: Linda Mendonca

| Item | Information/Discussion | Action/Recommendation |
|---|---|---|
| 1. Call to Order | A meeting of the Special Education Advisory Committee was convened at 7:00 p.m. on Monday, May 6, 2013, in the Board Room, 5050 Yonge Street, Toronto, Ontario, with Stephen Lynette presiding. | |
| 2. Approval of the Agenda | No further additions were made to the agenda. | |
| 3. Declarations of Possible Conflict of Interest | None noted | |
| 4. Confirmation of the Minutes | Clovis Grant moved the approval of the minutes. | ▪ April 8 th minutes approved. |
| 5. Presentations/Delegations • Caring & Safe School Policy, Procedures (Ted Libera) | Ted Libera presented on the Caring & Safe School Policy, Procedures. <i>(Appendix 5, pages #14-23)</i> | |

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|---|--|---|
| <p>6. Membership</p> <ul style="list-style-type: none"> • Recognition of Members Leaving • Motion to Board Regarding SEAC Vacancies: <ul style="list-style-type: none"> • 2 Association Vacancies(Views; Tourette) • 1 Alternate Community Rep Vacancy • 2 Association Alternate Rep Nominations: <ul style="list-style-type: none"> • Autism Ontario – Toronto – Oksana Romanov • FasWorld – Lori Mastrogiuseppe | <p><u>Recognition of Members Leaving</u> Steven Lynette reported that 3 members are leaving. Tammy Simon (VIEWS Representative) is leaving after being on the committee for a number of years. Steven thanked Tammy for all her efforts over the years. Regan Delisle (FASworld Alternate) is moving and Elaine Norris (Autism Society Alternate) is stepping down from the committee.</p> <p><u>Motion to Board Regarding SEAC Vacancies:</u> Steven Lynette reported that we have two Association vacancies, one Alternate Community Rep Vacancy, and 2 Association Alternate Rep nominations: Lori Mastrogiuseppe (FasWorld) and Oksana Romanov (Autism Ontario), and requested members to put forward a motion to the Board to have these reps fill these vacancies.</p> <p>The two associations resigned their membership because they were unable to find willing representatives among their volunteers to attend SEAC meetings.</p> <p>***Motion – Ginny Pearce moved that SEAC recommend that the board approve the two Association Alternate nominations.</p> <p>***Motion – Trustee Kaplan moved that the board address the two Association vacancies created by the resignation of VIEWS, and Tourette Syndrome Foundation.</p> <p>Discussion followed regarding how SEAC might make suggestions to the board about association representation, given that there may be populations of exceptional students who are not currently represented on SEAC.</p> <p>The SEAC Liaison, Margo Ratsep reported that in the most recent membership process, the Board posted an advertisement on the TDSB website to invite open applications from local associations. Reg 464/97 describes “local association” as one that operates within the jurisdiction of the board and that is affiliated with an association or organization that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.</p> <p>***Motion – Paul Cross moved that SEAC recommend that the board seek new membership from an association that serves the blind/low</p> | <p>Motion carried.</p> <p>Motion carried.</p> <p>Further discussion deferred this motion to the June meeting, to permit SEAC input to the board regarding membership needs</p> <p>Motion carried Further discussion deferred this motion to the June meeting</p> |

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| | <p>vision population.</p> <p>***Motion – Diane Avon moved that one of the associations should represent the Dyslexia Association.</p> <p>Dr. Gates suggested that the committee take 10 minutes to look at the membership and come up with sense of who should be around the table and make a recommendation to the Board.</p> <p>Paul Cross suggested further discussion would be helpful and asked if the committee could defer the motion to permit an opportunity for further discussion.</p> <p>Margo Ratsep suggested deferring to the June SEAC meeting so that members have an opportunity to think about associations that could be included in the membership.</p> <p>***Motion – Paul Cross moved that SEAC defer the motions on association membership to permit more discussion at the June meeting.</p> | <p>Item to be added to the June meeting agenda. Motion deferred</p> <p>Motion carried</p> |
| <p>7. Business Arising from the Minutes</p> | <p>Steven Lynette asked everyone to do their best to arrive on time for the next meeting, so that we can begin on time.</p> | |
| <p>8. Trustees' Report (Trustees Kaplan/Hastings/Sotiropoulos)</p> | <p>Trustee Kaplan reported on the recent report that came out in the media from the Social Planning Council of Toronto about how the TDSB uses funds for Special Education. TDSB has already begun to prepare a response to the report.</p> <p>Trustee Hastings reported on the following items:</p> <ol style="list-style-type: none"> 1) There is a new website set up for young people who are experiencing cyberbullying for info and support; www.needhelpnow.ca. 2) Trustee Hastings attended the “Ladies on the Rise, and Men of Distinction” Event. It was held at North Kipling Collegiate. The event raised \$10,000 to help young people. Peter Sloly, Deputy Chief of Police was present at the event. The CEO Of General Motors also attended and spoke on the challenges of learning. 3) Trustee Hastings reported that the TDSB Student Super Council held their elections. Students made excellent presentations. One of the presentations was made by a blind student which was the first time that a student with a disability was nominated. Trustee Hastings thanked Sandy Spyropoulos for her efforts in helping young people. | |

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| 9. Chief Academic Officer's Report (Sandy Spyropoulos) | <p>Sandy Spyropoulos presented a report and answered some questions. <i>(See Appendix 1, page #6-8)</i></p> <p>Motion to extend the meeting to 9:15 pm was moved by Trustee Hastings, all approved.</p> | <p>Motion carried.</p> |
| 10. System Superintendent's Report | <p>Cindy Burley presented a report. <i>(See Appendix 2, page #9)</i></p> | |
| 11. Professional Support Services Report | <p>David Johnston presented a report. <i>(See Appendix 3, pages 10-12)</i></p> | |
| 12. Correspondence Received by the Chair | <ul style="list-style-type: none"> ▪ Email dated April 29, 2013 from Autism Ontario – Toronto Chapter re: nomination of Oksana Romanov as SEAC Alternate ▪ Email dated April 29, 2013 from Deliana Peregrina-Kretz at Accessibility Services, U of T re: their Transition Day event, for prospective students with disabilities ▪ Email dated April 25, 2013 from Tammy Simon re: June resignation as SEAC representative for VIEWS and lack of a replacement ▪ Email dated April 25, 2013 from Manon Gardner re: Model Schools for Inner Cities Parent Academy Conference ▪ Email dated April 12, 2013 from Quan Ha and Jean Au re: a private matter ▪ Email dated April 11, 2013 from the Equity Policy Advisory Committee re: their Equity and Inclusive Education Forum ▪ Email dated April 11 from Bridgette Rose re: IPRC regulations ▪ Email dated April 10, 2013 from Janis Jaffe-White (Toronto Family Network) re: error in membership list posted on TDSB website ▪ Email dated April 10, 2013 from Janis Jaffe-White (Toronto Family Network) re: response to previous correspondence | |

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| | <ul style="list-style-type: none"> ▪ Letter dated March 27, 2013 to Minister of Education Liz Sandals from Hamilton-Wentworth DSB SEAC Chair Judy Colantino and Vice Chair Lita Barrie re: 1. The inclusion of FAS in the secondary Health curriculum and 2. Special education component in Teacher pre-service training and in the New Teacher Induction Program | |
| 13. Reports/Updates from SEAC/other TDSB Subcommittees | <ul style="list-style-type: none"> • Budget Sub-Committee • Bylaws Sub-Committee • Communications Sub-Committee • Facilitator Sub-Committee • Guidelines on Accessible Education & Equity Sub-Committee • PIAC/SEAC Combined Work Group on Special Education • Special Education Report Sub-Committee – Paul Cross reported that this subcommittee met earlier this evening and will be meeting prior to the next SEAC meeting. | |
| 14. Local SEAC Association Reports | <p>Dr. Gates sent an e-mail to everyone regarding the Brain Injury Public Awareness Event, scheduled to take place at Nathan Philips Square on June 19th.</p> <p>Steven Lynette reported that the Epilepsy Toronto event is happening this Saturday, May 11th.</p> <p>Paul Cross reported that the VOICE golf tournament is scheduled for June 20th.</p> | |
| 15. New Business | <p>Phillip Sargent submitted a written report (<i>See appendix 4, page #13</i>)</p> | |
| 16. Adjournment | <p>Trustee Kaplan moved to adjourn the meeting at 9:21 p.m.</p> | <p>Motion carried.</p> |

**Special Education Advisory Committee
Chief Academic Officer's Report – Sandy Spyropoulos
May 6, 2013**

Director's Update

- a) Education Week runs from May 6th to May 10th. This year's theme is Engaging Voices through Caring Relationships and is an opportunity to celebrate and encourage the positive and valuable relationships across our school communities.

- b) Children's Mental Health Week takes place from May 5th to May 11th. Schools across the TDSB will be participating in awareness activities all week. Students from local schools will join the Director along with staff and Trustees on a **Walk for Children and Youth Mental Health and Wellness** on Friday, May 10th at 10:00 a.m. from 5050 Yonge Street. Please join us!

- c) The appointment of Associate Director Gen Ling Chang was announced by our Director last month. She joins Associate Director Lou Vavougios who together with the entire Senior Team will continue to strengthen the leadership structure of the Toronto District School Board.

IEP/IPRC Update

As we begin to wind down this school year, we can use our web-based application to review information about how students have been supported in certain aspects of Special Education over the past 8 months.

Students with Individual Education Plans (IEPs)

To date, IEPs have been written for 50,168 students. Students without an exceptionality represent 55% (27,522) of our students with IEPs. Of these students, 79% are in a regular class supported through the Resource program and 17% are in a special education class.

In elementary schools, the Community Based Resource Model supports students who experience significant difficulty with the grade level curriculum and/or with social, emotional and behavioural concerns. The CBRM Continuum begins with intervention at the class level from the classroom teacher, continues through Resource Program support and may continue to Home School Program support.

In secondary schools Learning Strategies courses and the availability of a Resource room provide students without exceptionalities the support they need to meet with success.

There are 22,645 students identified with an exceptionality. Of these students, 43% are supported through the Resource program and 57% are supported in a special education class.

Students Referred to Identification Placement and Review Committees

To date 3,215 students have been referred to an IPRC for the first time or have been referred for consideration of a change of exceptionality or placement. They do not include the annual Review IPRCs.

Section 23

Quarterly, we meet with all Open Custody Service Providers (Executive Directors and Senior Leaders) from the Central Region of Toronto, along with our Ministry of Children and Youth Services partners to discuss system planning and issues. We are anticipating some potential changes given that the numbers in our youth justice classrooms are low.

Redemption Reintegration Services in partnership with TDSB will be closing its secondary Section classroom and opening an elementary classroom. This program supports racialized and marginalized youth to reintegrate into the community and education system after being released from the youth criminal justice system.

Our Sick Kids Epilepsy classroom was recently featured in Inside Toronto. Kudos to all the staff who work tirelessly to support our students and provide them with the integrated care and programming they require to transition back into school.

Below is the link to the story.

<http://www.insidetoronto.com/news-story/2545787-sickkids-epilepsy-classroom-helped-child-regain-self-esteem-progress-his-studies>

Summer School

Students with the following exceptionalities are offered these programs during the summer

1. Developmental Disability: Six sites offer a half day morning program from 9 am to 12 pm for students with this exceptionality; Park Lane, Scarborough Village, Beverley School, Seneca School, Lucy McCormick and McCordic School. Classes typically operate with a maximum of 8 students per class and each site has a total maximum capacity of 48 students. Total program capacity is 288 students.
2. Physical Disability: This program runs in two separate full day sessions from 9 am to 3 pm at Sunny View Junior and Senior Public School. The first session runs from 3 July - 15 July and the second session runs from 16 July - 26 July. There is capacity for 60-70 students to attend each session.
3. Deaf and Hard of Hearing: One site, Essex P.S. offers a half day morning program from 9 am to 12 pm for students with this exceptionality. Total maximum capacity of this program is 65-75 students.

Applications have been coming in steadily and at this point all our programs are full.

Parent Survey:

Responses to the parent survey attached to the application forms indicate that 50% of parents are in favour of changing the half day programs next year to full days and running them for 2 weeks instead of 4 and 50% have indicated that they want them to remain status quo. We will bring this back to SEAC for further discussion and consideration.

Inclusion

Our Inclusion committee last met on April 12, 2013. Committee members continue to share their research into other jurisdictions, complete literature reviews and share the evaluations they have completed on a variety of books currently available. There has been much rich discussion about this available research and best practices for the successful inclusion of students with special education needs.

The compilation of all submissions to the Town Hall meetings and SEAC input is also being analyzed.

Recommendations from the Committee:

1. In addition to the sources mentioned previously, consideration is being given to adapting some of the ideas presented in ***Research Monograph #16 from the Literacy and Numeracy Secretariat, What Works? Research into Practice, Including Students with Exceptionalities by Dr. Sheila Bennett***, for staff development. This monograph attempts to answer the question, "What can we do as educators to develop and maintain inclusive environments for students with exceptionalities?" It emphasizes the key role of the principal, the need for staff training, differentiated instruction and the allocation of appropriate resources.

2. To establish a baseline about the present level of inclusion/integration within the TDSB, one possible next step would be to have schools complete a survey to indicate how students currently in ISPs are being integrated.
3. Moving forward, inclusion decisions in the TDSB should be based on sound research and information from many sources. These decisions must be supported by their impact on student success for all students.

Staff Changes

The following staff changes are being shared with you at this time:

Retirements:

Irene Consack- Co-ordinator, Professional Learning

Marg Pelletier – Consultant, Secondary Focus

Anne Sheppard –Co-ordinator Behaviour Regional Services Team

Kim Sutherland – Vice Principal, West Region

I want to thank everyone for their commitment and hard work over a long career of dedicated service to our students and staff and wish them all the very best! Congratulations on your retirement everyone!

The Science of Dyslexia Workshop

You're invited to attend this workshop presented by the Learning Disabilities Association on May 8th 7 pm to 8:30 pm at 121 Willowdale Ave Suite 203.

Guest Speaker: Bob Almack

System Superintendent
SEAC Report
Submitted by Cindy Burley

May 6, 2013

Professional Development for Central Special Education Staff

This past month, Central Special Education participated in a professional learning session that focused on use of the IEP/IPRC SAP system. The focus was on improvements to the system, as well as various reports that are available for staff. The second part of the session focused on the messaging to the secondary schools about their use of resource allocations, frequently asked questions and various configurations for timetabling.

Early Years Strategy

Special Education staff and Early Years staff have been meeting together to determine best practices for supporting students at the Early Years. At this point, the joint committee is developing a tiered approach to support, and co-planned and co-facilitated professional learning will be planned for the 2013-2014 school year.

Tri-Ministerial Transition Planning

Special Education Low Incidence staff from TDSB are participating in the development of a Tri-Ministerial Transition Planning Protocol, along with staff from TCDSB and the Ministries. SEAC members and parents in general will be asked to participate in the process in the first week in June. Volunteers are requested and SEAC names will be forwarded.

PPM140

Over the past six years, the TDSB has been implementing the directives from PPM 140. All schools are required by the Ministry of Education to complete a survey that relates to the monitoring of PPM140. It will be used to provide a snapshot for the Ministry of Education of the implementation of ABA methods by school boards as of March 1, 2013. We will be collecting the data from each school. The results will be shared with SEAC at an upcoming meeting.

APPENDIX #3: Professional Support Services Report

Special Education Advisory Committee Professional Support Services – David Johnston May 6, 2013

Occupational/Physiotherapy Services

May is **National Physiotherapy Month** and our OT/PT staff have planned 4 meet and greet events as follows:

Friday May 10, 10:00 am – 1:00 pm, 5050 Yonge St., Main Floor Reception Area
Friday May 17, 10:00 am – 1:00 pm, 1 Civic Centre Court, 1st Floor Reception Area
Tuesday May 21, 10:00 am – 1:00 pm, 140 Borough Drive, Main Floor Rotunda Area
Friday May 31, 10:00 am – 1:00 pm, at 2 Trethewey Drive, Main Floor York Room

Recent presentations from OT/PT staff include:

- Successful Transitions
- Understanding Normal Development
- Strategies to Improve Fine and Gross Motor Skills
- Is it Sensory or Is It Behavioural?
- Self-Regulation

Speech, Language and Hearing Awareness Month

The month of May is Speech, Language and Hearing Awareness month. This May the Speech-Language Pathology department would like to draw attention to the reluctant speaker in the classroom. Although this difficulty is not a speech and language disorder, Speech-Language Pathologists are often the first point of contact for concerned teachers. For some information about the reluctant speaker, potential resources and strategies that a classroom teacher could access and utilize, the Speech-Language Pathologists have prepared a handout entitled “Jenny Doesn’t Talk in Class: Supporting Reluctant Speakers in the Classroom” which is available on the TDSB website. You can also follow the Speech-Language Pathology Department on Twitter @TDSB_SLP.

Celebration Corner

- Anne Ricci, Chief of Occupational and Physiotherapy Services received the President’s Award by the Council for Exceptional Children (Toronto chapter). The Award presentation took place at the National Yacht Club on May 1st.
- Christine Gaitens, Chief of Child and Youth Services was nominated for the Krista Sepp Award in the area of mentoring. This is an award that honours the contributions of Child and Youth Services personnel from across the province.
- Nancy Marshall, a Child and Youth Worker in the Autism program at Weston Collegiate Institute was also nominated for a Krista Sepp award.

Danish Delegation

On April 10th, TDSB Psychological Services hosted 20 educators and psychologists from Denmark. The visitors were interested to see:

(1) how our board achieves the high academic scores with the resources that it has at its disposal with specific reference to literacy;

- (2) how we address mental health issues; and
- (3) our approach to inclusion of students.

The visitors were provided with an overview of the TDSB and Psychological services and met with several psychologists, social workers, and speech language pathologists. Presentations were given on PSS literacy and mental health initiatives (e.g., resilience, mindfulness, positive psychology) and inclusion. Finally, arrangements were made for the visitors to observe programmes in several schools, including classes for students with Developmental Disabilities, Autism, Learning Disabilities, Behaviour, and the Kindergarten Early Language Intervention programme. Feedback from the Danish participants was extremely positive and they are planning on sending another delegation in November.

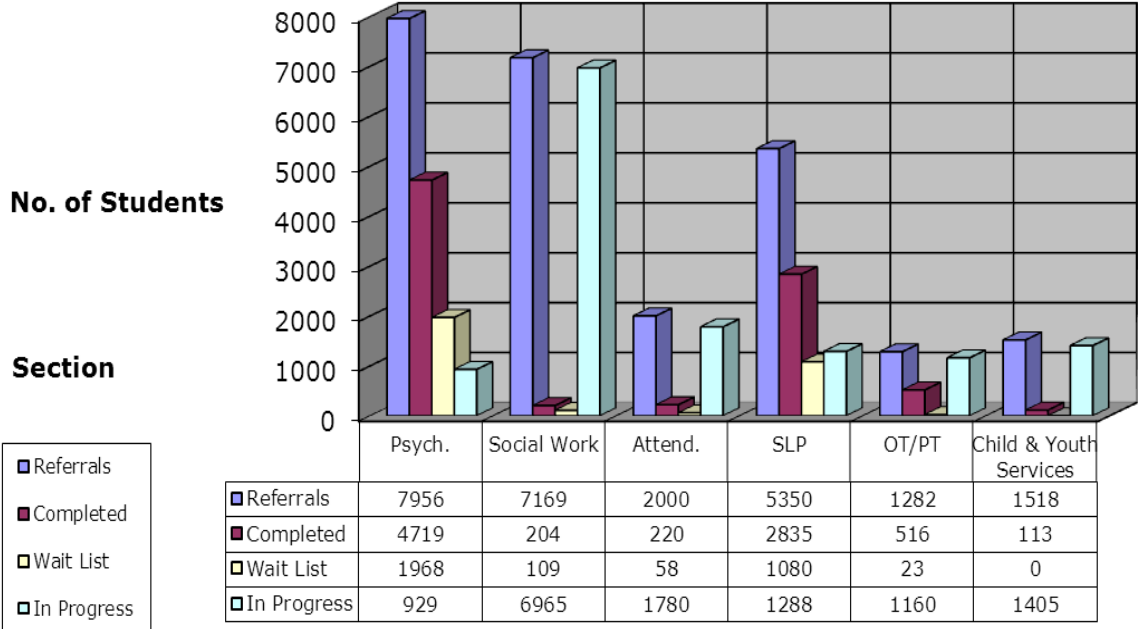
Children’s Mental Health Awareness Week

May 5-11 is Children’s Mental Health Awareness Week. Since 2009 the TDSB has encouraged schools, staff and students to participate by planning events that increase understanding and education in this area. Many schools will be participating by having morning announcements, featuring books on the topic that are available in their library, hosting a Mental Health Awareness Art Gallery, planning workshops, holding assemblies, lunch and learn sessions and other activities for students. Schools have been encouraged to participate in a walk for children’s mental health at their school or to join the “Director’s Walk for Children’s Mental Health” at 5050 Yonge St. on Friday May 10 at 10:00 led by our Director, Donna Quan.

Service Statistics April 2013

| | Psychology | Social Work | Attendance | SLP | OT/PT | Child & Youth Services |
|-------------|-------------------|--------------------|-------------------|------------|--------------|-----------------------------------|
| Referrals | 7956 | 7169 | 2000 | 5350 | 1282 | 1518 |
| Completed | 4719 | 204 | 220 | 2835 | 516 | 113 |
| Wait List | 1968 | 109 | 58 | 1080 | 23 | 0 |
| In Progress | 929 | 6965 | 1780 | 1288 | 1160 | 1405 |

SEAC Service Statistics Year to Date (April 2013)



Local Report – Phillip Sargent

Founded in 1922, the Council for Exceptional Children is an international community of professionals who are the voice and vision of special and gifted education. CEC's mission is to improve, through excellence and advocacy, the education and quality of life for children and youth with exceptionalities and to enhance engagement of their families.

On May 1st, the CEC Chapter 56 held its annual awards dinner, recognizing outstanding achievements in the Toronto community. Awards were made to community members, including students, who have made positive achievements in forwarding the mission of the CEC.

A number of the award recipients are members of the TDSB family of schools:

Jin Kwan Kim, in Grade 10 at Weston Collegiate Institute.

Anne Ricci, Chief Occupational and Physiotherapy Services

Terrence Bishundayal, who will graduate from Martingrove Collegiate this June 2013.

Laurie Green, a TDSB Parent Involvement Advisory Committee (PIAC) representative for Ward 3

Pratham Saini, a student at Highfield Junior School

Saryl Jacobson, Superintendent of Education, who retired from TDSB in February 2013.

Mahamud Abdalla, a Highfield Junior School

It is the contributions of community members such as these which make Special Education in the TDSB such a rich and vibrant tapestry of learning, growth and opportunity, and I want to thank the Council for Exceptional Children for dedicating their time and resources to recognizing these leaders in our community.

For more information on the Council for Exceptional Children, please visit their websites, listed below.

International Council: <http://www.cec.sped.org>

Ontario Council: <http://www.cecontario.ca>

Toronto Chapter 56: <http://cecchapter56.com> email: cecchapter56@yahoo.ca



PROMOTING A POSITIVE SCHOOL CLIMATE PR. 697

**(formerly Consequences
of Inappropriate Student
Behaviour)**

*S*SCHOOL *C*CLIMATE

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

WHOLE SCHOOL APPROACH

Whole School Approach to developing a positive school climate focuses on:

- Involving all stakeholders
- Positive student behaviour
- Preventing inappropriate behaviour
- Providing early and ongoing interventions
- Practicing progressive discipline by addressing inappropriate behaviour with appropriate consequences

THE GOAL OF THE ACCEPTING SCHOOLS ACT (BILL 13)

All students should feel safe at school and deserve a positive school climate this is inclusive and accepting regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression*, age, marital status, family status, or disability.*

CARING AND SAFE SCHOOLS TEAMS

- Each TDSB school must have a Caring, Safe and Accepting Schools team that is responsible for fostering a safe, inclusive and positive school climate. This team is comprised of at least one student (where there is a student council in place), one parent, one teacher, one support staff member, one community partner and the principal. In the TDSB this team will also include the positive space rep and the school equity rep. The chair of the committee must be a staff member.
- The purpose of the team is the development, annual review and implementation of the school code of conduct, the bullying prevention and intervention plan and the school progressive discipline plan.

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GOING FURTHER

Bill 13 sets out in legislation what many boards are already practicing through policy guidelines:

- Equity and inclusive education
- Progressive discipline
- Bullying prevention and intervention

Bill 13 sets out new requirements as well:

- Support for students who are victims of bullying, engage in bullying or are bystanders
- Communication with parents/caregivers
- Training for school staff

HIGHLIGHTS OF BILL 13

- Revised definition of Bullying
- The third week of November is Bullying Awareness and Prevention Week
- All permit holders will be subject to the school and board code of conduct
- Provide annual professional learning opportunities for teachers and support staff
- Establish goals for positive school climate and bullying prevention in board multi-year strategic plans
- Board bullying prevention and intervention plans
 - ① The Board shall establish a bullying prevention and intervention plan
 - ① Developed through consultation
 - ① Each shall have and post a plan
 - ① School plans must be reviewed regularly
- Reporting
 - ① Boards are required to report suspensions and expulsions annually to the MOE
 - ① Ministry shall publish Board data

NEW ELEMENTS FROM BILL 13

- Consider expulsion for bullying and for incidents motivated by bias, prejudice and hate based on a prohibited ground from the OHRC
- Provide supports for all students involved in an incident
- Provide support for students who wish to form student led groups i.e. GSAs, etc...
- Notify parents/caregivers of incidents and invite them to discuss supports for their child
- Require schools to survey staff, students and parents/caregivers every two years

KEY FACTORS OF BULLYING

- Bullying is aggressive and typically repeated behavior that is intended to cause harm, fear or distress or create a negative environment at school for another individual(s)
- Bullying occurs in the context of a real or perceived power imbalance, based on any number of factors
- Bullying behaviour can include physical, verbal, electronic (cyber-bullying), written or by other means
- An evidence-informed definition of bullying, including cyber-bullying, is now in the Education Act
- Bullying is the opposite of a healthy peer relationship

SUSPENSION FOR REPEATED BULLYING AND SUSPENSIONS FOR BIAS, PREJUDICE AND HATE

- Principals must consider expulsion for bullying if a student has been previously suspended for bullying and the student's continuing presence in the school (in the principal's opinion) creates an unacceptable safety risk to another person
- Principals must consider expulsion for incidents under section 306 of the Education Act if they are motivated by bias, prejudice or hate and motivated by OHRC prohibited grounds
- Principals must continue to consider mitigating and other factors and progressive discipline when determining the length of suspension or whether to recommend expulsion.