



**Ministry of  
Education**

Safe Schools Training

2009



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# Purpose

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## Purpose of the training:

- To provide boards with an overview of safe schools legislative, regulatory and policy changes that impact on school boards and come into effect on February 1, 2010;
- To identify key areas that require board policy changes;
- To provide board teams with the information they need to take back and share with school teams;
- To set-out next steps.



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# Background – Safe Schools Action Team (SSAT)

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- In December 2004, the government appointed a Safe Schools Action Team (SSAT) led by Liz Sandals, presently the Parliamentary Assistant to the Minister of Education. The Action Team was made up of recognized safety and education experts.
- The SSAT has been given three mandates over the course of five years:
  - to advise on the development of a comprehensive, coordinated approach to bullying prevention in Ontario schools (2004);
  - to review the safe schools provisions of the *Education Act*, as well as its regulations, and related policies and practices (2005); and
  - to review issues of gender-based violence, homophobia; sexual harassment; inappropriate sexual behaviour of students towards other students and barriers to reporting in Ontario Schools (2008).



# Background – Promoting Safe and Healthy Relationships

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- Based on the recommendations of the December 2008 SSAT report, the government;
  - passed *Bill 157 (Keeping Our Kids Safe At School Act)* which comes into force on February 1, 2010;
  - made changes to Ontario Regulation 472/07, Behaviour, Discipline and Safety of Pupils; and
  - revised and reissued Policy /Program Memorandum 144: *Bullying Prevention and Intervention* and Policy/Program Memorandum 145: *Progressive Discipline and Promoting Positive Student Behaviour* to reflect additional legislative and policy requirements.
- These changes will require every board employee to play a role in addressing issues of inappropriate student behaviour to improve school climate and to support victims.



# Overview – Keeping Our Kids Safe at School - Bill 157

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- Bill 157:
  - Requires all board employees to report to the principal if they become aware that a student may have engaged in an activity for which the student must be considered for suspension or expulsion.
  - Requires principals to contact the parents of victims of such incidents unless:
    - The victim is 18 years old or over;
    - The victim is 16 or 17 years old and has withdrawn from parental control; or
    - in the opinion of the principal, doing so would put the victim at risk of harm from the parent;
  - Requires board employees who work directly with students to respond to incidents that may have a negative impact on school climate.
    - This behaviour includes but it not limited to racist or sexist comments that are unacceptable in our schools.
  - Permits a principal of a school to delegate his or her powers under Part XIII of the *Education Act* (Behaviour, Discipline and Safety) to a vice-principal of the school or a teacher employed in the school, per ministry policy .



# Reporting to the Principal

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- Section 300.2 of the Education Act requires all employees of the board who become aware that a student may have engaged in an activity that must be considered for suspension or expulsion, to report the incident to the principal as soon as reasonably possible.



# Reporting to the Principal – Activities That Must be Reported

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## ***Activities Leading to Possible Suspension – s.306 (1)***

- Activities leading to possible suspension must be reported to the principal:
  - Uttering a threat to inflict serious bodily harm on another person.
  - Possessing alcohol or illegal drugs.
  - Being under the influence of alcohol.
  - Swearing at a teacher or at another person in a position of authority.
  - Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
  - Bullying.
  - Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board.
- These activities include incidents that occur while at school, at a school-related activity or in circumstances where the activity will have a negative impact on the school climate.



# Reporting to the Principal - Example

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- The following is a scenario of how an incident that occurs off school property can have a negative impact on the school climate and thus must be considered for suspension:
  - Student A and student B attend the same school. Student A has received several offensive emails from student B over a period of time which were copied to several other students in the school. Student A is now afraid/embarrassed to come to school for fear of further embarrassment/confrontation.
- In this case of cyber-bullying, a staff member who becomes aware of this situation must report it to the principal.





# Reporting to the Principal – Activities That Must be Reported

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## ***Activities Leading to Suspension Pending Possible Expulsion – s. 310 (1)***

- Activities leading to suspension pending possible expulsion must be reported to the principal:
  - Possessing a weapon, including possessing a firearm.
  - Using a weapon to cause or to threaten bodily harm to another person.
  - Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
  - Committing sexual assault.
  - Trafficking in weapons or in illegal drugs.
  - Committing robbery.
  - Giving alcohol to a minor.
  - Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled.
- These activities include incidents that occur while at school, at a school-related activity or in circumstances where the activity will have a negative impact on the school climate.



## Reporting to the Principal – Example

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- The following is a scenario of how an incident that occurs off school property and not at a school-related event can have a negative impact on the school climate and thus is an activity leading to suspension pending possible expulsion:
  - Student A and Student B attend the same school. Over the weekend they both attended the same house party. Student A was allegedly sexually assaulted by Student B. Student A disclosed this information to a school staff, and has not been in attendance at school since and is falling behind.
    - In this case, the staff member to whom this information is disclosed must report it to the principal.



# Reporting to the Principal – Who Must Report

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- All board employees including teaching and non-teaching staff must report these incidents to the principal.
- Boards must also include bus driver reporting requirements in their transportation policies and contracts.
- Boards may also put policies in place to require other non-board employees who come into direct contact with pupils on a regular basis to report such matters to the principal.
- Reporting requirements must be clearly communicated to board employees, bus drivers, students and parents.



# Reporting to the Principal – Process

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- When reporting, board employees must:
  - consider the safety of others and the urgency of the situation in reporting the incident no later than the end of the school day
  - confirm all reports to the principal in writing using the ministry form Safe Schools Incident Reporting Form Part I (attached as an Appendix to PPM 144 and PPM 145)
- Boards are expected to:
  - outline for board employees how to complete the Safe Schools Incident Reporting Form in a timely manner
  - outline a process for employees to obtain acknowledgement of receipt of their report from the principal using the ministry Safe Schools Incident Reporting Form – Part II
  - ensure that a report number is assigned to each report



# Reporting to the Principal – Safe Schools Incident Reporting Form – Part I

<b>Report No:</b> _____	<b>CONFIDENTIAL</b> <b>SAFE SCHOOLS INCIDENT REPORTING FORM – PART I</b>
<b>Name of School:</b>	_____
<b>1. Names of Pupil(s) Involved (if known)</b>	_____ _____
<b>2. Where the Incident Occurred (check one)</b>	<input type="checkbox"/> A Location in the School or on School Property (please specify) _____ <input type="checkbox"/> At School-Related Activity (please specify) _____ <input type="checkbox"/> On a School Bus (Route #) _____ <input type="checkbox"/> Other (please specify) _____
<b>3. When the Incident Occurred</b>	Date: _____ Time: _____
<b>4. Type of Incident (check all applicable)</b>	<p><b>Activities for which suspension must be considered under section 306(1) of the <i>Education Act</i></b></p> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person. <input type="checkbox"/> Possessing alcohol or illegal drugs. <input type="checkbox"/> Being under the influence of alcohol. <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority. <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the pupil’s school or to property located on the premises of the pupil’s school. <input type="checkbox"/> Bullying. <input type="checkbox"/> Any other activity for which a pupil may be suspended under a policy of the board. <i>[Note: Boards must specify on this form any other activities for which the principal may suspend according to board policy.]</i> <p><b>Activities for which expulsion must be considered under section 310(1) of the <i>Education Act</i></b></p> <input type="checkbox"/> Possessing a weapon, including possessing a firearm. <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person. <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner. <input type="checkbox"/> Committing sexual assault. <input type="checkbox"/> Trafficking in weapons or in illegal drugs. <input type="checkbox"/> Committing robbery. <input type="checkbox"/> Giving alcohol to a minor. <input type="checkbox"/> Any other activity for which a pupil may be expelled under a policy of a board. <i>[Note: Boards must specify on this form any other activities for which the board may expel according to board policy.]</i>
<b>5. Report Submitted By:</b> Name: _____	Signature: _____ Date: _____
<b>Contact Information:</b> Location: _____	Telephone: _____

# Reporting to Principals – Process

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- After a report is submitted the principal must:
  - Provide a written acknowledgement of the receipt of the report (Safe Schools Incident Reporting Form – Part II) to the employee who reported. Information that could identify the student(s) involved must not be part of the acknowledgement.
  - Identify if action has been taken or no action is required.
    - Possible actions taken can include anything on the progressive discipline continuum e.g. warning, contacting parent, removal of privileges, suspension.
  - If no further action is taken by the principal, there is no requirement to retain the report and it should be destroyed.
  - If action is taken, the form and documentation must be kept in the student's Ontario Student Record (OSR) for a minimum of one year unless the board requires a longer period.
    - This will result in a complete documentation of the progressive discipline that has been applied to the student.



# Reporting to the Principal – Safe Schools Incident Reporting Form – Part II

## SAFE SCHOOLS INCIDENT REPORTING FORM – PART II

### ACKNOWLEDGEMENT OF RECEIPT

**Report No:**

\_\_\_\_\_

Report Submitted By: Name: \_\_\_\_\_ Date: \_\_\_\_\_

Action Taken

No Action Required

(Principal): Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Note: Only Part II to be returned to the person who reported.*



# Reporting to the Principal – Ontario Student Record (OSR)

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- If a principal decides that action is required as a result of an incident:
  - a copy of the form with documentation indicating the action taken will be filed in the appropriate student's Ontario Student Record (OSR).
  - the names of all the other students appearing on the form (aggressors and victims) must be removed except the name of the student in whose OSR the form is going.
- If no action is taken towards the aggressor, the report is not to go in the student's OSR.
- Nothing about the incident is to go into the victim's OSR unless the victim/parent(s) of the victim specifically request that this is done.

Note: This formal report does not replace conversations between the employee and the principal. The principal and the employee are encouraged to talk about the incident regardless of action taken.





# Reporting to Principals – Board Policies

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- Boards must revise their Progressive Discipline and Bullying Prevention and Intervention policies to reflect the above legislative and policy requirements regarding **reporting to the principal** as outlined in the revised PPM 145 and PPM 144.
- These revisions are in addition to the requirements currently in PPM 145 and 144 and do not replace them.



# Notice to Parent/Guardian of Victims

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- Section 300.3 of the Education Act requires principals to inform parents/guardians of students who have been harmed as a result of any incident for which suspension or expulsion must be considered.
  - This amendment does not allow a principal to notify a parent or guardian of a student who is 18 years or older; or is 16 or 17 years old and has withdrawn from parental control. This does not prohibit the principals from contacting parents/guardians if the student gives consent.
- Under Section 300.3(3) of the Education Act, principals are not permitted to inform the parents of a victim when, in the principal's opinion, doing so would put the victim at risk of harm from the parent.
  - *Example:* During an investigation of an incident of homophobic bullying, a student discloses to the principal that he is gay and that he has not shared and is not ready to share this information about his sexual orientation with his parents. He says that if his parents are told, they will force him to leave home. He says he would rather commit suicide than face his parents on this issue.



# Notice to Parent/Guardian of Victims

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- Under the amended Behaviour, Discipline and Safety of Pupils Regulation (472/07) if the principal makes the decision not to notify the parent/guardian of a victim, the principal must:
  - document the rationale for the decision not to notify the parent or guardian of the pupil;
  - inform the appropriate supervisory officer of this decision;
  - if a teacher reported the harm to the principal, inform the teacher of the decision; and
  - if they determine it is appropriate to do so, inform other board employees of the decision not to notify a parent or guardian of the pupil.
- Note: If a staff person has any reasonable grounds to suspect that a student, who is under the age of 16, is or may be in need of protection from the person having charge of him or her, the staff person must report this directly to a Children's Aid Society (and not rely on anyone else to report on his or her behalf)



# Notice to Parent/Guardian of Victims

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What must be disclosed to parents:

- When notifying the parent/guardian of a victim, section 300.3(4) of the Education Act requires a principal to disclose the following:
  - the nature of the incident that resulted in harm to the student;
  - the nature of the harm to the student; and
  - the steps taken to protect the student's safety, including the nature of any discipline in response to the incident.
- Principals must not share the name of the aggressor or any other identifying or personal information with the parents of the victim beyond what is listed above.
- For example, a principal may share that the aggressor received a suspension or that the aggressor's parents have been called, but may not share information regarding a referral to counselling or any other personal information.



# Response by Board Employees

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- Pursuant to section 300.4 of the Education Act, the Ministry has revised PPM 144 and PPM 145 to require an employee of a board who observes a pupil behaving in a way that is likely to have a negative impact on school climate to respond to the behaviour.
  - These behaviours include racist, sexual, sexist, or homophobic comments, slurs, and jokes or graffiti, as well as activities for which suspension and expulsion must be considered.
- This requirement applies to all board employees who work directly with students. This includes, but is not limited to, teachers, non-teaching staff in social work, child and youth work, psychology, and related areas, as well as educational assistants (PPM 145)
  - Responding may include asking a student to stop the inappropriate behaviour, naming the type of behaviour and explaining why it is inappropriate and/or disrespectful, and asking the student for a change in future behaviour. For an example of an effective board practice see Appendix A – *How to Handle Harassment in the Hallways in Three Minutes (from the Toronto District School Board)*



# Response by Board Employees

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- Under the amended Regulation 472/07, board employees are not required to respond under section 300.4 if responding would, in the employee's opinion, cause immediate physical harm to himself or herself or to that of a student or another person.
  - For example, a staff member that has charge of a student with special education needs may not respond if doing so would mean leaving the student unattended, potentially placing them in immediate physical danger.
  - However, PPM 145 and PPM 144 state that board employees are expected to verbally inform the principal as soon as possible if they do not immediately respond.



# Response by Board Employees – Board Policies

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- Boards must revise their Progressive Discipline and Bullying Prevention and Intervention policies to reflect the legislative and policy requirement regarding **response by board employees** as outlined in the revised PPM 145 and PPM 144.



# Reporting and Responding

*No suspension/  
expulsion*

*Possible  
suspension/expulsion*

*Offensive slurs/jokes.....*

*Possessing a weapon.....*

**All staff who work directly with students must:  
RESPOND:**

To all student behaviour that negatively impacts on school climate\*

**All Board Employees must  
REPORT:**

All activities for which suspension or  
expulsion must be considered

\* Unless responding would in the employee's opinion, cause immediate physical harm to himself or herself or to that of a student or another person (Regulation 472/07).



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# Supports for Students

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- The revised PPMs require;
  - All board employees to take all allegations of gender-based violence, homophobia, sexual harassment, and inappropriate sexual behaviour (PPM 145) and bullying (144) seriously and act in a timely, sensitive and supportive manner
    - Board employees working directly with students must support all students, including those who disclose/report such incidents, by:
      - providing contact information about professional supports; and
      - making this information readily available to students who wish to discuss issues of healthy relationships, gender identity, and sexuality.
  - Boards to outline procedures to support students who are victims of serious student incidents\* and their parents.
    - Board policies and procedures must address what schools are expected to do to support these students including the development of specific student plans to protect the victim; and
    - Outline a process for parents to follow when they are not satisfied with the supports that their children receive.
- \* Serious student incidents are incidents that must be considered for suspension (s. 306.(1) or expulsion s. 310.(1)).



# Supports for Students

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- The revised PPMs require (continued);
  - Boards to outline how schools will refer students who are victims to a community agency that can provide the appropriate type of confidential support when his/her parents are not notified (e.g. sexual assault centre, Kids Help Phone, Lesbian, Gay, Bisexual, Transgendered Youth Line)
- When boards determine that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim not be moved.
  - Boards are expected to coordinate a transition meeting to support the student who is being moved which should include the receiving teacher and non-teaching staff.
  - Boards are expected to have clear policies for teaching/non-teaching staff regarding confidentiality of information shared at transition meetings when a student is moved.



## Supports for Students – Board Policies

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- Boards must revise their Progressive Discipline and Bullying Prevention and Intervention policies to reflect the legislative and policy requirements regarding **support for students** as outlined in the revised PPM 145 and PPM 144.



# Prevention and Awareness Raising

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- PPM 145 has been revised to require that boards' progressive discipline policies include a component on prevention and awareness raising.
  - Prevention and awareness raising strategies must be aimed at all members of the school community in areas including but not limited to:
    - homophobia,
    - gender-based violence,
    - sexual harassment,
    - inappropriate sexual behaviour,
    - critical media literacy, and
    - safe internet use.



# Prevention and Awareness Raising

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- Boards/schools must :
  - help school staff to give support to students who wish to participate in gay-straight alliances and in other student-led activities that promote understanding and development of healthy relationships.
  - engage their school councils and student councils to support these student-led activities.
  - ensure that prevention and awareness raising planning is consistent with the requirements for IEPs for students with special needs, including requirements regarding accommodations and modifications.
  - require schools to conduct anonymous school climate surveys of their students every two years.
  - require schools to share climate survey results with their Safe Schools Teams.



# Building Partnerships

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- The Building Partnership sections in PPM 145 and PPM 144 have been revised to require that every school board must:
  - direct schools to work with agencies/organizations who have knowledge/expertise in gender-based violence, sexual assault, homophobia, sexual harassment, and inappropriate sexual behaviour to provide appropriate support to students, parents and teachers in addressing these issues;
  - maintain an up-to-date contact list of agencies/organizations that have professional expertise and knowledge in these areas;
  - make the list available to staff and students of every school; and
  - ensure that all publicly-funded schools provide access to Public Health Units to deliver their mandated public health curriculum.



# Other New Policy Requirements

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## Policy Statements

- PPM 145 has been revised to require that every school board include in their board Policy Statements on progressive discipline the following:
  - Homophobia, gender-based violence, sexual harassment and inappropriate sexual behaviour must be addressed.



# Other New Policy Requirements

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## Implementation Strategy:

- The Implementation Strategy section of PPM 145 has been revised to require boards to include several new components (underlined) as part of their progressive discipline policies. These include:
  - Outlining a range of prevention programs, interventions, supports, and consequences, including circumstances in which short-term suspension, long-term suspension, or expulsion may be the response required;
  - Providing for ongoing dialogue with parents on student achievement and behaviour at every step of the progressive discipline continuum.





# Other New Policy Requirements

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## Training Strategy:

- Boards must implement a training strategy on the board's revised policies on progressive discipline and bullying prevention and intervention for:
  - all administrators and teachers
  - educational assistants, and non-teaching staff including those who are involved in social work, child and youth work, psychology and other related disciplines.
- Board training strategies on progressive discipline policies must include how to respond to gender-based violence, homophobia, sexual harassment and inappropriate sexual behaviour.
- Board training strategies on bullying prevention and intervention must include effective response practices to deal with gender-based and homophobic bullying consistent with equity training on cultural sensitivity and on respect for diversity and special education needs.
- School boards should also work with their local Children's Aid Societies to develop/implement annual training for board staff on their duty to report under the *Child and Family Services Act (CFSA)*.



# Other New Policy Requirements

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## Monitoring and Review:

- The Monitoring and Review section of PPM 145 has been revised to require boards to include several new components as part of their progressive discipline policies. These include:
  - directing schools to address gender-based violence, homophobia, sexual harassment and inappropriate sexual behaviour in their school improvement plans; and
  - directing schools to evaluate the effectiveness of their safe schools policies and programs through the use of school climate surveys which are to be undertaken a minimum of every two years.
    - The Ministry of Education's School Climate Surveys have been revised and can be used to fulfill this requirement. An online tool to help schools roll-up their survey results will be available shortly.



# Other New Policy Requirements

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## School-Level Plans:

- PPM 145 now states that school boards must require that all schools develop and implement a school-wide progressive discipline plan.
- PPM 144 now requires that school-level plans include:
  - awareness raising strategies;
  - support strategies including plans to protect victims



# Delegation of Authority - Regarding Student Discipline

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- Section 300.1 of the Education Act now provides the authority for a principal to delegate powers, duties or functions under Part XIII of the *Education Act* – Behaviour, Discipline and Safety, to a vice-principal of the school and to a teacher employed in the school per ministry policy:
  - A principal may only delegate this authority to a teacher if the principal and vice-principal are absent from the school and must respect the terms of all applicable collective agreements.
  - A delegation under this part of the *Act* must be in writing and subject to any restrictions, limitations and conditions set out in the delegation
  - Board policies must also identify a process for providing support to individuals who have been delegated authority, e.g. contact information of available board supervisory officer.



# Delegation of Authority - Regarding Student Discipline

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- PPM 145 requires boards to have a clearly defined policy in place regarding Delegation of Authority under Part XIII of the Education Act and sets out the following requirements:

## Vice-Principals

- Delegation may include all authority of the principal under Part XIII of the Education Act except the final decision regarding a recommendation to the board to expel a student and suspensions for more than 5 school days.

## Teachers

- Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension and/or expulsion.
- A teacher may be delegated limited authority to contact the parent of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.
- The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.
- If the teacher is not clear on whether to call the parent or guardian the teacher should contact the principal or supervisory officer for direction. The principal or vice-principal will follow-up with the parent as soon as possible.



# Policy Development – Revising Board Policies

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- In revising their policies, boards continue to have flexibility to address local needs and circumstances through revised policies/procedures in areas such as :
  - geographical considerations,
  - demographics,
  - cultural needs, and
  - availability of board and community supports and resources.
- Boards must consult with school councils and should also consult with parents, principals, teachers, and non-teaching staff in social work, child and youth work, psychology and educational assistants, as well as students, their Parent Involvement Committee, their Special Education Advisory Committee, community partners, social service agencies, members of Aboriginal communities (e.g., Elders) and other appropriate community groups.



# Policy Development – Revising Board Policies

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- Board policies must now reflect principles outlined in the following documents:
  - Policy/Program Memorandum No. 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario’s Schools, 2009
  - Regulation 181/98 - *Identification and Placement of Exceptional Pupils*;
  - *Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007*;
  - *English Language Learners: ESL and ELD Programs and Services, 2007*.
  - other relevant board-wide policies, strategies, and initiatives, such as Student Success, the Equity and Inclusive Education Strategy and Character Development.



# Safe Schools Resources to Support School Staff and Students

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## Registry of Resources for Safe and Inclusive Schools:

- Provides information about resources which may be suitable for purchase and use in elementary and secondary schools including resources to help prevent bullying/harassment and to promote safe and inclusive schools.
- URL [www.edu.gov.on.ca/eng/teachers/bullyprevention/registry.html](http://www.edu.gov.on.ca/eng/teachers/bullyprevention/registry.html)

## Sample School Climate Surveys:

- The ministry's sample school climate surveys have been expanded to include questions on equity and inclusive education and issues such as gender-based bullying, sexual harassment and homophobia. An online tool is now available for schools to aid in the roll-up of their results.
- URL [www.edu.gov.on.ca/eng/safeschools/bullying.html](http://www.edu.gov.on.ca/eng/safeschools/bullying.html)

## Kids Help Phone

- In 2005, the Ministry entered into a 3-year partnership with Kids Help Phone (KHP) to help over 40,000 Ontario kids with “bullying-related” issues by phone and through their online counselling, information and referral services. As a result of this success the partnership has been renewed for an additional 3 years until 2011. Kids Help Phone's telephone counselling is confidential, free, open 24/7 and available throughout Canada.
- URL [www.kidshelpphone.ca](http://www.kidshelpphone.ca) (also provides links to other resources and supports for youth)





# Safe Schools Resources to Support School Staff and Students

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## **EGALE Resources**

- EGALE Canada is developing a web-based forum for students and educators to facilitate discussion, networking, and support those involved in creating and running Gay-Straight Alliances (GSAs). Additionally, EGALE is creating a web-based, Ontario specific directory of GSAs. Web-based resources and information to facilitate the creation of and sustainability of GSAs will also be available (<http://www.egale.ca/>)

## **Ontario's Expanded Telepsychiatry Services**

- Ontario's telepsychiatry program is a creative solution for increasing access and reducing wait times for children and youth in rural, remote and underserved communities. It uses videoconferencing to provide children, youth and their families or caregivers with access to clinical consultations with a child psychiatrist without having to leave their local communities. (<http://www.children.gov.on.ca/>)

## **A Resource Guide and Online Training Tool for Ontario Schools**

- In this forthcoming ministry resource guide, information will be provided for schools on supporting students when responding to issues involving student-to-student sexual relationships, including dating violence and sexual assault.



# Next Steps

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- Following the Ministry training, boards will be responsible for organizing and delivering the Safe Schools and Equity and Inclusive Education training through a one day face-to-face training session for school teams.
  - The Ministry will provide boards with copies of the training manual for each school level team member along with an electronic copy of the materials.
- There should be one team of three per school and the team should include;
  - one principal or VP;
  - one teaching staff; and
  - one non-teaching staff.
- School boards are asked to forward the dates of their school team training sessions to the ministry.
- Board costs associated with the training of school teams will be reimbursed per Ministry guidelines including release time for teachers and single administrator schools, travel, accommodations, meals, and venues.
  - All costs to be claimed through your boards with the board then submitting one invoice with backup documents (i.e. receipts) to the Ministry.
- These training sessions are to be completed by the end of November 2009.
  - The Ministry will also be providing each school with a short DVD that will augment the training materials already provided (available to schools in late December).

