

Greek Community of Toronto INC.



Policies and Procedures Manual

February 2022

Disclaimer: The policies in this manual are determined and approved by the Board of Directors of the Greek Community of Toronto INC. (GCT). The included policies serve the GCT's mission, vision, and values. Whereas there is a conflict between a policy and the GCT's Constitution and governing Bylaws, the latter (i.e., Constitution and Bylaws) will take precedence.

A copy of this Policy shall be provided to each employee on his or her first day of employment with the Greek Community of Toronto INC. and periodically thereafter as deemed necessary by the General Manager and/or Department Heads.

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A. Policies and Procedures Framework (Policy P001)

Adopted:

Effectuated:

Revised:

Reviewed:

Authorization:

- Board is the Directors of the Greek Community of Toronto INC., also referred to as GCT INC or GCT.
- Policy is a statement of intent, governing principles, or results adopted by the GCT Board in public and intended to guide future actions.

- The Board of Directors is responsible for establishing Board policies and holds the primary responsibility for overseeing the process by which new and revised policies are developed and ultimately presented for Board's approval.

PROCEDURES

1.1. Policies will be adopted, revised or revoked by the Board's resolution only.

1.2. The need to develop a new or revised policy may arise as a result of a:

(1) resolution of the Board.

(2) legislative requirement.

(3) government policy or directive.

1.3. Within each department, the appropriate Board member or Chair will assign staff to work within the GCT's policies and procedures.

Policy Development

1.4. Development of a new policy must be authorized by the Board upon recommendation of an appropriate GCT Executive or GCT Board member.

Policy Review

1.5 Board policies will be reviewed regularly to ensure their effectiveness, relevance, and alignment with legislative requirements, government directives, decisions of the Board and operational parameters.

Policy Consultations

1.6 Policy development and review process may include consultations with external participants, e.g., students and their parents/guardians, school councils, advisory GCT Executives, community members, different levels of government, service agencies, professional organizations, and union partners.

Policy Format and Style

1.7. Policies will be written in plain and straightforward language that is easily understood by the public. After approval of a policy by the Board, they will assign the appropriate policy number, add the adoption date and any other required information as per the Policy Template (below).

Policy Template

Adopted:

Effectuated:

Revised:

Reviewed:

Authorization:

Title: [POLICY TITLE]

Adopted: [date of approval of the Policy]

Effected: [date when the Policy came into effect]

Revised: [date when the Policy was amended]

Reviewed: [date when the Policy was reviewed]

Authorization: [position/level that has authority to approve the Policy or changes hereto]

1. RATIONALE [Provide a brief description of the Policy's need and focus. Identify reasons why this Policy was developed (e.g., direction of the Board of Directors, government directive/policy, legislative requirement, etc.). Provide sufficient details.]
2. OBJECTIVE [Outline what the Policy is intended to accomplish.]
3. DEFINITIONS [Explain keywords, phrases, abbreviations, and acronyms used in the Policy, for example, GCT INC. is the Greek Community of Toronto INC., also referred to as the "GCT" or "Board."]
4. RESPONSIBILITY [Identify the position of staff (member of Board) responsible for content and implementation of the Policy.]
5. APPLICATION AND SCOPE [Identify persons/departments to whom the Policy applies.]
6. POLICY [Policy is limited to broad aspects of the Board's operations. This section should contain focused statements of the Board's intent, governing principles, or desired results related to the subject and expressed in simple, straightforward language. They should be broad enough to allow flexibility in dealing with diverse situations at minimal expense while ensuring consistency across the system.]
7. Numbering System: 1.1. Text 1.2. Text (a) Text (i) Text (A) Text (I) Text
8. SPECIFIC DIRECTIVES [This section may be used to establish outside parameters for executive action, set minimum or maximum ranges, and attach particular conditions and exceptions to the Policy. At least one Specific Directive should relate to the responsibility of the Director of Education, i.e., "The Director of Education is authorized to issue operational procedures to implement this policy"]
9. EVALUATION [Identify the frequency of assessment of the effectiveness and relevance of the Policy (e.g., must be at a minimum every four years after the effective date).]
10. APPENDICES [List supplementary documents, if included with the policy:]
 - Appendix A: [title, same as on actual appendix], [brief explanation, if required]
 - Appendix B: [title, same as on actual appendix], [short description, if needed]
11. REFERENCE DOCUMENTS [List in alphabetical order all documents referenced in the body of the Policy, including legislative acts and regulations, other Board policies and operational procedures]

(e.g. Legislation, Education Act (<https://www.ontario.ca/laws/statute/90e02>) Ministry of Education, Policy and Program Memoranda).

Policy Communication and Notifications

1.8. The secretary-general will record new and revised policies in the board meeting minutes and publish policies for staff and the public on the Board's website in accordance with the Policy Framework. The policy communication will include a summary of policy revisions and expected outcomes. GCT INC. staff will be notified of the availability of new and revised policies through the existing communications methods.

A. RATIONALE: This policies and procedures manual was developed in support of legislative requirement under subsections 169.1 (1)(d) and (e) of the Education Act and the GCT's constitution, which require the Board:

- to develop and maintain policies and organizational structures that promote cultural and educational goals.
- to monitor and evaluate the effectiveness of policies developed by the Board.

B. OBJECTIVE: To establish governing principles for Board policies

C. APPLICATION AND SCOPE: This Policy applies to all GCT INC. employees

D. RESPONSIBILITY: Board of Directors

E. DEFINITION: Policy is a statement of intent, governing principles or result adopted by the Board in public and intended to guide future actions.

F. POLICY: The Board shall establish specific policies to guide the actions of GCT INC. staff. A Policy may be developed for the following purposes:

- to give substance to the Board's Mission and Values Statements and Education Plan.
- to comply with legislative requirements.
- to comply with Ontario Government directives and policy requirements.
- to provide a basis for budget development and resource allocation.

B. GCT INC. STAFF CODE OF CONDUCT (Policy P002)

Adopted:

Effectuated:

Revised:

Reviewed:

Authorization:

POLICY

The purpose of the Policy on Conduct and Behaviour is to provide guidelines that may change from time to time, promote understanding of what is considered acceptable and unacceptable conduct and behaviour, and encourage consistency throughout the GCT INC. This applies to the Greek Community of Toronto INC. staff interactions with each other, our business partners, contractors, suppliers, government authorities and customers.

The Greek Community of Toronto INC. is committed to being a good corporate citizen. As a representative of the Greek Community of Toronto INC. we should always be courteous, considerate and responsive; care should be taken that your conduct does not discredit The Greek Community of Toronto INC. Regulations for the acceptable conduct and behaviour of employees are necessary for the orderly operation of any business, for the benefit and the protection of the rights and safety of the employees and the protection of The Greek Community of Toronto INC. assets.

GCT INC. Board members, employees, and volunteers are expected to govern their conduct and behaviour in a manner consistent with the guidelines set out herein.

The Greek Community of Toronto INC. is committed to maintaining a work environment that protects and benefits the rights and safety of all Board members, employees, and volunteers. This Policy of Conduct supports legislated requirements and Board-established bylaws, policies and procedures that set out the governance and accountability framework at the Greek Community of Toronto INC. This Code of Conduct supports the Board's commitment to meeting high standards of conduct by all GCT INC. staff.

DEFINITIONS:

- Board means the Greek Community of Toronto INC. governing body, also referred to as the GCT.
- Discrimination means discriminatory behaviour, as indicated by the GCT INC. Workplace Violence and Harassment Prevention policies and the Ontario Human Rights Code.
- Harassment means harassing behaviour, as indicated by the GCT INC. Workplace Violence and Harassment Prevention policies and the Ontario Human Rights Code.
- GCT INC. Executive means the GCT's Board members appointed Executive Directors by the Board following the GCT INC. Bylaws.
- Members of the Board, also referred to as "Directors" or "Board," means the elected members of the GCT Board of Directors.
- Official business means duties and responsibilities of Directors as prescribed by the Education Act and further explained in the Governance Policy and directly related to operations of the GCT.
- Staff members means employees of the GCT INC. and will be referred to as GCT INC. staff, staff or employees.

RESPONSIBILITY

Board members and employees are responsible for observing rules of conduct that are generally accepted as the standard in a business enterprise.

The General Manager, Department Heads and the GCT's Executive are responsible for promptly counselling employees when their conduct is inconsistent with the intent of this Policies and Procedures Manual.

PROCEDURE

POLICY: Transparency, accountability, and public confidence are fundamental components for the effective governance of charitable organisations as public bodies responsible to their communities and the provincial government. The conduct of GCT INC. staff must be of the highest standard to maintain the public's confidence. This GCT INC. staff Code of Conduct "Code of Conduct") represents the Board's commitment to meeting high standards of conduct.

The following principles are a guide to the interpretation and application of the Code of Conduct:

- (a) GCT INC. staff shall serve and be seen to serve their community in a constructive, respectful, conscientious and diligent manner.
- (b) GCT INC. staff shall recognize the public trust in the expenditure of GCT INC. funds efficiently and in the best interests of students and community members.
- (c) GCT INC. staff should be committed to performing their functions and avoid the improper use of Policy P002.
- (d) GCT INC. staff are expected to perform their duties in the office and arrange their private affairs in a manner that promotes public confidence and will bear close public scrutiny.
- (e) GCT INC. staff shall seek to serve the public interest by upholding both the letter and the spirit of the laws of the Federal Parliament and Ontario Legislature and the bylaws and policies adopted by the Board.
- (f) GCT INC. staff agree to the common understanding that they will not participate in activities that grant or appear to grant any special consideration, treatment, or advantage to an individual Director or staff member which is not available to every other individual.
- (g) This Code of Conduct operates as a supplement to the existing statutes governing the conduct of GCT INC. staff in all their roles. The following primary provincial and federal legislation govern the conduct of GCT INC. staff:

- Criminal Code of Canada.
- Education Act (where applicable - <https://www.ontario.ca/laws/statute/90e02>)
- Municipal Conflict of Interest Act
- Municipal Elections Act, 1996
- Municipal Freedom of Information and Protection of Privacy Act
- Occupational Health and Safety Act
- Ombudsman Act
- Ontario Human Rights Code

(i) The GCT Executive should be consulted for advice by members of the Board if the application of any section of this Code of Conduct is unclear.

Appropriate Conduct and Behaviour includes but is not limited to:

- Adherence to published policies, practices and procedures;
- Competent performance of all job duties assigned;
- Prompt and regular attendance at work;
- Courtesy to and respect co-workers, customers, suppliers, or anyone who deals with the Greek Community of Toronto INC. in the conduct of business;
- Wearing proper business attire and footwear during working hours, appropriate to the job performed as per dress code.

Inappropriate Conduct and Behaviour includes but is not limited to:

- Loitering or loafing;
- Leaving work early or leaving the department without the supervisor's approval;
- Using obscene, abusive language;
- Spreading malicious gossip or rumours;
- Harassing, threatening, intimidating, coercing any person at any time;
- Horseplay or throwing objects;
- Reporting to work while under the influence of alcohol, drugs or prohibited substances;
- Creating or contributing to unsanitary conditions;
- Gambling, lotteries, or any other game of chance while on GCT INC. premises;
- Insubordination;
- Excessive personal use of telephone or computer facilities.

Unacceptable Conduct or Behaviour includes:

- Willful violation of safety rules and procedures;
- Deliberate neglect and/or mishandling of equipment and machinery;
- Unsafe driving of Greek Community of Toronto INC. or in-plant vehicles;
- Theft and/or falsification of Greek Community of Toronto INC. records;
- Indecency;
- Fighting;
- Poor or careless work;
- Sleeping while on duty.
- Solicitation of other employees, for any reason during working hours, unless approved in advance by the General Manager and/or Department Heads;
- possessions of guns, weapons, or explosives on Greek Community of Toronto INC. property;
- Possession, consumption or use of illegal substances while on Greek Community of Toronto INC. premises

Additionally:

(a) No member of the GCT INC. staff shall disclose or release by any means to any member of the public any confidential information acquired by virtue of their office, in either oral or written form, except when required by law or authorized by the Board to do so. This is a continuous obligation that extends beyond the member's term of office.

(b) GCT INC. staff will not access or attempt to gain access to confidential information in the custody of the Board unless it is necessary for the performance of their duties and not prohibited by Board policy.

(c) Confidential information includes information in possession of, or received in confidence by the GCT, that the GCT INC. is either prohibited from disclosing, or is required to refuse to disclose, under the Municipal Freedom of Information and Protection of Privacy Act "MFIPP"), or other legislation, or received in confidence from other third parties of a corporate, commercial, scientific or technical nature, personal information, and information that is subject to solicitor-client privilege.

(d) Under the GCT INC. bylaws, a matter that has been discussed by the Board in closed sessions is confidential. Accordingly, no member of the GCT INC. staff will disclose the content of any such matter, or the substance of deliberations, of the closed session meeting until the Board discusses the information at a meeting that is open to the public or releases the information to the public.

(e) Confidentiality may attach to information concerning:

- Litigation or any potential litigation affecting the Board;
- Intimate, personal or financial information in respect of a member of the Board or GCT Executive, an employee or prospective employee of the Board or a pupil or their parent or guardian;
- The acquisition or disposal of the Board's real property, including a school site;
- Decisions in respect of negotiations with the staff members of the Board;
- Information deemed to be "personal information" under the MFIPPA;
- Information subject to solicitor-client privilege.

(g) If there is uncertainty about whether the information is confidential, the member of GCT INC. staff should check with the GCT INC. Executive and consult with the General Manager and/or Department Heads.

Gifts, Benefits and Hospitality: GCT INC. staff are expected to carry out their duties with impartiality and objectivity. Members must decline from accepting a gift, benefit or hospitality because of the risk that this will compromise the objectivity of the member or lead to an appearance of lack of objectivity, bias or influence on the part of the member. For these purposes, a gift, benefit or hospitality provided with the member's knowledge to a member's spouse, child, or parent, or to a member's staff that is connected directly or indirectly to the performance of the member's duties is deemed to be a gift to that member of the GCT. There are circumstances in which the acceptance of a gift, benefit or hospitality occurs as part of the social protocol or community events linked to the duties of an elected official and their role in representing the GCT. For that reason, this section outlines the limited exceptions to the rule that GCT INC. staff should not accept any gifts or benefits from persons connected directly or indirectly to their post. The

following are recognized as exceptions, which do not apply in the case of vendors of goods and services or those expecting to be vendors to the GCT:

- (a) compensation authorized by law;
- (b) such gifts or benefits that are received as an incident of protocol or social obligation;
- (c) a political contribution otherwise reported by law, in the case of members running for office;
- (d) services provided without compensation by persons volunteering their time;
- (e) a suitable memento of a function honouring the member;
- (f) food, lodging, transportation and entertainment provided by provincial, regional and local governments or political subdivisions of them, by the federal government or by a foreign government within a foreign country, or by a conference, seminar or event organizer where the member is either speaking or attending in an official capacity. For this exception, "official capacity" refers to attendance in a ceremonial, presentational or representational role on behalf of the Board or where the GCT INC. has authorized the member to attend on behalf of the organization:
- (g) food and beverages consumed at banquets, receptions or similar events, if:
 - i. attendance serves a legitimate business purpose;
 - ii. the person extending the invitation or a representative of the organization is in attendance; and
 - iii. the value is reasonable and the invitations infrequent;
- (h) communication to the offices of a member, including newspapers and periodicals;
- (i) gifts of a nominal value (e.g., baseball cap, t-shirt, book etc.) valued at no more than \$25.00. An invitation to attend a function where the invitation is connected directly with the performance of a staff member's office duties (i.e., a GCT INC. staff member has a ceremonial, presentational or representational official role) is not considered by this Code of Conduct to be a gift. This type of attendance is regarded as the fulfilment of official public duties.

2.9. Use of Board Property, Services and Other Resources: No GCT INC. staff member should use, or permit the use of GCT INC. events, facilities, funds, information and infrastructure or other resources (e.g., GCT INC. owned materials, websites, and social media platforms) for activities other than the business of the GCT INC. No GCT INC. staff may obtain personal financial gain from the use or sale of Board-developed intellectual property (e.g., inventions, creative writings and drawings), computer programs, technical innovations, or other items capable of being patented, since all such property remains exclusively that of the Board.

2.10. Improper Use of Influence:

(a) No GCT INC. staff shall use the influence of their office for any purpose other than for the exercise of their official duties. This includes using the power of the office to obtain employment for a family member or otherwise using one's status as a member of the GCT INC. staff to improperly influence the decision of another person to the private advantage of oneself, or one's parents, children or spouse, staff members,

friends, or associates, business or otherwise. Also prohibited is the holding out of the prospect or promise of future advantage through a member's supposed influence within the Board in return for present actions or inaction.

(b) For this provision, "private advantage" and "improperly prejudice" does not include a matter:

i. that is of general application;

ii. that affects a member of the GCT INC. staff, their parents, children or spouse, staff members, friends, or associates, business or otherwise as one of a broad class of persons; or

iii. a GCT Executive or Board matter that concerns the remuneration or benefits of a GCT INC. staff member.

2.11. Conduct at GCT INC. Staff Meetings: GCT INC. staff act in the service of the community. They have the opportunity to set an example for future leaders who may look to them for guidance and leadership. They are expected to refrain from verbally attacking or belittling those who complain or disagree with them. It is vital that members of the GCT INC. staff conduct themselves with decorum at Board and GCT Executive meetings and in accordance with the provisions of the GCT's Bylaw concerning meeting procedures.

2.13. Discreditable Conduct: (a) All GCT INC. staff have a duty to treat members of the public and one another respectfully and without abuse, bullying or intimidation, and ensure that their work environment is free from discrimination and harassment. This provision applies to all forms of written and oral communications, including via social media. (b) Harassing or discriminatory behaviour, as indicated in the GCT INC. Workplace Harassment Prevention and Human Rights policies and the Ontario Human Rights Code, which occurs in the course of, or is related to, the performance of official business and duties of Board Members, is subject to this Code of Conduct. If an employee or a member of the public brings forward a harassment complaint against a staff member, it shall be immediately forwarded to the GCT Executive. If a complaint is filed with the GCT Executive, after an initial assessment, they shall consult with the GCT INC. Board of Directors and then determine the appropriate next steps.

2.14. Failure To Adhere to The Board Policies and Procedures: (a) A number of the provisions of this Code of Conduct incorporate policies and procedures adopted by the Board. More generally, members of the Board are required to observe the terms of all policies and procedures established by the Board that apply to GCT INC. staff. (b) Members of the Board should respect the Executive of this Code of Conduct and are obliged to cooperate with inquiries conducted in accordance with the procedures set by the Board for addressing complaints of a breach of this Code of Conduct. Any reprisal or threat of reprisal against a complainant or anyone else for providing relevant information to the GCT Executive is prohibited. The GCT's Reporting of Suspected Wrongdoing (Whistleblowing) Policy applies. It is a violation of this Code of Conduct to obstruct the GCT Executive officers from carrying out their responsibilities, for example, by destroying documents or erasing electronic communications. (b) GCT INC. staff members have a duty to respond to and comply with all requests of the GCT Executive, and failure to do so is a violation of this Code of Conduct.

2.15 Acting on Advice of GCT Executive: (a) If there is uncertainty about whether an action or activity refers to conduct prohibited by the Code of Conduct, the staff member may directly seek the advice of the GCT Executive. Only following an investigation by the GCT Executive can a determination of a violation of the Code of Conduct be made. (b) Where a staff member has received written advice from the GCT Executive

on a particular matter, the advice is binding in any subsequent consideration of the conduct of the member in the same matter as long as the staff member disclosed all relevant facts to the GCT Executive at the time the advice was provided.

2.16 Compliance with The Code of Conduct The Education Act (where applicable): Authorizes the Board and the GCT Executive to impose one or more of three sanctions on GCT INC. staff following an inquiry into whether the member has breached this code of conduct. The Board, following an investigation, may recommend the following remedial actions: Any remedial actions that the GCT Executive deems appropriate and necessary, for example, directing the staff member to return a gift, reimburse a donor for the value of any gift or benefit already consumed, or to remit the value of any gift or benefit already consumed to the GCT INC.

C. COMPLAINT PROTOCOL FOR THE BOARD MEMBER CODE OF CONDUCT (Policy P003)

Adopted:

Effected:

Revised:

Reviewed:

Authorization:

DEFINITIONS

Board refers to the Greek Community of Toronto INC. Board, which is also referred to as the GCT.

Discrimination means discriminatory behaviour, as indicated by the GCT INC. Workplace Violence and Harassment Prevention policy and the Ontario Human Rights Code.

Harassment means harassing behaviour, as indicated by the GCT INC. Workplace Violence and Harassment Prevention policies and the Ontario Human Rights Code.

Inquiry includes an investigation.

GCT Executive means the three to five Board members appointed by the Board of Directors in accordance with the GCT INC. Bylaws.

Staff members means staff members of the GCT.

3.1. RESPONSIBILITY: The Board of Directors, the GCT's Executive, the General Manager, and the Director of Education.

3.2. APPLICATION AND SCOPE: This procedure applies to all GCT INC. staff.

3.3. PROCEDURES: This Complaint Protocol describes informal and formal ways for members of the public and staff members to address complaints concerning the Code of Conduct. The GCT Executive may provide advice and information to staff members and members of the public and options for resolving complaints as described in this Complaint Protocol. All of these processes are intended to ensure that there is an opportunity to resolve complaints as expeditiously and meaningfully as possible.

3.4. Informal Complaint Process: Individuals are encouraged to use informal means first to address conduct prohibited by the Code of Conduct. With the consent of the complaining individual, the GCT Executive may be a part of an informal process. Individuals (including staff members, members of the public) who have identified or witnessed conduct by a GCT INC. member that they believe is in contravention of the Code of Conduct may address the prohibited conduct as follows:

- (a) advise the GCT Executive that the conduct contravenes the Code of conduct.
- (b) encourage the GCT INC. staff member to stop the prohibited conduct.
- (c) keep a written record of the incidents, including dates, times, locations, other persons present, and any additional relevant information.
- (d) tell someone else (for example, the GCT Executive, a senior staff member or an officer of the organization) about the concerns.
- (f) if the parties agree, the GCT Executive can participate in the role of a mediator of the issues relating to the complaint. However, this process is not a precondition or a prerequisite that the complainant must pursue before pursuing the formal complaint procedure; and
- (g) consider the need to pursue a formal complaint
 - An informal complaint must be made within six (6) months of the alleged violation, or no action will be taken on the complaint.
 - Anonymous complaints will not be considered by the GCT Executive.
 - Where a staff member subject to an informal complaint refuses to respond to or cooperate with the GCT Executive may submit a report in relation to non-compliance.

3.5. Formal Complaint and Request for Inquiry Process: Requests for Inquiries

- (a) A request for an inquiry into a complaint that a member of the Board has contravened the Code of Conduct (the "complain") may be made to the GCT Executive and, if so, shall be made in writing.
- (b) All written complaints shall be signed by an identifiable individual.
- (d) A written complaint shall set out reasonable and probable grounds for the allegation that the member has contravened the Code of Conduct. The complaint should include the name of the alleged violator, the provision allegedly contravened, the facts constituting the alleged contravention, the names and contact information of witnesses, and contact information for the complainant during regular business hours.
- (e) In a municipal election year, a Code of Conduct complaint respecting a member seeking re-election will not be received by the GCT Executive, and any open complaint investigation shall be suspended until a new Board is deemed organized.
- (f) A formal complaint must be made within six (6) months of the alleged violation, or no action will be taken on the complaint.

3.6. Classification of Complaints by the GCT Executive:

(a) The original written complaint shall be filed with the GCT Executive for initial classification to determine if the matter is a complaint with respect to non-compliance with the Code of Conduct and not covered by other legislation or other policies.

(b) If the complaint is not a complaint concerning non-compliance with the Code of Conduct or the complaint is covered by other legislation or a complaint procedure under another Board policy, the GCT Executive shall advise the complainant in writing as follows:

- i. If the complaint is an allegation of a criminal nature consistent with the Criminal Code of Canada, the complainant shall be advised that if the complainant wishes to pursue any such allegation, the complainant must pursue it with the appropriate police force;
- ii. If the complaint is with respect to non-compliance with the Municipal Conflict of Interest Act, the complainant shall be advised to review the matter with the complainant's own legal counsel.
- iii. If the complaint is with respect to non-compliance with the Municipal Freedom of Information and Protection of Privacy Act, the complainant shall be referred to the Governance and Board Services department.
- iv. If the complaint is with respect to non-compliance with a specific Board policy with a separate complaint procedure, the complainant shall be advised to pursue the complaint under that procedure; and
- v. in other cases, the complainant shall be advised that the matter, or part of the matter, is not within the jurisdiction of the GCT Executive to consider, with any additional reasons and referrals as the GCT Executive considers appropriate.

(c) If the GCT Executive is of the opinion that the formal complaint and request for an inquiry are frivolous, vexatious, or not made in good faith, or that there are no grounds or insufficient grounds for an investigation, the GCT Executive shall not initiate an investigation, or, where that becomes apparent in the course of an investigation the GCT Executive shall terminate the investigation.

3.7. Formal Complaint Inquiries by the GCT Executive:

(a) If a complaint has been classified as being within the GCT Executive's jurisdiction, the GCT Executive shall proceed with an investigation as follows.

- i. Serve the complaint and supporting material upon the member whose conduct is in question with a request that a written response to the allegation be provided within ten days; and
- ii. Provide a copy of the response provided upon the complainant with a request for a written reply within fifteen days.

(b) If necessary, after reviewing the written materials, the GCT Executive may speak to anyone relevant to the complaint, access and examine any of the information, documents or electronic materials and may enter any Board work location relevant to the complaint for the purposes of investigation and settlement.

3.8. Duty of the Board of Directors:

(a) The Board shall consider and respond to the GCT Executive's report within 90 days after the day the report is placed on a Board agenda.

(b) In responding to a report from the GCT Executive, the Board may accept, reject or amend the GCT Executive's recommendation to impose a sanction or it may refer the recommendation back to the GCT Executive.

3.9. Confidentiality and Formal Complaints:

A formal complaint will be processed as follows:

(a) The GCT Executive and every person acting under its instructions shall preserve the confidentiality with respect to all matters that come to their knowledge during any investigation except as required by law in a criminal proceeding or in accordance with the provisions of the Code of Conduct and this related procedure concerning reporting to the Board of Directors.

(b) Any references by the GCT Executive in an annual or other periodic reports to a complaint or an investigation shall not disclose confidential information that could identify a person concerned.

(c) The GCT Executive, in a report to the Board on whether a member of the Board has violated the Code of Conduct shall only disclose such matters as in the GCT Executive's opinion are necessary for the purposes of the report.

D. Discipline POLICY (P004)

Adopted:

Effectuated:

Revised:

Reviewed:

Authorization:

The purpose of the Discipline Policy is to encourage constant self-discipline and corrective action in the event of undesirable or unacceptable conduct/behaviour/violations of policies/procedures or standard practices.

It is the Policy of the Greek Community of Toronto INC. to be patient, fair and tolerant in the administration of the employees and to encourage employees to always exercise self-discipline in their conduct and performance. However, repeated, willful or inexcusable breaches of policies, standard operating practices or normal business ethics are not acceptable and should be dealt with in accordance with the provisions of this Discipline Policy.

Depending on the severity of the concern and the number of past occurrences, disciplinary action may be called for in any of five corrective steps – informal counselling, written warning, suspension with or without pay, or termination of employment. Except for termination of employment, any step of the disciplinary procedure may be repeated more than once if necessary.

RESPONSIBILITY

Employees are responsible for performing their work in a competent manner and displaying conduct and behaviour that is consistent with our policies and practices, as well as those practices that are generally regarded as a standard business enterprise.

The General Manager and Department Heads are responsible for training, counselling and coaching employees to understand the expectations of the Greek Community of Toronto INC. and improvements necessary to achieve the desired level of performance and/or behaviour.

The General Manager and Department Heads are responsible for ensuring this Policy is applied objectively, promptly, and consistently to all employees and throughout all operations; and to provide advice and assistance to management throughout the discipline process and in the application of the procedures outlined herein.

PROCEDURE

Discipline may be administered at a time when an incident or developing pattern of behaviour creates a serious concern for management. Discipline may be administered in the form of informal counselling or formal discipline. Any informal counselling of formal discipline shall be administered as soon as possible (within the next two business days) after the facts giving rise to the discipline become known to the General Manager or Department Heads.

Informal Counselling

When an incident warrants informal counselling under this Policy, the General Manager and Department Heads shall bring the incident to the employee's attention as soon as the facts given rise to the incident become known. The General Manager and/or Department Heads and the employee should discuss the concerns and agree on a corrective action plan, if necessary. The General Manager and/or Department Heads are expected to follow-up with the employee to ensure the corrective action plan is effective and that the desired results are achieved. If the desired changes or results are not achieved after a reasonable period of time, then a formal discipline step may be implemented.

Formal Discipline

(a) Verbal Warning

- i) This formal step usually occurs when informal counselling has not produced the required results, or a situation has become progressively worse with respect to the same concern or another unrelated but cumulative situation.
- ii) Employee actions giving rise to a verbal warning must be investigated and documented by the General Manager and/or Department Heads and then be brought to the attention of the employee. The documented facts are useful in preventing misinterpretation and are used in establishing the standard act of performance and/or behaviour that is expected.
- iii) The General Manager and/or Department Heads are REQUIRED to keep a record of all verbal warnings that are issued. A copy must be filed with Human Resources.

(b) Written Warning

i) Written warnings are considered a severe disciplinary action and are usually issued after verbal warnings have failed and to correct a concern; or, the situation warrants discipline that is more severe than informal counselling or a verbal warning.

Before issuing a written warning, the General Manager and/or Department Heads shall document all pertinent facts related to the incident.

A written warning shall contain:

- a full description of the facts giving rise to the warning and include the date, time and place of the incident(s).

Upon issuing a written warning, a corrective action plan which outlines:

- the improvement(s) required and the time frame within which the improvement(s) are to be achieved shall be developed.

Whenever possible, the corrective action plan should be mutually acceptable to and be signed by both parties.

A copy of the written action plan shall be provided to the employee. A follow-up meeting should be scheduled no later than 30 days following the date on which the written warning and corrective action plan is issued.

Written warnings, related documentation and corrective action plan are required to be filed in the employee's personnel file.

If, in the opinion of the General Manager and/or Department Heads, a written warning fails to correct the concern, more severe disciplinary action may be required, including progression to a higher level of involvement. Higher levels of involvement will include the Human Resources and GCT INC. Executive, depending upon the circumstances; and may also include advising the employee that failure to correct shortcomings could place the employees' continued employment at risk.

(c)Disciplinary Suspension

Suspension from duty may occur only after the written warning discipline step has failed to correct the situation and the employee has been properly advised that a suspension may occur if shortcomings are not corrected. Disciplinary suspensions may also occur, without prior warnings, without pay, if the suspension is administered because of unacceptable conduct or behaviour (see definition in Code of Conduct). A suspension requires the approval of the GCT INC. Executive and GCT INC. Board of Directors.

(d)Discharge

Discharge may occur only after the formal discipline steps have been exhausted, or the investigation of an immediate suspension is deemed to warrant such action. The decision to discharge an employee is a serious step. A discharge, for any reason, must be adequately documented and approved, in advance, by the GCT INC. Executive and GCT INC. Board of Directors.

E. CONFLICTS OF INTEREST (P005)

Adopted:

Effectuated:

Revised:

Reviewed:

Authorization:

The purpose of this Conflict-of-Interest Policy is to communicate the Greek Community of Toronto INC.'s position on what matters could constitute a Conflict of Interest to employees and to establish a protocol for disclosing and dealing with such Conflicts of Interest.

POLICY

An employee shall refrain from all Conflicts of Interest. If an employee becomes aware of or becomes involved in a Conflict of Interest, they shall immediately disclose such Conflict of Interest to the General Manager and/or Department Heads. An employee must also disclose what could be "perceived" by an outsider as a Conflict of Interest. An employee cannot avoid the disclosure requirements because the employee feels that he or she was not, is not, or will not be influenced by the Conflict of Interest. No presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if an employee has any influence on transactions such as purchases, contracts, or leases, it is imperative that the employee disclose to the General Manager and/or Department Heads as soon as possible the existence of any actual or potential Conflict of Interest so that safeguards can be established to protect all parties. An employee who is unsure whether something constitutes a Conflict of Interest shall immediately discuss the specific concern with the General Manager and/or Department Heads or GCT INC. Executive to determine the Greek Community of Toronto INC.'s position on the issue.

The General Manager and/or Department Heads will determine whether:

(i) a conflict of interest exists;

(ii) the seriousness of the potential or actual Conflict of Interest; what steps are necessary to protect the Greek Community of Toronto INC. against the Conflict of Interest.

In making this determination, the General Manager and/or Department Heads and GCT INC. Executive shall be guided by other policies which may apply. Additionally, the General Manager and/or Department Heads may consult the GCT INC. GCT Executive or legal counsel if the Conflict of Interest involves an issue of legal sensitivity.

The General Manager and/or Department Heads may, depending on the circumstances, institute one or more of the following steps:

(i) establish internal safeguards to protect the business from any Conflict of Interest;

(ii) require that the employee cease to be involved in the situation giving rise to the Conflict of Interest;

(iii) remove the employee from a position of influence over the business with respect to matters which give rise to the Conflict of Interest — e.g., if the conflict involves a relative's bid to provide services to the Greek Community of Toronto INC. the employee may be precluded in participating in the decision-making process with respect to the bid;

(iv) implement the procedures envisioned in Employment of Relatives;

(v) require that the employee re-pay any benefit he or she has received as a result of the Conflict of Interest;

(vi) discipline the employee, up to and including termination for cause, for being involved in the Conflict of Interest. In determining the nature of such discipline, the General Manager and/or Department Heads shall consider:

- The employee's disclosure of the existence of the Conflict of Interest, if such disclosure was made;
- whether any such disclosure was made promptly;
- the severity of the Conflict of Interest;
- whether the Conflict of Interest involved any kind of dishonesty;
- whether the Greek Community of Toronto INC. was actually harmed by reason of - the Conflict of Interest;
- the employee's past record for honesty;
- what harm could have resulted to the Greek Community of Toronto INC. as a result of the Conflict of Interest;
- whether or not such harm, if any, can be repaired in any way; and
- whether disciplinary steps, short of termination, are adequate to deal with the infraction.

(vii) take any other action deemed advisable by the General Manager and/or Department Heads in the circumstances.

An employee who becomes aware of a Conflict of Interest or a potential Conflict of Interest and fails to immediately report that conflict is subject to discipline. Depending on the severity of the conflict or potential conflict, an employee who fails to report a Conflict of Interest may also be terminated for "cause" without notice or compensation in lieu thereof.

RESPONSIBILITY

All employees are responsible for reading and understanding the Conflict-of-Interest policy and immediately disclosing to the General Manager and/or Department Heads any Conflicts of Interest which may occur within 24 hours of having knowledge of the same.

The General Manager and/or Department Heads are required to develop and maintain a list of those positions for which a Confidential Declaration of Interest is required.

The General Manager and/or Department Heads are responsible for determining what, if any, further steps or actions should be taken regarding any disclosure received.

DEFINITIONS "Conflict of interest" refers to a situation where an employee's personal relationship(s) or financial interest(s) could reasonably be seen as influencing the employee's duty to act in the best interests of the Greek Community of Toronto INC. Such Conflicts of Interest include but are not limited to:

- holding shares in a corporation which seeks to do business with the Greek Community of Toronto INC. except where the corporation and the employee holds shares which are worth less than 1% of the issued shares in a publicly-traded corporation;
- being a relative of an individual who is employed by or involved with a business which seeks to do business with the Greek Community of Toronto INC. or does business with the Greek Community of Toronto INC.;
- being involved with or investing in a business that is competitive to the business conducted by the Greek Community of Toronto INC.;
- being retained by another Greek Community of Toronto INC. or organization, whether on a consultancy or part-time basis, to advise on business similar to that which is - being transacted by the Greek Community of Toronto INC.;
- accepting "kickback" or "bribe";
- failing to advise the Greek Community of Toronto INC. of a situation in which the Employment of Relatives policy would apply;
- failing to advise the Greek Community of Toronto INC. of a situation in which — Gifts, Favours and Entertainment would apply;
- being investigated, charged, indicted or convicted for a criminal activity which may have an impact on the perception of the individual's business conduct and which, if publicly known, might affect the reputation of the Greek Community of Toronto INC. as a Greek Community of Toronto INC. which maintains high ethical standards. "Relative" shall include spouse, common-law spouse, same sex partner, child, sibling, parent or grandparent, former spouses or common-law spouses, cousins or being related through marriage.

PROCEDURE

Any employee who suspects or believes that he or she is involved in or may become involved in a Conflict of Interest must immediately disclose such Conflict of Interest fully and accurately to the General Manager and/or Department Heads.

The General Manager and/or Department Heads shall investigate the disclosure and seek legal counsel, if appropriate, regarding what steps should be taken as a result of the conflict of interest.

F. WORKPLACE HARASSMENT (P006)

Adopted:

Effected:

Revised:

Reviewed:

Authorization:

POLICY

The Greek Community of Toronto INC. believes in providing and maintaining a work environment in which all Board members, employees, staff, volunteers are free from workplace harassment, sexual harassment and Discrimination. Such actions are not tolerated and, where possible, are to be redressed.

This Workplace Harassment Policy outlines the procedures to be followed regarding workplace and sexual harassment and Discrimination so that employees reporting alleged incidents will know the matter will be treated confidentially and may be reported without fear of retaliation or reprisal.

Retaliation or reprisals are prohibited against any employee or volunteer who has complained under the parameters of this Policy or has provided information regarding a complaint. Any retaliation or reprisals are subject to immediate corrective action, up to and including termination. Alleged retaliation or reprisals are subject to the same complaint procedures and penalties as complaints of discrimination and harassment.

This Workplace Harassment Policy applies to all employees and volunteers. This Policy applies not only during working time but to any activities on or off Greek Community of Toronto INC. premises which could reasonably be associated with the workplace (e.g., social events).

The Greek Community of Toronto INC. recognizes that individuals may find it difficult to come forward with a complaint under this Policy because of concerns of confidentiality. Therefore, all complaints concerning workplace or sexual harassment or discrimination, as well as the names of parties involved, shall be treated as confidential.

The Greek Community of Toronto INC's obligation to conduct an investigation into the alleged complaint may require limited disclosure. No record of the complaint will be maintained on the personnel file of the complainant. If there is a finding of improper conduct that results in disciplinary action, it will be reflected only on the file of the person who engaged in such conduct, in the same way as any other disciplinary action.

RESPONSIBILITY

All employees and particularly employees in management positions, are responsible for ensuring Discrimination and harassment are not tolerated and, where possible, are redressed.

Employees and volunteers are requested to report promptly when they become aware of or hear of alleged actions or complaints of discrimination or harassment.

Managers, Directors, Supervisors are responsible for providing a work environment that is free from discrimination and harassment. This responsibility includes actively promoting a positive, harassment-free work environment and intervening when problems occur. Additionally, they are responsible for dealing with inappropriate actions of others that come to their attention.

DEFINITIONS

"Workplace" means any place where business or work-related activities are conducted. It includes, but is not limited to, the physical work premises (offices or sites), work-related social functions (parties, golf games, etc.), work assignments outside The Greek Community of Toronto INC. 's offices or plants, work-related travel, and work-related conferences or training sessions.

"Harassment" means engaging in the course of vexatious comment or conduct that is known, or ought reasonably to be known, to be unwelcome. It may include unwelcome, unwanted, offensive, or objectionable conduct that may have the effect of creating an intimidating, hostile or offensive work environment; interfering with an individual's work performance; adversely affecting an individual's employment relationship; and/or denying an individual dignity and respect. Harassment may result from one incident or a series of incidents. It may be directed at specific individuals or groups.

"Sexual harassment" is any unsolicited conduct, comment, or physical contact of a sexual nature that is unwelcome by the recipient. It includes, but is not limited to, any unwelcome sexual advances (oral, written or physical), requests for sexual favours, sexual and sexist jokes, racial, homophobic, sexist or ethnic slurs; written or verbal abuse or threats; unwelcome remarks, jokes, taunts, or suggestions about a person's body, a person's physical or mental disabilities, or on other prohibited grounds of Discrimination; unnecessary physical contact such as patting, touching, pinching or hitting; patronizing or condescending behaviour; displays of degrading, offensive or derogatory material such as graffiti or pictures; physical or sexual assault.

PROCEDURE

Step 1 — Self-help

Employees are encouraged to attempt to resolve their concerns by direct communication with the person(s) engaging in unwelcome conduct. Where employees feel confident or comfortable in doing so, communicate disapproval in clear terms to the person(s) whose conduct or comments are offensive. Keep a written record of the date, time, details of the conduct, and witnesses, if any.

Step 2 - Management Support and Intervention

Employees who are not confident or comfortable with Step 1 and who believe they are victims of discrimination or harassment, or become aware of situations where such conduct may be occurring, are encouraged to report these matters to any of the following: the employee's manager, the General Manager, the GCT INC., the GCT Executive or any person designated to deal with harassment complaints from time to time by the Greek Community of Toronto INC.

Step 3 - Formal Complaint

If informal attempts at resolving the issue are not appropriate or proving to be ineffective, a formal complaint may be filed. To file a formal complaint:

- (i) Provide a letter of complaint that contains a brief account of the offensive incident (i.e. when it occurred, the persons involved, names of witnesses, if any). The letter shall also include the remedy sought and be signed and dated by the person complaining;
- (ii) File the complaint with the General Manager and/or Department Heads, the GCT INC. Executive or to any person designated by the Greek Community of Toronto INC. to deal with harassment complaints;
- (iii) Cooperate with those responsible for investigating the complaint.

An employee who becomes aware of situations where Discrimination or harassment may be occurring is requested to notify their manager, the General Manager and/or Department Heads or any person designated by the Greek Community of Toronto INC. to deal with harassment complaints.

Formal complaints shall be investigated. The investigation process shall involve interviews of the complainant, the respondent and any witnesses named by either. Within 14 working days of the incident or notice thereof, that manager shall investigate the incident and prepare a written report of the investigation findings. The report shall be provided along with recommendations if any, to the General Manager and/or Department Heads for action.

All complaints shall be handled in a confidential manner. Information concerning a complaint, or action taken as a result of the investigation, will not be released to anyone who is not involved with the investigation.

Disciplinary action for violations of the Workplace Harassment Policy will take into consideration the nature and impact of the violations and may include a verbal or written reprimand, suspension (with or without pay) or termination (with or without notice). Similarly, deliberate false accusations are of equally serious nature and will also result in disciplinary action up to and including termination without notice for just cause.

Note, however, that an unproven allegation does not mean that harassment did not occur or that there was a deliberate false allegation. It simply means that there is an insufficient evidentiary basis to proceed or that while the complainant may have genuinely had reason to believe that there was harassment, the investigation has not borne out the complaint.

G. WORKPLACE VIOLENCE (P007)

Adopted:

Effectuated:

Revised:

Reviewed:

Authorization:

This Policy is intended to minimize and/or prevent violence and unacceptable behaviour in the workplace and to foster the safety and security of the Greek Community of Toronto INC. employees, members, and visitors to our work sites.

POLICY

The Greek Community of Toronto INC. does not tolerate violence or unacceptable behaviour in the workplace perpetrated by or against employees, members, or other third parties.

“Workplace Violence” is now defined as:
“Actual, Attempted or Threatened – exercise of physical force against the worker, in a workplace, that could cause physical injury to the worker.”

In the event of a violent incident or unacceptable behaviour perpetrated by an employee, The Greek Community of Toronto INC. will act to severely discipline the employee, up to and including discharge for cause.

All employees are expected to be aware of and participate in such programs and procedures, as required. A copy of this Policy shall be provided to each new employee as part of the employee's hiring documentation. A copy is also posted on the Greek Community of Toronto INC. H&S board that is located in the Community Centre's office space.

RESPONSIBILITIES

Employees

- Identify the risk of potential violence in the job
- Understand general and personal safety procedures
- Know how to respond to escalating violence
- Be aware of specific facility Policies & Procedures to avoid harm
- Understand how we report incidents
- Know where violence resources are available

Work Refusals

Under the OHS Act (Ontario Health and Safety Act), a worker can refuse to work if he or she believes that the workplace may physically harm them.

Employer

- The Greek Community of Toronto INC. has established programs and procedures to reduce the risk of violence and unacceptable behaviour in the workplace.
- A violence prevention risk assessment has taken place
 - Measures to control risks have been identified
 - Procedures to summon immediate assistance when violence occurs (including domestic violence)
 - Procedures for workers to report incidents of violence
- GCT INC. has a written violence prevention policy in place
- Taking actions to remove as many risks as can be reasonably removed and instructing employees to recognize risk
- The violence policy is reviewed annually
- The violence policy is posted
- There is a violence prevention program in place

Domestic Violence - The Greek Community of Toronto INC. will now be required to take every precaution reasonable in the circumstances for the protection of a worker if the employer becomes aware or ought reasonably to be aware of a domestic violence risk to a worker in the workplace

Disclosure

The OHS Act clarifies that employers and supervisors must provide workers with information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour.

- there are issues about privacy that are governed under other acts that will be analyzed on a case by case "need to know" basis
- Employers are to evaluate the circumstances of a person's history of violent behaviour and determine which workers would likely encounter this person in their course of work and whether the person poses a risk to those workers. Specifically, only personal information necessary to protect the worker from "physical injury" should be disclosed.

WARNING SIGNS

- Any aggressive behaviour, such as harassment, intimidation, or bullying
- Unusual or changed behaviour

- Disruptive behaviour that interferes with or prevents work activities
- Obsession with weapons or past incidents
- Threats, direct and/or indirect
- Poor co-worker and/or supervisory relationships
- Physically touching another in an intimidating, malicious, or sexually harassing manner

PROCEDURE

Step 1:

Call 911 in a situation that threatens human life and/or property and requires immediate attention.

If an employee demonstrates any or a combination of the above signs, managers and supervisors should refer the employee to General Manager and/or Department Heads.

DEFUSING VIOLENT BEHAVIOUR - "DO BE SAFE"

In the case of escalating tempers and threats of violence, these techniques are recommended to defuse violent behaviour, depending on the situation:

- Ask the person how you can help them (D -don't argue)
- Focus on their behaviour, not the person. Maintain a safe distance from the person
(O - observe details)
- Use a calm, non-confrontational approach (B - be calm) (E - establish rapport)
- Please do not touch the person, argue with them, or make any aggressive movement.
(S - share/show concern)

Remember: Call 911 in a situation that threatens human life and/or property and requires immediate attention.

REPORTING INCIDENTS:

Step 2:

Employees are responsible for informing their supervisors of any violence, potential risk of violence, close calls or unacceptable behaviour they may experience or witness. This includes issues in the employee's non-work life that may impact the employee's or his or her co-worker's safety.

- You can do this in the following ways IMMEDIATELY:

i) Phone your supervisor or GM

ii) Send your supervisor or the GM an Email

iii) Go in and speak with your supervisor or the GM

Step 3:

You will be asked, with the aid of your supervisor, to fill out the “Workplace Violence Incident Form” for the use of Reporting and Investigating the situation.

Everyone must understand that an anonymous tip is considered “hearsay” and non-actionable. Your confidentiality will be respected but protecting yourselves, or fellow employees may require full disclosure.

Employees

- Employees are responsible for attending any training or information sessions provided by the employer to reduce violence or risks of violence.
- Employees are expected to cooperate with the police, Greek Community of Toronto INC. investigators or other authorities as required during any investigation related to workplace violence.

Supervisors

- Supervisors are responsible for assessing the risk of violence to employees in their jurisdiction, minimizing those risks where necessary or reasonably possible and informing any affected employee of such risk or potential risk.
- Supervisors are responsible for ensuring employees are trained to:
 - (i) *recognize the potential for violence.*
 - (ii) *follow the procedures and policies developed to minimize risk.*
 - (iii) *respond to incidents appropriately; and*
 - (iv) *report and document such incidents.*
- Supervisors are responsible for tracking and reporting risks of violence, incidents of violence, and close calls to the GCT’s Executive, according to the timelines set out in the procedures.
- Supervisors are responsible for ensuring proper medical care is provided for anyone involved in an incident and for securing the safety of employees before investigating the incident or taking reports.
- Supervisors are responsible for cooperating with police, Greek Community of Toronto INC. investigators or other authorities, as required during any investigation related to workplace violence.

INVESTIGATION

- Each and every incident of violence in the workplace shall be reported immediately to the supervisor.
- The supervisor shall investigate the incident immediately.

- The supervisor shall immediately make the appropriate inquiries of the victim and/or witnesses to determine if the incident is minor or serious.

- If the incident is minor:

- (i) the supervisor will determine if mediation is appropriate and if so, mediate or arrange for mediation of the situation.
- (ii) conduct the appropriate investigation immediately; and
- (iii) within twenty-four (24) hours, write a report outlining the details, facts and witnesses of the incident and submit the report to the General Manager and/or Department Heads and the GCT's Executive.

- *If the assailant is an employee, the Supervisor shall apply appropriate disciplinary measures based on the facts of the incident and the assailant's employment record.*

- If the incident is SERIOUS:

- (i) the Supervisor must first ensure the safety of employees and him/herself.
- (ii) ensure proper medical treatment is provided or sent for.
- (iii) contact the authorities as soon as possible (Police or Ministry of Labour, where appropriate), to report the incident.
- (iv) contact the General Manager and/or Department Heads and GCT's GCT Executive, as appropriate, as soon as possible, to assess who should be involved in the investigation.
- (v) conduct a thorough investigation, keeping detailed notes of facts, times, witnesses, and witness accounts.
- (vi) write and submit a detailed report of the incident to the GCT's Executive and the General Manager and/or Department Heads, and any other parties required by law within twenty-four (24) hours after the completion of the investigation.
- (vii) consult with the General Manager and/or Department Heads regarding any disciplinary action to be applied.

DEFINITIONS

"Violence" means unacceptable behaviour as defined below and includes any incident in which

- (a) an employee is threatened or assaulted on Greek Community of Toronto INC. premises or in the circumstances relating to the employee executing their job duties.
- (b) a member or visitor to the workplace is threatened or assaulted on Greek Community of Toronto INC. premises; or
- (c) an employee threatens or assaults a member, co-worker or other individual in circumstances relating to the employee's execution of his or her duties.

“Workplace” means in or on the property of the Greek Community of Toronto INC., or away from the Greek Community of Toronto INC. property if the employee is engaged in work-related activities.

“Unacceptable Behaviour” means physically or psychologically aggressive behaviours including but not limited to:

- hitting, kicking, punching, pushing, shoving, slapping, pinching, grabbing, biting
- carrying or brandishing weapons of any sort
- throwing objects at an individual to cause physical injury or fear
- destruction of workplace or co-workers’ property
- threats of violence
- intimidating behaviour that causes the recipient to have a fear of physical violence
- obscene or harassing telephone calls.

“Close Calls” means incidents that did not result in actual physical harm but, except for circumstance, had the potential to result in bodily injury.

“Minor Incident” means an incident in which no one is physically harmed in any way and which was resolved through employee or Supervisory mediation.

“Serious Incident” means an incident in which someone was physically harmed (whether requiring medical attention or not), or which continued or escalated after Supervisory mediation.

H. EQUITY (Policy P008)

Adopted:

Effectuated:

Revised:

Reviewed:

Authorization:

RATIONALE: This Equity Policy (the “Policy”) is developed to support the Greek Community of Toronto INC. Board’s (GCT) commitment to the elimination of institutional Discrimination and promotion of Fairness, Equity, Acceptance and Inclusion. The Policy is governed by and fully complies with the legislative requirements of the Constitution Act, 1982, the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Education Act (where applicable).

OBJECTIVE: To ensure that Fairness, Equity, Diversity, Acceptance, Inclusion, and the elimination of all forms of Discrimination are essential principles of our community and school system and are integrated into all GCT INC. policies, procedures, programs, operations, and practices.

DEFINITIONS: See Appendix A for a full glossary of definitions and terms.

RESPONSIBILITY: The Board of Directors hold primary responsibility for this Policy.

APPLICATION AND SCOPE: This Policy applies to all GCT INC. employees and Directors. The Policy also covers GCT INC. students, parents and guardians, caregivers, volunteers, consultants, contractors and vendors, permit-holders, community partners and visitors.

POLICY:

- (a) The GCT INC. values the contributions and engagement of all members of our diverse community of students, staff, parents/guardians, and community groups to our mission, values and goals.
- (b) The GCT INC. acknowledges that Equity of opportunity and Equity of access to our programs, services, and resources are critical to the achievement of successful outcomes for our students, employees, parent/guardian, Caregivers and community partners.
- (c) The GCT INC. acknowledges that certain groups in our society are treated inequitably because of individual and systemic Biases, Barriers, Oppression and Discrimination related to Race, Colour, Creed, Culture, Ethnicity, linguistic origin, Disability, level of ability, socio-economic class, Age, Ancestry, Nationality, Place of Origin, Religion, Sex, Gender Identity, Gender Expression, Sexual Orientation, Body Image, citizenship, immigration status, Family Status, and Marital Status. Similar Biases, Barriers, Oppression and Discrimination have also impacted on Canada's First Nation, Métis and Inuit populations.
- (d) The GCT INC. acknowledges that individual and systemic Bias, Oppression and Discrimination exist within our school system and, regardless of intent, may be perpetuated unless we all take focused, explicit, persistent and determined action to identify, challenge and overcome them.
- (e) The GCT INC. acknowledges that inequitable treatment leads to educational, social, and career outcomes that do not accurately reflect the abilities, experiences, contributions and potential of our students, employees, parent/guardian, caregivers and community partners.
- (f) “Katellynn’s Principle” (see Appendix B)

The GCT INC. affirms the following statements, collectively known as Katellynn’s Principle, which shall be applied in making any decision affecting a student:

- The child must be at the centre of the decision.
- The child is an individual with rights: who must always be seen; whose voice must be heard; and who must be listened to and respected;
- The child’s heritage must be taken into consideration and respected. Attention must be paid to the broad and diverse communities the child identifies with, including communities defined by matters such as Race, Ethnicity, Creed, Language, Gender Identity/expression, Disability/ level of ability, Socio-Economic Status and Sexual Orientation.
- Actions must be taken to ensure that a child who is capable of forming their own views is able to express those views freely and safely about matters affecting them;
- The child’s views must be given due weight in the context of the child’s age and maturity. They must be given the opportunity to participate before any decisions affecting them are made, whether the participation is direct or through a support person or representative. They must be engaged through honest and respectful dialogue about how and why decisions affecting them are made; and

- Every person who provides services to children or services affecting children is a child advocate. Advocacy may be a child's lifeline, and it must occur from the point of first contact and on a continuous basis thereafter.

The GCT INC. will ensure that our school system is built on the principles of Anti-Oppression, Anti-Racism, Non-discrimination, which:

- i. is a foundation of excellence; In a diverse society, Equity is a fundamental requirement for educational excellence and high standards of student achievement.
- ii. meets individual needs; Equity does not mean treating all people in the same way but, rather, responding to the individual needs of each, recognizing and respecting individual social identities and the Intersectionality of multiple identities and providing the essential and necessary conditions, Accommodations and interventions needed to help them succeed.
- iii. identifies and eliminates barriers; All students and staff are supported equitably through the identification and removal of discriminatory Bias and or Barriers, whether individual, systemic, or intersecting, that limit their ability to equal access, participation and/or outcomes in schools and workplaces and achieve their full potential.
- iv. promotes a sense of belonging; Equity and Inclusive Education contribute to every student's and staff person's sense of acceptance and well-being.
- v. involves the broad community; Effective and meaningful school–community partnerships are an essential component of an equitable and Inclusive Education system.
- vi. builds on and enhances previous and existing initiatives; Sound research and analysis of successful policies and practices form the basis for the development and sharing of resources.
- vii. is effectively demonstrated throughout the system. The Board must ensure consistency, accountability, transparency, and clear measures of success to effectively incorporate the Equity Policy, principles of Equity, Anti-Oppression and Inclusive Education throughout their policies, programs, structures and practices.

POLICY REQUIREMENTS: The GCT INC. will ensure that principles of Fairness, Non-discrimination, anti-Oppression, Anti-Racism, Equity, Acceptance and Inclusion are embedded in each of the following areas of focus:

- Board Policies, Procedures, Practices, Programs, and Initiatives
- Shared and Committed Leadership
- School-Community Relationships
- Inclusive Curriculum and Assessment Practices
- Counselling Supports, Academic Guidance and Mental Health and Well-being
- Human Rights Accommodations
- Staff Development/ Professional Learning

- School Climate and the Prevention of Discrimination and Harassment
- Accountability and Transparency

Board Policies, Procedures, Practices, Programs and Initiatives: The GCT INC. will ensure that Fairness, Non-discrimination, anti-Oppression, Anti-Racism, Equity, Acceptance and Inclusion are integrated into our policies, procedures, programs and initiatives as essential elements of the school system. The GCT's policies, procedures, programs and initiatives will ensure that the Equity needs of all students, employees, parents/ guardians, Elders, Caregivers, volunteers, visitors, permit-holders, contractors, community members and partners are identified and addressed by:

- regular review and revision of existing policies and procedures to embed Equity, inclusive and Anti-Oppressive Education principles;
- system implementation, compliance and accountability of Equity, inclusive and Anti-Oppression Education policies;
- ensuring that Equity, inclusive and Anti-Oppression Education principles are embedded in GCT, school and department improvement plans;
- implementation of positive employment and Anti-Oppression Practices that support equitable recruitment, hiring, mentoring, professional development, retention, promotion, and succession planning.

The GCT INC. will upgrade its policy development and policy review processes to ensure that Equity is integrated into the GCT's policies, procedures, programs and initiatives. The GCT INC. will ensure that mechanisms are in place at all levels of the system for developing and implementing operations and practices that promote Equity of access, participation and outcomes. These mechanisms will be regularly reviewed and assessed for their effectiveness. All data collection, research, surveys, census, information systems and services shall be developed, collected, utilized, maintained and delivered using a critical Equity lens, ensuring full accessibility, respect of individual privacy rights, inclusive demographic representation and the complexity of all identities (including Intersectionality of multiple social identities) This information should be disaggregated to be presented using the most end-user friendly design. GCT INC. policies, procedures, programs and initiatives will reflect the diverse viewpoints, needs, and aspirations of members of stakeholder communities, particularly those of groups whose voices traditionally and systemically have been marginalized and excluded.

Financial and human resources will be prioritized and devoted to promoting and embedding principles, practices and structures of Equity, anti-Oppression and Inclusion within the school system. The GCT INC. will ensure structures, policies and procedures are in place to distribute funding equitably among schools and school programs, recognizing that certain disparities exist in many school's fundraising capacity which lead to inequality of resources. The GCT INC. will conduct annual resource audits of school needs and assets, engage in community consultations, and collect and examine supplemental data.

Employment and Promotion Practices: The GCT INC. recognizes that there are Barriers to employment and promotion that historically have had a discriminatory impact on diverse groups of people. The GCT INC. is committed to the identification and removal of such Bias and Barriers through data collection, training, reporting, development, review, and implementation of employment and promotion policies, procedures, and practices that result in and sustain a workforce that, at all levels, reflects, understands and responds to

a diverse population. The GCT INC. is committed to ensuring that hiring and promotion practices are anti-oppressive, Bias-free, consistent with the Ontario Human Rights Code and promote equitable representation of Diversity at all levels of the school system. All employees will have equitable opportunities for advancement; ensuring that their skills and knowledge are valued and used appropriately; and that they have equitable access to the necessary support for their professional development needs.

Shared and Committed Leadership: The principle of shared and committed leadership recognizes that all partners in education including community partners, parents/guardians, Caregivers, and students are responsible for preparing students to live in a diverse society. Bringing change to instructional practices and the learning Culture, however, requires strong and focused leadership from the Board of Directors and Directors of Education, executive officers, principals, and teachers. All system leaders and decision-makers play a crucial role in identifying and addressing systemic inequities and/or Barriers. To promote the principle of shared and committed leadership, leadership initiatives and leadership learning opportunities will be provided for students, school and system leaders, teachers, support staff, and Directors.

System Leadership: The GCT INC. will provide leadership that is committed to identifying personal, interpersonal and institutional discriminatory attitudes and behaviours, an anti-Oppression awareness of the Power and Privilege, systemic inequities and Barriers, and demonstrating accountability for their removal, with the goal of achieving Equity for all. The GCT INC. will ensure that communication is an integral part of leadership development and includes active engagement of students, parents/guardians/ Caregivers, community groups, federations and unions, universities and colleges, service organizations, and relevant partners and stakeholders.

School Leadership: The GCT's school leaders, both administration and staff, will have a consistent and continuous school-wide focus on embedding a foundation of Equity to support student achievement and well-being within a Culture of high expectations. This Culture is guided by the fundamental principle that every child can learn and achieve with a commitment to reach every student by providing the necessary support for them to continually reach their full potential. School leaders are expected to foster values of a caring adult for all students, by modelling healthy and respectful behaviours, listening to student voice/lived experiences and providing support and mentoring when necessary. Both School and System leaders must also ensure there are no Bias, Barriers or inequity both within and/ or between schools and school programs.

Student Leadership: The GCT INC. acknowledges the important role that student leaders play in influencing their peers and school Culture and will ensure intentional engagement of formal and informal student leaders. The GCT INC. further recognizes it is critical to ensure that students whose voices/experiences are not reflected currently or have been excluded from leadership roles historically/traditionally are actively engaged with programming, practices and structures that fosters participation, leadership and student voice. The GCT INC. is therefore committed to engage students in their education and encourage students to actively participate through opportunities of student voice, activism and collaboration that promote a Culture of Fairness, Non-discrimination, anti-Oppression, Equity, Acceptance and Inclusion.

Student Evaluation, Assessment, and Placement: The GCT INC. acknowledges that Systemic Discriminatory Bias and Barriers produce inequitable opportunities, outcomes and fair assessment practices for many historically and currently disenfranchised groups and communities. The GCT INC. is therefore committed to

evaluation, assessment, and placement processes that are sensitive to all students' backgrounds and individual needs, as well as personal and family experiences. The GCT INC. further commits to develop operational processes to identify troubling Disparity arising from inequitable Demographic data trends in achievement and other Opportunity Gaps, identify the potential Barriers and Bias that produce these disparities and remedy them.

Student Engagement: The GCT INC. will promote, acknowledge and value student voice, input and active involvement in their students' educational experiences. The GCT INC. will foster student self-advocacy and empowerment, including student and peer leadership opportunities for both traditional and non-traditional student. Every effort will be made to ensure that student engagement opportunities are communicated in multiple, accessible formats. Students will be provided with equitable access to all engagement opportunities including student council, Student Senate and will have access to safe school GCT Executives and a variety of student-led activities, teams, and/or clubs. Engagement will be equitable to ensure that no voices are excluded, ignored or Privileged to the disadvantage of one or more Social Identity groups over another. All students will be provided with equitable opportunities to be successful in our system. The GCT INC. will identify and remove systemic Barriers to ensure that all learners are provided with support and rewards to develop their abilities and achieve their aspirations. The GCT INC. recognizes the diverse needs of all students and will ensure a wide variety of assessment strategies and instruments are used to inform short and long-term planning to reduce gaps in student achievement and improve student learning and well-being. The GCT INC. will be responsive, accessible and integrated, characterized by high expectations and success for all. The GCT INC. further recognizes and encourages co-curricular activities that offer students opportunities to achieve success outside the classroom that can contribute to their engagement in learning and success inside the classroom, as well as with before- and after-school licensed child care and/or programs (e.g., those focused on sport, recreation, the arts, and Culture). The GCT INC. recognizes the link between Equity, Anti-Opressive Practices, Acceptance, Inclusion, and mental health and well-being. The GCT INC. is committed to a transformed school Culture where:

- mental health and well-being are integrated into every aspect of each student's school experience.
- a shared understanding of the connection between mental health, well-being and student achievement supports every student's academic and personal success.
- a shared responsibility for every student's mental health and well-being guides decision making and the allocation of resources; and
- services are aligned and responsive to the needs of students and staff.
- academic guidance supports all students to reach their full potential and challenges Biased structures and systemic Barriers that attempt to limit students based on perceived level of academic ability.
- equitable distribution of resources and supports to enhance student placement opportunities and achievement outcomes.

The GCT INC. will ensure staff receive professional learning based on the belief that all students can learn, and that this belief will be reflected in classroom teachers' and guidance counsellors' expectations of students, assessment and evaluation practices, and placement practices. Student support will be provided in a culturally responsive and socially sensitive manner.

Human Rights Accommodations: The GCT INC. will fulfil its legal Duty to accommodate under the Ontario Human Rights Code. The GCT INC. will take measures that enable people to benefit from, and access services equally and to perform to the best of their ability at school or at work. Human Rights Accommodations include adjustments made to policies, procedures, programs or practices, as well as adjustments to physical settings which help remove Barriers to equal access and eliminate Discrimination. These Accommodations are provided so that individuals are not disadvantaged or discriminated against on the basis of the prohibited grounds of Discrimination, as identified in the Ontario Human Rights Code (OHRC) and also according to the Accessibility for Ontarians with Disabilities Act, 2005.

Building Capacity: The GCT INC. will increase capacity among staff to better understand and embed principles of Equity, Non-discrimination, anti-Oppression, Diversity, and Inclusive Education, through Collaborative Learning Communities and professional learning opportunities at all staff levels. To better support both student well-being and achievement, by closing Achievement Gaps, the GCT INC. will ensure all staff better understand the needs of students who are most under-served, most vulnerable, most marginalized and are most impacted by the Barriers and Biases in our systems and structures. The GCT INC. will ensure all staff have the capacity to best identify and effectively challenge and eliminate, individual and systemic, Bias and Barriers to access, participation, and outcomes. To ensure Positive School Climates, accepting and supportive of all students, the GCT INC. will create an inclusive, respectful, fair, and Discrimination-free school system while improving individual and collective behaviour and organizational and institutional practices.

EVALUATION AND MONITORING: This Policy will be reviewed at a minimum every four (4) years from the effective date. The GCT INC. will measure successful implementation of its policy commitments through regular evaluation, reports and review:

- Students, parents/guardians, and staff will be anonymously surveyed about their experience within school climates with a focus on Positive School Climates, Acceptance, Inclusion, well-being, Equity and safety. This School Climate data and demographic census data will be analyzed for correlations with all other relevant reporting data and statistics. The analysis results should be used to identify Equity gaps and systemic Barriers. The results can also be used to measure the success of prevention programs and to prioritize areas of focus for Board and school improvement plans.

I. EMPLOYMENT EQUITY AND HIRING (Policy P009)

Adopted:

Effectuated:

Revised:

Reviewed:

Authorization:

OBJECTIVE: To set out requirements for fair, consistent, and transparent hiring of staff and teachers. To establish the Board's commitment to the development, implementation and maintenance of employment

and promotion policies, practices and procedures that result in and sustain a workforce that, at all levels, reflects, understands, and responds to a diverse population.

Definitions:

Merit, for the purpose of this Policy, refers but is not limited to: formal qualifications and credentials, professional skills and aptitudes including lived experiences, skillsets, backgrounds and varied work experience that may be considered valuable to the position, the ability to speak multiple languages in addition to English or French, working with diverse communities locally or abroad, ability to lead a school band, theatre arts, lead extra-curricular activities, etc., and professional experience outside of the classroom.

OCT is the Ontario College of Teachers.

RESPONSIBILITY: Board of Directors, the GCT's Executive, Chairs of Departments, General Manager and/or Department Heads.

POLICY: There shall be an ongoing commitment to the development and communication of the principles of Employment Equity throughout the Board (i.e., students, staff, and community).

Equitable hiring, employment and promotion practices shall be applied.

Systemic barriers to equitable recruitment, selection, hiring, training and development, career counselling, transfer processes, performance assessment and promotion shall be identified and eliminated.

Outreach activities and affirmative action strategies (e.g., encouragement, mentoring, training, and staff development) shall focus on designated groups in order to ensure that all levels of occupational groups within the Board achieve equitable representation.

Designated groups shall be the focus of employment and promotion strategies, but not to the exclusion of other groups.

APPLICATION AND SCOPE: This Policy applies to all GCT INC. staff and teacher candidates.

POLICY General Requirements: Any assignment or appointment of a staff member or a person to a teaching position will:

(a) be in accordance with applicable laws, including the Ontario Human Rights Code, PPM 165, and collective agreements.

(b) uphold the principles mandated in Regulation 298 of the Education Act, including those related to teacher qualifications and providing the best possible education program for students.

Qualifications and Merit Selection and evaluation criteria for teaching positions will include: (a) demonstrated experience and commitment to creating a safe, inclusive, equitable, accessible, and high-quality learning environment; (b) demonstrated experience or time spent in a particular school; (c) suitability for a particular assignment; and (d) additional experience, skills, backgrounds, lived and work experience.

Fairness and Transparency: To support a fair and transparent process for candidates, the GCT INC. will ensure: (a) the entire hiring process avoids any conflicts of interest, including nepotism and favouritism; (b)

adhere to legitimate job requirements and qualifications (c) uphold a clear process and criteria for all aspects of teacher hiring, including setting job requirements, postings, outreach and recruitment, application, screening, interview, and selection process (and the communication of all aspects); (d) consistently track and communicate with applicants; (e) use more than one source to evaluate candidates and use structured evaluation criteria, questions and tools that prevent interview and selection bias; (f) provide constructive interview feedback for candidates, upon request; (g) provide accommodation based on needs related to the Human Rights Code;

Hiring Process:

The Greek Community of Toronto INC. adheres to equitable hiring, employment and promotion practices. We strive to meet the accommodation needs of persons with disabilities. Applicants are encouraged to make their needs for accommodation known in advance during the application process.

1. **Identify the hiring need**: The hiring process begins by identifying a need within your organization. This need could vary from filling a vacated position, better managing a team's workload, or expanding the reach of organizational tasks. Positions are, in other words, either newly formed or recently vacated.

2. **Devise A Recruitment Plan**: Once the GCT INC. identifies a hiring need, it should begin recruitment. The recruitment process is the responsibility of the Board of Directors, the GCT's Executive, Chairs of Departments, General Manager and/or Department Heads. For general office staff, the hiring process is overseen by the General Manager and/or Department Heads and the GCT's Executive. For teaching staff, the hiring process is overseen by the Chair(s) of the Departments (e.g., Cultural, Education) and the Director of the Department, which is doing the hiring, and the GCT's Executive. It's important that all those involved in the hiring decision agree to the hiring process, steps, and appropriate communication channels.

In all cases, the hiring process of office and teaching staff is finalized and approved by the GCT's Executive.

Recruitment also includes strategizing how to publicize the new position, both internally and externally; criteria for initial candidate screening; what the interview process will look like; and who will conduct interviews.

Specifically, any new position or recently vacated position will be posted in Greek media, the GCT INC. website, and the Government of Canada Find a Job website (<https://www.jobbank.gc.ca/findajob>) for 1 month before the end of the application submission deadline. Moreover, external publicity consists of utilizing a combination of social media platforms, job posting sites like LinkedIn, job fairs, industry publications and events, local newspaper advertisements, and word-of-mouth recruitment.

3. **Write a job description**: The hiring staff should start by generating a job description that includes a prioritized list of job requirements, special qualifications, desired characteristics, and requisite experience. The job description should also include information regarding salary and benefits.

4. **Advertise the Position**: In addition to publicizing the job posting, the GCT INC. will identify highly qualified potential candidates internally by notifying current employees of the opening.

5. **Review Applications**: The GCT INC. will require candidates to provide hard copies of all applications and supporting documents. However, they may submit their initial application package before the deadline electronically to info@togreekcom.org:

Applicants are required to submit the following documents (in pdf formats) only:

- Online application form
- Cover letter addressed to the GCT INC. Hiring GCT Executive
- Resume (maximum two pages)
- Copy of Certificates of Qualification (e.g., University Diplomas, etc.)
- Reference letters (optional)

The GCT INC. will review the applications and eliminate any candidate who does not meet the minimum requirements for the position or the Greek Community of Toronto INC. more generally. Once a batch of qualified applications are assembled, the GCT INC. will review the remaining candidates and identify those they want to interview.

6. **Interviews:** The GCT INC. conducts interviews for those remaining candidates. Interviews are in-person interviews between the applicants and the hiring GCT Executive members. Conversations typically focus on applicants' experience, skills, work history, and availability.

7. **Applicant Assessment:** Once the interviews are completed, or during their completion, the Greek Community of Toronto INC. will often assign applicants one or more standardized tests (e.g., Greek language proficiency test). These exams measure a wide range of variables, including personality traits, problem-solving ability, reasoning, reading comprehension, emotional intelligence, and more.

8. **Background Check:** Job postings will indicate that all candidates are subject to a background check. Background checks review candidates' criminal record, verify employment history and eligibility, and run credit checks. Some organizations also check social media accounts (Facebook, Twitter, etc.) to make sure potential employees are likely to represent the Greek Community of Toronto INC. in a professional manner. Drug testing may also be warranted, depending on the position.

9. **Decision:** After conducting background and reference checks, the GCT INC. identifies the top choice(s). The hiring staff should also select a backup candidate in case the top choice declines the offer or negotiations fail to produce a signed offer letter. If no candidates meet the hiring criteria, the hiring staff should determine whether to start the hiring process over. If so, the hiring staff should discuss whether to adjust or alter the hiring process to yield more favourable candidates. Reference Check: Reference checks should verify any pertinent information shared by the candidate about previous employment--job performance, experience, responsibilities, workplace conduct, etc. A typical question to ask references is "Would you rehire this person?"

10. **Job offer:** Once a top candidate is identified, the GCT INC. staff, General Manager, Directors of Departments) will submit their recommendations to the Chairs of Departments and the GCT INC. Executive Team for final approval, and then the GCT Executive will extend an initial offer. The offer letter should include the position's salary, benefits, paid time off, start date, included Greek Community of Toronto INC. equipment and other terms and conditions of employment. Negotiations are likely to follow. Therefore, the hiring staff should determine internally which elements of the offer letter are negotiable and which are not.

11. **Hiring:** After negotiations, once the candidate accepts the job offer, they are hired. An accepted offer letter begins the process of filling out and filing paperwork related to employment.

J. Absenteeism POLICY (P010)

Adopted:

Effectuated:

Revised:

Reviewed:

Authorization:

Every employee plays a vital role in keeping our business productive and competitive. The Greek Community of Toronto INC. expects employees to be prompt and regular in their attendance. Occasionally there are good reasons for tardiness in reporting to or for employees to be absent from work. The purpose of this policy is to set out the procedures for tracking employee absences and to establish ground rules for determining when counselling or disciplinary actions may be initiated related to an employee's absenteeism record.

Employees are expected to attend work and be punctual on every scheduled day. Any incident of employee absenteeism shall be recorded on the employee's Absence Record.

In the case of authorized absences, including but not limited to sick leave, vacation, jury duty, maternity/parental leave, emergency leave, the employee is required to submit the appropriate documentation for leave authorization, wherever possible, prior to commencing the leave.

Absence from work for 3 consecutive workdays, without notification to the immediate supervisor, is considered to be a voluntary resignation of the employee from employment.

RESPONSIBILITY

Employees are responsible for being at work on days scheduled, on time and not leaving early without authorization from their immediate supervisor. Employees are also responsible for notifying their supervisor immediately of any absence, the reason(s) for the absence, and their expected return date.

Supervisors are responsible for establishing a favourable climate for attendance, communicating attendance expectations, recording every absence or lateness, following up with employees for the required documentation, reviewing records to determine any absenteeism problems, and counselling employees to assist in finding solutions to chronic absenteeism. Supervisors are also responsible for providing the Human Resources/Payroll department with timely employee attendance records citing who was absent or late and recording the reasons.

The Human Resources/Payroll Department is responsible for ensuring proper documentation is received from all supervisors in a timely manner, tracking employee absence data on a current basis and for preparing appropriate Greek Community of Toronto INC. wide absenteeism reports.

DEFINITIONS

“Absence” is defined as a failure to report for work for whatever reason(s).

“Authorized absence” is an absence for which the employee has been given approval, either formal written approval or verbal supervisory approval, or for which other policies provide leave of absence.

“Authorized accommodation” is any absence for the purpose of accommodating an employee based upon an employee’s written request and for which the employee has been given approval, either formal written approval or verbal supervisory approval.

“Unauthorized absence” is an absence for any reason other than an authorized absence, or for which authorization has not been sought.

“Lateness” is defined as not being at one’s work station at the appropriate shift starting time or the scheduled starting time after a rest period or lunch period.

“Occurrence” is one incident of absence or lateness, which may include multiple days if consecutively missed. A legislated leave such as emergency leave, maternity/parental leave, jury duty, etc. or authorized leaves granted under any other of the Greek Community of Toronto INC. policies are not counted when calculating the number of absence occurrences.

PROCEDURE

Employees are required to give notice and obtain authorization for planned absences as per the specific Policies and Procedures. For unplanned absences, employees who are going to be unavoidably late or absent must notify their immediate supervisor as early as possible, but no later than 30 minutes after the start of the working day. If the immediate supervisor is not available, the supervisor’s manager should be notified. Employees must notify their supervisors each day they will be absent. Late employees must report directly to their supervisors upon arriving at work.

Employees returning to work from any absence shall notify their immediate supervisor, on their day of return, of the reason(s) for their absence, if they have not already done so. The supervisor shall note the hours of absence and the reason(s) for the absence on the Employee Absence Record.

Employees who need to leave work early for unavoidable reasons must obtain approval from their supervisor, preferably at least one day prior to the day requested. Early leaving will be treated the same as lateness for payroll purposes.

Supervisors shall monitor attendance and complete absence records on a current basis.

Supervisors are responsible for initiating counselling or formal discipline as warranted. Discipline should be the last resort in controlling absenteeism. Informal counselling should be the primary method to be used in reducing absenteeism.

In order to protect an employee's right to confidentiality regarding a Medical Absence, medical diagnoses, or other confidential medical data, it shall not be shown in the Employee Attendance Record — only the reason(s) for absence.

Medical Absences of 3 or more working days must be supported by medical certification. Depending on the nature of the medical reason for absence, the GCT INC. may require a medical certificate confirming the employee's fitness to return to work. The original copy of any medical certificate shall be forwarded to the Human Resources/Payroll Department for inclusion in the employee's Personal File.

ABSENCE DEFINITIONS

Absence Reasons:

- Accident off duty
- Bereavement Leave
- Child care problems (other than medical or sickness)
- Doctor, dentist, lawyer, etc. appointments
- Education/training leave
- Family problems (other than medical or sickness)
- Jury/Court duty
- Leaving early (unauthorized)
- Late (unauthorized)
- Medical or sickness (family)
- Pregnancy/Parental/Adoption leave of absence
- Other authorized leaves of absence
- Sickness (employee)
- Transportation problems
- Vacation
- Weather
- Unauthorized or unexcused absence
- Authorized accommodation

K. Health and Safety Policy (Policy P011)

Adopted:

Effectuated:

Revised:

Reviewed:

Authorization:

RATIONALE

The Health and Safety Policy supports the legislative requirements of the Occupational Health and Safety Act, and affirms the GCT's commitment to maintaining safe and healthy working environments.

2.0 OBJECTIVE

To establish the Board's commitment to the well-being of its employees through the promotion of health and safety in the workplace and active participation of all employees in the prevention of accidents.

3.0 DEFINITIONS

Employer under the Occupational Health and Safety Act is a person who employs one or more workers or contracts for the services of one or more workers and includes a contractor or subcontractor who performs work or supplies services and a contractor or subcontractor who undertakes with an owner, constructor, contractor or subcontractor to perform work or supply services.

Employee is any person included in the definition of "worker" under the Occupational Health and Safety Act and Workplace Safety and Insurance Act, including, but not limited to regular, temporary, probationary employees, co-op students and contract employees.

Hazard is any source of potential damage, harm or adverse health effects on something or someone under certain conditions at work. Examples include workplace violence and harassment, toxic chemicals, moving machinery parts, working at heights, high voltage electricity, temperature extremes, slippery work surfaces or any other occupational health hazard in the workplace that is capable of making an employee sick.

Internal Responsibility System is a system recognized by the Ministry of Labour and fundamental to the successful working of the Occupational Health and Safety Act, whereby employers and employees are mutually responsible for health and safety in the workplace through the identification and elimination of hazards and development of strategies for the protection of workers.

The GCT Health and Safety Committee is a committee established by the employer in accordance with the requirements of Section 9 of the Occupational Health and Safety Act.

Supervisor under the Occupational Health and Safety Act is a person who has charge of a workplace or authority over an employee.

Workplace under the Occupational Health and Safety Act is any land, premises, location or thing at, upon, in or near which an employee works. For the purpose of this Policy, it also includes any place where employees perform work- or work-related duties, activities or functions, but does not include a private residence and its related lands. Schools and school-related activities, such as extracurricular activities and excursions comprise the workplace, as do Board offices and facilities (including eating, lounge/changing areas and vehicles used for work purposes or on work property). Conferences, workshops, training sessions and staff functions (e.g., staff parties, retirement celebrations) also fall within the scope of this Policy.

4.0 RESPONSIBILITY - The General Manager, Department Heads, the Board of Directors and the GCT Executive hold primary responsibility for implementation of this Policy.

5.0 APPLICATION AND SCOPE - This Policy applies to all employees of the Greek Community of Toronto INC. The Policy also covers students, parents/guardians, volunteers, permit holders, contractors, customers of

the Board and other members of organizations and includes all activities that occur in GCT INC. workplaces or while engaging in GCT INC.related functions or social events.

6.0 POLICY - General

6.1. The GCT INC. values learning and working environments that are safe, nurturing, positive and respectful.

6.2. The GCT INC. is committed to providing and maintaining a healthy and safe working environment through the development, promotion and implementation of programs designed to improve employee well-being and prevent occupational illness and injury, workplace violence and harassment.

6.3. The GCT INC. recognizes health and safety as a shared responsibility of both the employer and its employees, and as such, encourages the active participation of all employees in the prevention of accidents and the promotion of health and safety in the workplace.

Roles and Responsibilities

6.4. The GCT INC. recognizes the role of all parties, including designated staff who represent the employer, GCT employees, as well as Ministry of Labour inspectors and/or other health and safety representatives in the monitoring of workplace safety and overall well-being of employees.

6.5. The Board and its employees will comply with the legislative requirements as outlined in the Occupational Health and Safety Act.

6.6. The General Manager, Department Heads, the Board of Directors and the GCT Executive will assign responsibility for Occupational Health and Safety and will ensure that the Board's program is implemented and maintained, through:

- implementing and operationalizing applicable policy and/or procedure;
- ensuring all employees and supervisors are provided with ongoing information and training programs on safe work practices where required by legislation;

6.7. The employer is responsible for establishment and promotion of the Health and Safety policies and procedures to establish a health and safety culture in a workplace. Senior management and supervisors will actively model and promote efforts that lead to healthy and safe learning and working environments.

6.8. The employer, through senior management and supervisors, will implement applicable Board health and safety policies and programs; comply with the Occupational Health and Safety Act and regulations; and will ensure that workplaces under their direct control are kept in a healthy and safe condition.

6.9. Supervisors will be held accountable for the health and safety of workers under their supervision, including but not limited to responsibility for receiving and investigating health and safety concerns, responding to findings, and taking corrective actions in consultation with other parties as appropriate. The Board will ensure that all supervisors have a working knowledge of the Occupational Health and Safety Act and regulations as well as any actual or potential hazards at the workplace.

6.10. All employees are required to complete the mandatory training required by the Board and Ontario Regulation 297/13 under the Occupational Health and Safety Act and its regulations.

6.11. Employees have a common responsibility for their own health and safety and that of others and are required to adhere to safe work practices and to report to their supervisor any unsafe or unhealthy conditions or practices.

6.12. Employees have the right to know about hazards in their workplace and to receive information, instruction and supervision to protect their health and safety on the job. Employees have the right to participate in identifying and solving workplace health and safety problems. Employees have the right to refuse work in situations they believe would be dangerous to their health and safety or to that of any other employee in the workplace.

6.13. The Board will ensure that this Policy is posted in conspicuous workplace locations and made available for all employees.

Joint Health and Safety Committee

6.14. The GCT INC. will maintain a Health and Safety Committee in accordance with Section 9 of the Occupational Health and Safety Act. The General Manager, Department Heads, the Board of Directors and the GCT Executive will be responsible to maintain the GCT's Health and Safety Committee.

6.15. The GCT INC. acknowledges the integral role of the Health and Safety Committee in bringing the Internal Responsibility System into practice and will support and/or cooperate with its functions and authority under the Occupational Health and Safety Act.

7.0 SPECIFIC DIRECTIVES

The General Manager, Department Heads, the Board of Directors and the GCT Executive are authorized to issue operational procedures to implement this Policy.

8.0 EVALUATION

This Policy will be reviewed every year in accordance with the Occupational Health and Safety Act.

APPENDIX A - P004 Equity

Definitions Glossary

This glossary is provided to assist in understanding various terms used in this document, as well as terms they may encounter in the context of discussions of Equity and Inclusive Education. Terminology in the area of Equity and Inclusive Education is constantly evolving. The GCT INC. recognizes that terms and usages favoured by various groups and individuals, in various contexts, and at different points in time may differ and that this glossary is not meant to be a comprehensive, nor definitive list.

Ableism: is defined as a belief system, analogous to Racism, Sexism or ageism, that sees persons with disabilities as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than others. Ableism may be conscious or unconscious, and may be embedded in institutions, systems or the broader Culture of a society. It can limit the opportunities of persons with disabilities and reduce their Inclusion in the life of their communities. (Refer to the Ontario Human Rights Commission's Guidelines on Accessible Education and Policy on Ableism and Discrimination Based on Disability, at .

Aboriginal peoples: The descendants of the original inhabitants of North America. Section 35(2) of the Constitution Act, 1982, states: "In this Act, 'Aboriginal peoples of Canada' includes the Indian, Inuit, and Métis peoples of Canada". These separate groups have unique heritages, Languages, cultural practices, and spiritual beliefs. Their common link is their Indigenous Ancestry.

Acceptance: An affirmation and recognition of people whose Race, Ancestry, Place of Origin, Colour, ethnic origin, citizenship, Creed, Sex, Sexual Orientation, Age, Gender Identity and expression, Marital Status, Family Status, abilities, or other, similar characteristics or attributes are different from one's own. Acceptance goes beyond tolerance, in that it implies a positive and welcoming attitude.

Accommodation: An adjustment made to policies, programs, guidelines, or practices, including adjustments to physical settings and various types of criteria, that ensures fair and equitable access, service and treatment for individuals to participate equally and perform to the best of their ability in the workplace or an educational setting. Accommodation is considered appropriate if it results in equal opportunity to enjoy the same level of benefits and Privileges experienced by others, or if it is proposed or adopted to achieve equal opportunity, and meets the individual's needs. The most appropriate accommodation is the one that respects dignity (including autonomy, comfort and confidentiality), responds to a person (including autonomy), comfort and allows for integration and full participation, short of Undue hardship. Accommodations are provided so that individuals are not disadvantaged or discriminated against on basis of the prohibited grounds of Discrimination identified in the Ontario Human Rights Code or other factors. The term Accommodations has a specific meaning in special education. Accommodations for students with special education needs include special teaching and assessment strategies, human supports, and/or individualized equipment that help the student learn and demonstrate learning

Achievement Gaps: Refers to the average difference in levels of educational achievement between different demographic subgroups of students in a given educational context (e.g., school, or district). These sub-groups may reflect differences in Gender Identity, Gender Expression, Race, Ethnicity, country of origin, socioeconomic circumstances, Sexual Orientation, Disability/ level of ability or any other social characteristic of the student. Achievement gaps among sub-groups of students may be identified at any grade or Age and may exist within one or many achievement variables (e.g., course report card results, graduation rates, standardized test scores) (Council of Ontario Directors of Education, page 15).

Age: How old a person is or is perceived to be. Age Discrimination involves treating persons in an unequal fashion due to age in a way that is contrary to Human Rights law. **Ancestry:** Lineage, or whom you are descended from and how you trace family and heritage.

Anti-Black racism: is one of the many results of White Supremacy, and is distinct from Anti-Racism. The distinction comes about because anti-black racism and its complexities and nuances are specific to the histories and bodies of African/African descendant/Black peoples. Anti-black racism promotes and upholds unearned Privileges based on whiteness and proximity to whiteness and Eurocentric ideals, in terms of phenotype, Culture, and performativity. It also reinforces internalized Hate and Oppression faced by people of African descent as a result of the idealizing and privileging of whiteness. This includes shadeism, Colourism and other damaging manifestations of White Supremacy such as the use and (re)perpetuation of the dominant and "universal" Eurocentric lens and views. Anti-black racism is deeply invested in the continuation of Power structures within the dominant society that disadvantage, deny and exclude people of African descent, and actively works against measures implemented to improve Equity and ultimately

liberation for African/African descendant/Black peoples. At the core of anti-black racism is seeing African/African descendant/Black bodies as sub-human. An example of Anti-Black racism is anti-Blackness, which is based on a negative, essentialized, criminalized view and interpretation of the Black body and the Black experience. Anti-Black Racism is unequal Power relations, and its intersections include but are not limited to destructive beliefs, attitudes, Prejudice, stereotyping and/or Discrimination that are directed at people of African descent and rooted in their unique history and experience of enslavement and colonization globally, including here in Canada. The legacy of anti-Black racism lies in the historical and current social, economic, cultural, and political Marginalization of Black bodies everywhere, including Black Torontonians. It is experienced as a lack of access and Barriers to opportunity and inequitable outcomes in the social determinants of health, including health, mental health and well-being, education, housing and income. This results in higher rates of precarious employment and unemployment, significant poverty, and overrepresentation in the criminal justice, mental health, and child welfare systems for people of African descent. Toronto is the most diverse city in the world. However, studies continue to show that anti-Black racism still exists in this city, affecting the life chances of more than 200,000 Black people who call Toronto home. (Adapted in part from - The Interim Toronto Action Plan to Confront Anti-Black Racism).

Anti-discrimination education: An approach that seeks to eliminate from an educational system and its practices all forms of discrimination based on the prohibited grounds identified in the Ontario Human Rights Code and other factors. Anti-discrimination education seeks to identify and change educational policies, procedures, and practices that may unintentionally condone or foster discrimination, as well as the attitudes and behaviours that underlie and reinforce such policies and practices. It provides teachers and students with the knowledge and skills that will enable them to critically examine issues related to Discrimination, Power, and Privilege. Anti-discrimination education promotes the removal of discriminatory Biases and systemic Barriers.

Anti-Indigenous racism: A distinct form of Racism that targets Indigenous Peoples based on Race, heritage, traditions, Languages and Ancestry and rooted in colonial notions of white, settler dominance and superiority - resulting in systemic Oppression, denial of rights, cultural erasure, erosion of dignity and individual actions of Discrimination, hatred and violence. Racist and colonial ideologies continue to significantly affect the health, well-being, success, fair and just treatment and opportunities for Indigenous Peoples, cutting across the social determinants of health; impacting access to education, housing, food security and employment, and permeating societal systems and institutions including the health care, child welfare and criminal justice systems. Antiracist: Seeking the elimination of Racism in all its forms, including Systemic Racism.

Anti-racism: is the practice of identifying, challenging, and changing the values, structures and behaviours that perpetuate Systemic Racism. (Ontario Anti-Racism Secretariat) Anti-racism examines the Power Imbalances between racialized people and non-racialized/white people. These imbalances play out in the form of unearned Privileges that white people benefit from and racialized people do not (McIntosh, 1988). Anti-racist education: Anti-racist education teaches an active way of seeing, and being in, the world, in order to transform it. It challenges Bias and discriminatory colonial Curriculum assessment and pedagogy by embedding the perspectives of Aboriginal and racialized communities into an educational system and its practices. Anti Racist education seeks to identify and change educational policies, procedures, and practices that may foster Racism, implicit Bias, colonial settler Privilege and white Privilege as well as the Racist attitudes and behaviours that underlie and reinforce such policies and practices. Because Racism

occurs at all levels and spheres of society (and can function to produce and maintain exclusionary 'levels' and 'spheres'), anti-racism education/activism is necessary in all aspects of society. In other words, it doesn't just happen 'in the workplace,' 'in the classroom,' or in selected aspects of our lives. A person who practices anti-racism education works to become aware of: how Racism affects the lived experience of people of Colour and Indigenous Peoples; how Racism is systemic, and has been part of many foundational aspects of society throughout history, and can be manifested in both individual attitudes and behaviours as well as formal (and 'unspoken') policies and practices within institutions; how white people participate, often unknowingly, in Racist systems of Oppression with white Privilege – which left unchallenged contributes Systemic Racism throughout society.

Anti-Oppressive Practice (AOP): an interdisciplinary approach that requires the practitioner to critically examine the Power Imbalance inherent in an organizational structure with regards to the larger sociocultural context to develop strategies for creating an egalitarian environment free from Oppression, Racism, Sexism, Homophobia and other forms of Discrimination in the larger society by engaging at both the local and systemic level. In social services, it challenges oppressive practices and structures and helps remove Barriers and Bias, ensuring access and service delivery provided in a fully inclusive manner.

Antisemitism: a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of Antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities. (Source: International Holocaust Remembrance Alliance "Working Definition of Antisemitism". For further information, visit: <https://www.holocaustremembrance.com/working-definition-antisemitism>)

Anti-Oppressive Education: Premised on the notion that many "traditional" and "common sense" ways of engaging in education contributes to Oppression in schools and society. It also relies on the notion that many "common sense" approaches to education reform mask or exacerbate oppressive education methods. The consequences of anti-oppressive education include a deep commitment to changing how educators conceptualize and engage in Curriculum, pedagogy, classroom management and school Culture. There is a recognition that Bias and Barriers exist and are reinforced within the institutional structure and policies and therefore must be transformed along with the teaching practices. Anti-oppressive education, explores Privileges and Power Imbalances within social groups and structures and expects to be different, perhaps uncomfortable, and even controversial. Barrier: An obstacle to Equity that may be overt or subtle, intended or unintended, and systemic or specific to an individual or group, and that prevents or limits access to opportunities, benefits, services or advantages that are available to other members of society.

Bias: An opinion, preference, Prejudice, or inclination that limits the ability to make fair, objective, or accurate judgements. Biases may be held by an individual, group, or institution and maybe either conscious/ explicit or unconscious/ implicit. Unconscious/ implicit biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing. Unconscious bias is far more prevalent than conscious Prejudice and often incompatible with one's conscious values. Certain scenarios can activate unconscious attitudes and beliefs. For example, biases may be more prevalent when multitasking, making quick decisions or working under time pressure.

Bisexual: a word describing a person whose Sexual Orientation is directed toward men and women, though not necessarily at the same time.

Board: The Greek Community of Toronto INC., which is also referred to as “GCT”.

Body Image: A person's sense of their own physical appearance, usually in relation to others or in relation to some cultural "ideal". A person's perception of their appearance can be different from how others actually perceive them leading to body image Discrimination or Lookism.

Caregivers: Persons involved in a care and commitment relationship that may be ongoing, long-term, significant and where responsibilities have shifted to a non-family member. (Ontario Human Rights Commission, Defining Family Status) .

Classism: Prejudice or Discrimination based on socio-economic class. The institutional, cultural, and individual set of practices and beliefs that assign differential value to people according to their socio-economic class, oppressing many and privileging few. Almost universally, classism specifically denotes the Prejudice against and subjugation and Oppression of those in the lower classes by the more Privileged upper class and an economic system which creates excessive inequality and causes basic human needs to go unmet.

Cisgendered: having a gender-identity that is congruent with one's Biological Sex assigned at birth (e.g. one's Biological Sex is female and one's gender-identity is as a woman).

Collaborative Learning Communities: Communities that build, support and value partnerships among students, educators, families and communities within dynamic and flexible learning environments. Learners in collaborative communities embrace challenges, creativity and problem solving with a commitment and responsibility for contributing to the shared learning of all members of the learning community. (York Region District School Board)

Creed (Religion): Creed includes religion in the broadest sense. Creed may also include non-religious belief systems that, like religion, substantially influence a person's identity, worldview and way of life. A creed is sincerely, freely and deeply held; is integrally linked to a person's identity, self-definition and fulfilment; is a particular and comprehensive, overarching system of belief that governs one's conduct and practices; addresses ultimate questions of human existence, including ideas about life, purpose, death, and the existence or non-existence of a Creator and/or a higher or different order of existence; and has some “nexus” or connection to an organization or community.

Culture: Broadly described, culture can include economic systems, political ideologies and processes, ways of life and social mores, educational institutions, social programs, the environment, technological systems, recreational practices, customs and traditions, artistic and heritage activities, transportation and communication industries, and religious and spiritual activities.

Curriculum: the total learning environment, including physical environment, learning materials, pedagogical practices, assessment instruments, School Climate and co-curricular and extra-curricular activities.

Cyber-bullying: Under the Education Act (s.1.0.0.2), bullying by electronic means, including by “(a) creating a web page or a blog in which the creator assumes the identity of another person; (b) impersonating another person as the author of content or messages posted on the internet; and (c) communicating

material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.” Cyber-bullying can involve the use of email, cell phones, text messages, and/or social media sites to threaten, harass, embarrass, socially exclude, or damage reputations and friendships. It may include put-downs or insults and can also involve spreading rumours; sharing private information, photos, or videos; or threatening to harm someone. Cyber-bullying is always aggressive and hurtful. (Refer to *Bullying – We Can All Help Stop It: A Guide for Parents of Elementary and Secondary School Students*, at)

Code grounds: The grounds of Discrimination under the Ontario Human Rights Code: race, Ancestry, Place of Origin, Colour, ethnic origin, citizenship, Creed (Religion), Sex, Sexual Orientation, Gender Identity, Gender Expression, Disability, Age, Marital Status (including same-sex partners), Family Status, receipt of public assistance (in housing Accommodation only), and record of offences (in employment only). People are also protected from Discrimination based on intersecting grounds (see Intersectionality), or association with someone who identifies with a Code ground, or when they are perceived to be a member of a group identified by a Code ground. (Refer to)

Colonialism: Colonialism is a practice of domination, which involves the subjugation of one people to another. Settler colonialism — such as in the case of Canada — is the unique process where the colonizing population does not leave the territory, asserts ongoing sovereignty to the land, actively seeks to assimilate the Indigenous populations and extinguish their Cultures, traditions and ties to the land.

Disability: “Disability” covers a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time. There are physical, mental and learning disabilities, mental disorders, hearing or vision disabilities, epilepsy, drug and alcohol dependencies, environmental sensitivities, and other conditions.

The Code: protects people from Discrimination because of past, present and perceived disabilities. For example, the Code protects a person who faces Discrimination because she is a recovered alcoholic. So is a person whose condition does not limit their workplace abilities, but who is believed to be at greater risk of being able to do less in the future. (Ontario Human Rights Commission’s Policy on Ableism and Discrimination based on Disability and the Policy on preventing Discrimination based on mental health disabilities and addictions)

Disaggregated demographic data: In the context of Social Identity data, this means breaking down composite (“aggregate”) categories such as Race, Sexual Orientation and Gender Identity into component parts, such as Black, Chinese, Arab, straight, Gay, Lesbian, male, female, non-binary, etc.

Discrimination: Any practice or behaviour, whether intentional or not, which has a negative effect on an individual or group because of Race, Ancestry, Place of Origin, Colour, ethnic origin, citizenship, Creed, gender, Gender Identity, Gender Expression, Sexual Orientation, Age, Marital Status, Family Status, Disability/ level of ability or Socio-Economic Status. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, services or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

Disparity: Refers to the unequal outcomes of one group as compared to another.

Disproportionate: Refers to the overrepresentation of a particular group of people in a particular program or system as compared to their representation in the general population.

Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, Race, Colour, Creed, Culture, Ethnicity, linguistic origin, Disability/ level of ability, socio-economic class, Age, Ancestry, Nationality, Place of Origin, Religion, Sex, Gender Identity, Gender Expression, Sexual Orientation, Family Status, and Marital Status.

Dominant Group: A group that is considered the most powerful and Privileged of groups in a particular society and that exercises Power and influence over others through social, economic and institutional means.

Duty to accommodate: The legal obligation that school boards, employers, unions, and service providers have under the Ontario Human Rights Code to take measures that enable people to benefit from and take part in the provision of services equally and to participate equally and perform to the best of their ability in the workplace or an educational setting. (Refer to)

Elder: Elders are very important members of First Nation, Métis, and Inuit communities. The term Elder refers to someone who has attained a high degree of understanding of First Nation, Métis, or Inuit history, traditional teachings, ceremonies, and healing practices. Elders have earned the right to pass this knowledge on to others and to give advice and guidance on personal issues, as well as on issues affecting their communities and nations. First Nation, Métis, and Inuit peoples value their Elders and all older people, and address them with the utmost respect, but It is important to note that "Elder " does not necessarily indicate Age. In First Nation, Métis, and Inuit Cultures, an Elder is designated as such having been deemed to have acquired significant knowledge about essential teachings in their Culture and to have gained the wisdom drawn from experience that enables them to share their insight with others. (Source: OISE UoT Deepening Knowledge Project; Elder Invitation Protocol)

Employment equity: A program designated to identify, challenge and remove systemic Barriers to Equality of access and out-comes in all aspects of employment and which leads to equitable representation of designated groups at all levels of employment.

Equality: The achievement of equal status in society in terms of access to opportunities, support, rewards and economic and social Power for all without regard to Race, Colour, Creed, Culture, Ethnicity, linguistic origin, Disability/ level of ability, socio-economic class, Age, Ancestry, Nationality, Place of Origin, Religion, Sex, Gender Identity, Gender Expression, Sexual Orientation, Family Status, and Marital Status.

Equity: Ensures Equality of opportunities and outcomes for all by responding fair and proportionality to the needs of individuals. Equity is not the same as equal treatment because it recognizes a social-cultural Power Imbalance that unfairly Privilege some while oppressing others and therefore focuses on redressing Disparity - meeting individual needs to ensure fair access, outcomes and participation that results in Equality, acknowledging historical and present Systemic Discrimination against identified groups and removing Barriers, eliminating Discrimination and remedying the impact of past Discrimination and current Oppression. Equity practices ensure fair, inclusive and respectful treatment of all people with consideration of individual and group diversities and Intersectionality of multiple social identities, access to Privileges and impacts of Oppression. Equity honours and accommodates the specific needs of individuals/ groups. Historically and currently disenfranchised groups and communities: Persons and communities who have experienced, and or, are more likely to experience, and or, are experiencing Bias, Oppression, disadvantage or Discrimination based on one or more of these factors: Colour, Creed, Culture, Ethnicity, linguistic origin, Disability or level of ability, socio-economic class, Age, Ancestry, Nationality, Place of

Origin, Biological Sex, Gender Identity, Gender Expression, Sexual Orientation, Family Status, and Marital Status.

Ethnicity: Refers to a group of people having a heritage and a common Ancestry or shared historical past, as well as identifiable physical, cultural, linguistic and religious characteristics, whether or not they live in their country of origin.

Eurocentrism: is a worldview centred on and Biased towards Western civilization. The exact scope of centrism varies from the entire Western world to only Europe focusing on European Culture or history to the exclusion of a wider view of the world; implicitly regarding European Culture as preeminent. When applied to history, it may refer to an apologetic stance towards European Colonialism and other forms of imperialism.

Family Status: The status of being in a parent/caregiver/guardian and child relationship.

Fairness: Impartial and just treatment or behaviour without favouritism or Discrimination.

First Nation: A term that came into common usage in the 1970s to replace the word Indian, which many found offensive. The term First Nation has been adopted to replace the word “band” in the names of communities.

Gay: a word to describe a person whose primary Sexual Orientation is to members of the same Sex or who identifies as a member of the gay community. This word can refer to men and women, although many women prefer the term “Lesbian.”

Gender Identity: How a person identifies themselves based on an individual’s intrinsic sense of self and their sense of being female, male, a combination of both, or neither regardless of their Biological Sex.

Gender Expression: Refers to the way an individual expresses their Gender Identity (e.g. in the way they dress, the length and style of their hair, the way they act or speak. Understandings of gender expression are culturally specific and will change over time.

Harassment: A form of Discrimination that is often but not always, persistent, ongoing conduct or communication, in any form, of attitudes, beliefs or actions towards an individual or group which are known to be, or should reasonably be known to be unwelcome, inappropriate, intimidating or offensive. A single act or expression can constitute harassment, for example, if it is a serious violation or it is from a person in authority. Harassment may be either subtle or blunt.

Hate: expressions of Bias, Prejudice and bigotry that are carried out by individuals, groups, organizations and states, directed against stigmatized and marginalized persons and groups in communities, and intended to affirm and secure existing structures of domination and subordination. Hate activities and incidents represent some of the most destructive forms of Human Rights-based Discrimination by promoting hatred against identifiable groups of people. Some hate incidents are also considered criminal offences committed against a person or property and motivated, in whole or in part, by Bias or Prejudice based on real or perceived Race, Ancestry, Place of Origin, Colour, ethnic origin, citizenship, Creed, Sex, Sexual Orientation, Gender Identity, Gender Expression, Age, Marital Status, Family Status, Socio-Economic Status or Disability/ level of ability/ or any other similar factor.

Homophobia: irrational fear, hatred, Prejudice or negative attitudes toward homosexuality and people who are Gay or Lesbian. Homophobia can take overt and covert, as well as subtle and extreme, forms.

Homophobia includes behaviours such as jokes, name-calling, exclusion, Gay bashing, etc. Homophobia may be caused by individual actions or systemic/ institutional Bias and Oppression, towards people who are, or who are perceived to be, Lesbian, Gay, Bisexual, Transgender or Queer.

Human Rights: Rights that recognize the dignity and worth of every person, and provide for equal rights and opportunities without Discrimination, regardless of Race, Ancestry, Place of Origin, Colour, ethnic origin, citizenship, Creed, Sex, Sexual Orientation, Gender Identity, Gender Expression, Age, Marital Status, Family Status, Socio-Economic Status or Disability/level of ability, as set out in the Ontario Human Rights Code, or other similar factors.

Inclusion: A way of thinking and acting that demonstrates universal Acceptance and promotes a sense of belonging for all learners. It is an attitude and approach that embraces Diversity and learner differences and promotes equitable opportunities for all learners.

Inclusive Design: Identifying and removing Barriers for people that require individual Accommodations before an individual Accommodation request or complaint has been made. Effective inclusive design in organizations reduces the need for people to ask for individual Accommodations because the principles of inclusive design have been used when creating policies, procedures, programs, and facilities (from the Ontario Human Rights Commission, Inclusive Design Fact Sheet). Inclusive Education: Education that is rooted in Anti-Oppressive Practice ensuring Equity in content, pedagogy, access and climate based on the principles of Acceptance, Inclusion and learning designed to meet the individual needs of all learners to achieve fair and successful outcomes. Students see themselves reflected in their Curriculum, school staff teams, their physical surroundings, and the broader environment, in which Diversity is honoured and all individuals are respected.

Indigenous Peoples: This is a collective name for the original peoples of North America and their descendants. The Canadian Constitution recognizes three distinct groups of Aboriginal peoples: Indians (referred to as First Nations), Métis and Inuit.

Internalized Oppression: When members of a marginalized group accept negative aspects of Stereotypes assigned to them by the Dominant Group, and begin to believe that they are inferior. The incorporation by individuals within an oppressed group of the Prejudices against them within the dominant society can result in self-hatred, self concealment, fear of violence, feelings of inferiority, resignation, isolation, and powerlessness. It is a mechanism within an oppressive system for perpetuating Power Imbalance. (519 Education Training Glossary) Intersectionality: The overlapping, in the context of an individual or group, of two or more prohibited grounds of Discrimination under the Ontario Human Rights Code, or other factors, which may result in additional, compounded Biases or Barriers to Equity for that individual or group.

Inuit: Aboriginal people in northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec, and Labrador. Ontario has a very small Inuit population. The Inuit are not covered by the Indian Act.

Islamophobia: Includes Racism, Stereotypes, Prejudice, fear or acts of hostility directed towards individual Muslims or followers of Islam in general. In addition to individual acts of intolerance and racial profiling, Islamophobia can lead to viewing and treating Muslims as a greater security threat on an institutional, systemic and societal level.

LGBTTTTIQ: a common acronym for Lesbian, Gay, Bisexual, Transsexual, Transgendered, Two-Spirit, Intersex and Queer individuals/communities. This acronym may or may not be used in a particular community. For example, in some places, the acronym LGBT (for Lesbian, Gay, Bisexual and Transgendered/Transsexual) may be more common.

Language: The first language we learn or the language spoken by our parents/Caregivers/ guardians and others who take care of us as children. This may also include dialects. There is almost inevitably a link between the language we speak or the accent with which we speak a particular language on the one hand, and our Ancestry, ethnic origin or Place of Origin on the other. A person's accent is also often associated with their "mother tongue" or Place of Origin.

Lookism: A form of Discrimination or Prejudice against people based on their physical appearance.

Marginalization: Refers to a long-term, structural process of Systemic Discrimination that creates a class of disadvantaged minorities. These groups become permanently confined to the margins of society; their status is continually reproduced because of the various dimensions of exclusion particularly in the labour market, but also from full and meaningful participation in society.

Marital Status: The status of being married, single, widowed, divorced or separated and includes the status of living with a person in a conjugal relationship outside marriage, including but not limited to same-sex and opposite Sex relationships.

Métis: People of mixed First Nation and European Ancestry. The Métis Culture draws on diverse ancestral origins, such as Scottish, Irish, French, Ojibwe, and Cree.

Microaggression: A casual comment or action that subtly and often unconsciously or unintentionally expresses a Prejudiced attitude toward a member of a marginalized group or Social Identity. People perpetrating microaggressions often intend no offence and are unaware they are causing harm with statements or actions that repeat or affirm Stereotypes about Minority groups or subtly demean them. They also position the dominant Culture as normal and the minority as other – different or aberrant, express disapproval of or discomfort with Minority groups, that assume all Minority group members are the same, minimize the existence of Discrimination against Minority groups, seek to deny their own Bias, or minimize real conflict between Minority groups and the dominant Culture.

Minority Group: A group of people within a given society that has little or no access to social, economic, political, cultural, or religious Power. The term may refer to a group that is small in number or it may connote inferior social position.

Nationality: The status of belonging to a particular nation.

Non-discrimination: The principle of non-discrimination seeks “to guarantee that Human Rights are exercised without Discrimination of any kind based on Race, Colour, Sex, Language, Religion, political or other opinion, national or social origin, property, birth or other status such as Disability, Age, marital and Family Status, Sexual Orientation and Gender Identity, health status, place of residence, economic and social situation”. (GCT Executive on Economic, Social and Cultural Rights, General Comment No. 20, Non-discrimination in economic, social and cultural rights; 2009.) Ontario Human Rights Code (“the Code”): A provincial law that gives everyone equal rights and opportunities, without Discrimination, in specific areas

such as education, jobs, housing, and services. The goal of The Code is to address and prevent Discrimination and Harassment.

Opportunity Gap: Closely related to an Achievement Gap this term refers to the ways in which Race, Ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students. Opportunity gap refers to the unequal or inequitable distribution of resources and opportunities; while Achievement Gap refers to the unequal or inequitable distribution of educational results.

Oppression: prolonged, systemic, abuse of Power or control by one group of people (the Dominant Group) at the expense of others (the oppressed) and maintains a cultural imbalance of Power which socially supports mistreatment and exploitation of all groups of 'less powerful' individuals. This results in unjust advantages, status and benefits for one group over the other and is maintained by social beliefs, economic and institutional structures and subtle and overt cultural practices. Because oppression is institutionalized in our society, target group members often face Barriers and limitations in many aspects of social participation i.e. school, health care, social services, employment, parenting, housing, etc. Oppression actively provides unearned Privileges and protections to some members of our community, allowing them to ignore the presence of Discrimination and or Barriers to fair and equal access and opportunity such as Classism, Racism, Ableism, Sexism, Homophobia, Transphobia.

Place of Origin: Where one is originally from, generally meaning country of birth, or if born in Canada it could include an area, province or region of the country, (i.e., Quebec, Newfoundland, The West Coast, Toronto, etc.)

Positive School Climate: The school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of Equity and Inclusive Education are embedded in the learning environment to support a positive school climate and a Culture of mutual respect. A positive school climate is a crucial component of bullying prevention.

Power: Access to Privileges such as information/knowledge, connections, experience and expertise, resources and decision making that enhance a person's chances of getting what they need to live a comfortable, safe, productive and profitable life. Each person has different levels of power in different contexts depending on a personal combination of Privileges and Oppression. (519 Education Training Glossary)

Power Dynamics: The process by which one group defines and subordinates other groups and subjects them to differential and unequal treatment.

Power Imbalance: A situation in which an individual or group is able to influence others and impose its beliefs, subjecting other individuals and/or groups to differential and unequal treatment.

Prejudice: The pre-judgment (usually negative) of groups or individuals, or preconceived notions about them, based on misinformation, Bias, or Stereotypes.

Privilege: Unearned freedoms, rights, benefits, access, and/or opportunities that provide unfair advantages for members of the Dominant Group(s) in society. Because privileges are granted by mere affiliation with the Dominant Group(s), some people are not always aware of the privileges they have. Examples include: cisgender privilege, straight privilege, male

privilege, settler privilege, White privilege, etc. When we take for granted advantages our privileges may bring us – those advantages are gained at the expense of and systemic disadvantage of others.

Progressive discipline: A Whole-School Approach that uses a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour, as well as a variety of strategies to promote and foster positive behaviours. Disciplinary measures are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

Queer: traditionally, a derogatory and offensive term for LGBTTTIQ people. Many LGBTTTIQ people have reclaimed this word and use it proudly to describe their identity. Often used as a description of people's non-heterosexual Sexual Orientations in a nonspecific and unbiased manner because the terms Gay, Lesbian, or Bisexual are not sufficient for their inner feelings or sense of identity. Also used as a rejection of hetero and cisnormative binary to better culturally identify the wide spectrum of relationships, Gender Expressions, identities and Sexual Orientations.

Race (Colour): Race is a socially constructed way of judging, categorizing and creating differences among people based on physical characteristics such as skin colour, eye, lips and nose shape, hair texture and body shape. The process of social construction of race is termed “Racialization.” This is the process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life. Despite the fact that there are no biological “races”, the social construction of race is a powerful force with real consequences for individuals. Someone’s “race” can also extend to specific traits which are deemed to be “abnormal” and of less worth. Individuals may have Prejudices related to various racialized characteristics. In addition to physical features, these characteristics could include accent, dialect or manner of speech, name, clothing and grooming, diet, beliefs and practices, leisure preferences, and places of origin.

Racialization: Racialization refers to the “the process by which societies construct Races as real, different and unequal in ways that matter to economic, political and social life” (Commission on Systemic Racism in the Ontario Criminal Justice System, 1995). Racial categories are not based on science or biology but on differences that society has chosen to emphasize, with significant consequences for people’s lives. People can be racialized not only based on skin Colour but also other perceived characteristics such as their Culture, Language, customs, Ancestry, country or Place of Origin, or Religion as is the case with Islamophobia and Antisemitism.

Racialized group: A group of people who may experience social inequities on the basis of Race, Colour, and/or Ethnicity, and who may be subjected to differential treatment.

Racism: A set of erroneous assumptions, opinions, and actions stemming from the belief that one Race is inherently superior to another. Racism may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

Racist: A term referring to the beliefs and/or actions of an individual, institution, or organization that imply (directly or indirectly) that certain groups are inherently superior to others.

Safe and Accepting Schools Team: Team established at every GCT INC. school that are responsible for fostering a safe, inclusive, and accepting School Climate. Each team includes at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal. The chair of this team

must be a staff member (from the Ministry of Education's PPM144 Bullying Prevention and Intervention Policy).

School Climate: The learning environment and relationships found within a school and school community.

Sex/ Biological Sex: Generally refers to the sex assigned at birth based on external genitalia but also includes internal reproductive structures, chromosomes, hormone levels, and secondary sex characteristics such as breasts, facial and body hair, and fat distribution.

Sexism: Prejudice, stereotyping, and Discrimination directed against people on the basis of their Biological Sex and/ or Gender Identity/ expression. Sexism may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals. Sexism can affect either gender, but it is particularly documented as affecting women and girls. It has been linked to Stereotypes and gender roles, and may include the belief that one Sex or Gender Identity is intrinsically superior to another and is most commonly associated with attitudes, procedures and/or patterns – economic, social and cultural – whose effect, though not necessarily whose conscious intention, is to create, maintain and extend the Power, influence and Privilege of males and/or masculinity over females and/or femininity. Extreme sexism may foster sexual Harassment, rape, and other forms of sexual violence.

Sexual Orientation: A term for the emotional, physical, romantic, sexual and spiritual attraction, desire or affection for another person. Examples include asexuality, heterosexuality, Bisexuality and homosexuality. Sexual orientation is much more accurately viewed as an attraction continuum that includes a range of gender identities, expressions and biological sexes.

Socio-Economic Status: The economic, social and political relationships in which people operate in a given social order. These relationships reflect the areas of income level, education, access to goods and services, type of occupation, sense of ownership or entitlement and other indicators of social rank or class.

Social Identity: Those aspects of a person that are defined in terms their group membership, or their perceived group membership in broad social categories (i.e., Race, Disability/level of ability, Gender Identity, etc.) when individuals self-identify or choose how they want to be identified, as opposed to being labelled by society or others.

Stereotype: A false or generalized, and usually negative, conception of a group of people that results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may be based on Race, Ancestry, Place of Origin, Colour, ethnic origin, citizenship, Creed, Sex, Sexual Orientation, Gender Identity, Gender Expression, Age, Marital Status, Family Status, or Disability/level of ability, as set out in the Ontario Human Rights Code, or on the basis of other factors.

Systemic Discrimination: A pattern of discrimination that arises out of apparently neutral institutional policies or practices, that is reinforced by institutional structures and Power Dynamics, and that results in the differential and unequal treatment of members of certain groups.

Systemic Racism: When institutions or systems create or maintain racial inequity, often as a result of hidden institutional Biases in policies, practices and procedures that Privilege some groups and disadvantage others.

Social inclusion: Is based on notions of belonging, Acceptance and recognition and entails the realization of full and equal participation in economic, social, cultural and political institutions. It is about recognizing and valuing Diversity; it is about engendering feelings of belonging by increasing social Equality and the participation of diverse and disadvantaged populations.

Transgender: refers to individuals whose Gender Identity is different from what is assumed based on their Biological Sex at birth, and/or whose Gender Expression is different from the way males or females are stereotypically expected to look or behave.

Transphobia: Transphobia is a range of negative attitudes, feelings or actions toward Transgender or transsexual people, or toward transsexuality. Transphobia can be emotional disgust, fear, violence, anger or discomfort felt or expressed towards people who do not conform to society's gender expectations. It is often expressed alongside homophobic views and hence is often considered an aspect of Homophobia. Transphobia is a type of Prejudice and Discrimination similar to Racism and Sexism and Transgender people of color are often subjected to all three forms of discrimination at once.

Two-spirit: an English term coined to reflect specific cultural words used by First Nations and other Indigenous Peoples for individuals who have both a male and female spirit. Many two-spirit people are understood by settler society to be Gay, Lesbian, Bisexual, Transgendered or transsexual, or have multiple gender identities.

Undue hardship: Under the Ontario Human Rights Code, undue hardship is the measure for any limitations to provision of Human Rights Accommodations. Accommodations need not be provided if it causes undue or excessive hardship. However, some degree of hardship is acceptable. Undue hardship is assessed in terms of overall cost, outside sources of funding (if any) and health and safety factors. Evidence must be objective, real, direct and in the case of cost, quantifiable and so substantial it would alter the essential nature of the enterprise. Other 'bona fide' requirements of an organization, such as legislative requirements may also account for undue hardship factors to consider, as long as the said requirement is adopted in good faith and reasonably meant to fulfil a necessary goal, purpose or function of the organization.

Universal Design for Learning (UDL): A teaching approach that focuses on using teaching strategies or pedagogical materials designed to meet special needs to enhance learning for all students, regardless of Age, skills, or situation.

White supremacy: is a Racist ideology based upon the belief that white people are superior in many ways to people of other Races and therefore white people should be dominant over other Races. In academic usage, particularly in usage which draws on the critical Race theory, the term "white supremacy" can also refer to a political or socio-economic system where white people enjoy a structural advantage (white Privilege) over other ethnic groups, both at a collective and an individual level. White Privilege is rooted in social-cultural systems of racial Oppression that Disproportionately advantage white people over other Racialized Groups and perpetuate white dominance as the cultural norm.

Whole-School Approach: An all-inclusive approach to building a positive and inclusive School Climate that is based on healthy and respectful relationships throughout the whole school and community which includes everyone and their role to play in achieving safe, inclusive and accepting schools. A whole-school approach includes the government, school boards, school staff, parents, students and community members.

Appendix B (P0004)

Katelynn's Principle Bill 57 (2016)

An Act to enshrine Katelynn's Principle as the guiding principle for decisions affecting children Preamble
Katelynn Sampson was seven years old when she died from being brutally abused over many months by her legal guardians. Many factors contributed to Katelynn's vulnerable situation and to her case not being addressed by authorities. The jury in the coroner's inquest into the death of Katelynn Sampson made 173 recommendations for preventing another tragic death. The first recommendation, referred to as Katelynn's Principle, places children at the centre of decisions affecting them. The jury requested that all parties to the Coroner's Inquest ensure that Katelynn's Principle apply to all services, policies, legislation and decision-making affecting children. Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

Definition: In this Act, "child" means a person under the Age of eighteen years.

Application: This Act applies with respect to any person's Power or duty to make decisions under Ontario legislation affecting children, including decisions relating to, (a) child welfare services within the meaning of the Child and Family Services Act; (b) the justice system; and (c) the education system. APPENDIX B P037 Equity Policy Housekeeping Changes: May 28, 2021 G02 (R:\Secretariat\Staff\G02\03\Pol\P037.doc) Page 42 of 43 Katelynn's Principle 3.

The following principles, collectively known as Katelynn's Principle, shall be applied in making a decision affecting a child:

1. The child must be at the centre of the decision.
2. The child is an individual with rights. The child must always be seen, the child's voice must be heard, and the child must be listened to and respected.
3. The child's heritage must be taken into consideration and respected. Attention must be paid to the broad and diverse communities the child identifies with, including communities defined by matters such as Race, Ethnicity, Religion, Language, and Sexual Orientation.
4. Actions must be taken to ensure that a child who is capable of forming their own views is able to express those views freely and safely about matters affecting them.
5. The child's views must be given due weight in accordance with the child's Age and maturity.
6. In accordance with the child's Age and maturity, the child must be given the opportunity to participate before any decisions affecting the child are made, whether the participation is direct or through a support person or representative.
7. In accordance with the child's Age and maturity, the child must be engaged through honest and respectful dialogue about how and why decisions affecting them are made.
8. Every person who provides services to children or services affecting children is a child advocate. Advocacy may be a child's lifeline and it must occur from the point of first contact and on a continuous basis thereafter.

Commencement: This Act comes into force on the day it receives Royal Assent. The Bill enacts the Katelynn's Principle Act (Decisions Affecting Children), 2016.

The Act requires that any person making a decision under Ontario legislation affecting children must apply Katelynn's Principle when making the decision

Appendix C (JOB posting example)

Job Description: Greek Language Teacher responsible for working in K-8.

Length of Assignment:

Job Number:

Location:

Posting Period:

Qualifications:

- Candidates must be in good standing with the Ontario College of Teachers with qualifications in one of the following:
- Primary qualification
- Junior qualification
- Intermediate qualification

We thank all applicants for their interest but only those selected for an interview will be contacted.

Application Process: The GCT INC. invites applications for consideration to our Elementary Occasional Teacher Roster. Applicants are required to apply online using our electronic application process. All applicants must complete a new application for consideration to the GCT INC. Teacher Roster.

The online application is available on the GCT INC. website at www.greekcommunity.org or please submit your application via email to info@togreekcom.org. Please include the job number in the message.

Prepare the following required documents (in .pdf format only) for application:

- Online application form
- Cover letter
- Résumé (maximum two pages)
- Copy of Certificate of Qualification
- Reference letters (optional)

Note: We strive to meet the accommodation needs of persons with disabilities. Applicants are encouraged to make their needs for accommodation known in advance during the application process

Rate of pay: \$21.85 per hour

Rate effective ____/____/____.

Workplace Violence Incident Form (Policy P007)

Please return this form to Human Resources/General Manager/Department Head.

Name of the Complainant:	
GCT Department:	
GCT Position:	
Phone Number:	
Email:	
Name of the Accused:	
Department:	
GCT Position:	
Relationship of the Accused to the Complainant (manager, co-worker, client, etc.):	

Today's Date: _____

1. Date(s) of Incident(s): *(If more than one event, please report each event on a separate form.)*

2. Where did the specific event occur?

3. Please explain the events that occurred.

4. How did you react to the situation? Did you take any action to stop perceived inappropriate behaviour?
5. Describe the harm you have suffered as a result of the event. Were there any witnesses to this specific event? (If yes, please provide their names.)
6. Is there any physical evidence that supports your complaint? If so, please describe or attach a copy of the evidence.
7. What is your desired outcome of the investigation?

The information provided in this complaint is true and correct to the best of my knowledge. I am willing to cooperate fully in the investigation of my complaint and provide whatever evidence the Greek Community of Toronto INC. deems relevant.

Signature: _____

Date: ____/____/____