

Incident Reporting
Statement of Principles

- Reports should be as easy to complete as possible
- Verbal reporting is an acceptable reporting method and will not be a barrier to a response (New Act may amend this)
- Paper or written reports are an acceptable reporting method and will not be a barrier to a response
- Electronic reporting is an acceptable reporting method where technology, training, and infrastructure are accessible/available. If the electronic method of reporting is chosen, Teachers shall be provided language banks by administration (or the program itself), and the comments are to be kept professional, objective, and as succinct as possible.
- *Investigation and detailed reporting* are the responsibility of the administration team.
- Administrative action and follow up will be communicated to the teacher(s) in a timely manner.
- Reports shall be responded to promptly.
- Reports shall be compiled by administration and made available to teachers.
- Data and reports, methods and formats, must be mutually agreed to as useful
- TSU maintains concerns around new equity initiatives. We support the intention but need members to be clear about issues these roles can cause for members.

• New TSU Website to Launch in Late February—will have more resources and current news.

TSU Notes

VOLUME 2 ISSUE 4

JANUARY 30, 2010

Safe Schools –Bill 157 and Feb 1st

Feb 1/10 - Bill 157 becomes law

The board must have in place **three priority items** by this date.

- 1. Safe Schools Reporting form**
- 2. Delegation to teachers under the act.**
- 3. Safe Schools Policy**

Other items are required and will roll out subsequently. The tight timeline the ministry created is a real challenge for serious consultation but efforts are being made to try and ensure proper input. There will be a communication in the near future regarding these items.

1. The mandate for a Safe Schools reporting form comes as an additional form to the progressive discipline form

that the Joint TSU-TCDSB Safe Schools committee had come to agreement on late last year. There was notice sent to administration and Safe Schools Teams earlier this year that the form would be delayed until Bill 157 and its new demands were made clear. We continue to have a reporting statement of principles (see column on left) agreed to last year. There is ongoing discussion about the forms and their relationship and processes within this understanding.

2. The parameters and conditions of delegation are not finalized and there are real concerns for teacher liability in this area. This reflects a respect for the role of our administrators and their challenging duties and

responsibilities. We hope to ensure that these responsibilities are maintained by administration. We recognize that on rare occasions, for unplanned reasons a teacher may be delegated some authority. When teachers are delegated to assist we want that to be as clear and well supported as possible.

3. The Board has presented an “Interim” Safe Schools Policy that reflects many changes and some of our input. It is an interim policy as it will require more dialogue.

The good we secure for ourselves is precarious and uncertain until it is secured for all of us and incorporated into our common life (Jane Adams)

New Safe Schools Policy/Reps

1. The Safe Schools Policy has had to be reviewed given the new Bill 157 Requirements. There will be more demands and duties as more legislation has been built on the Safe Schools Act and previous requirements.

2. There is required reporting for Safe Schools for all board employees (bus drivers, contractors...) including teachers and principals. We are trying to ensure this is as simple as possible. We recognize a real member education need when this is finalized.

3. Safe School team reps will also need PD in-service. They should be chosen by the TSU staff members they represent.. Details around this role, as with teacher delegation, are still being worked out. Information on this is also being developed for member education.

Distressed Teacher Protocol



DISTRESSED TEACHER PROTOCOL **Administrative Duties and Responsibilities**

Procedures shall be consistent with current TCDSB policies including the *Police Protocol* and *Respectful Workplace*, as well as statutory regulations including the *Ontario Human Rights Code* and *Ontario Occupational Health and Safety Act*.

Steps Involved in Addressing a Distressing Situation in a school:

- At the request of a teacher, remove the teacher from the distressing situation
- Ensure that the teacher's class is covered
- Ensure that the distressed teacher is able to communicate privately with their staff rep or union rep designate
- Determine whether or not police and/or ambulance should be called
- Access WSIB Form 6 or 8 and forward to teacher for their completion, if required. Explain to the teacher the importance of filling this out as a proactive measure towards their physical well-being
- Ensure that a secondary form of support is provided for the victim (i.e. ride home, call to family member, clinic, hospital, etc.)
- Call the police if required (Police/School Board Protocol 2008 – "If a principal believes that 'balance of probabilities' suggest that a criminal activity with a connection to a school has occurred, the Principal must report this incident to the Police.") This may include teacher assault as well as teacher bullying/harassment
- Follow up with the teacher in a timely manner. Within 24 – 48 hours, the Principal shall meet with the teacher and union designate in an effort to effectively resolve or begin to resolve the distressing situation
- Follow-up with the school community, specifically the affected teachers, by communicating to them pertinent details, as required

The TCDSB Harassment and Discrimination policy is committed to "providing a work environment where women, men and children can live in decency and dignity without fear of being exploited or harmed."

Effective follow-up may include the following suggestions (this is not an exclusive list):

- Facilitating the co-ordination of lesson planning and/or leave of absence as required to avoid undue stress to the teacher
- Implementing corrective action and changes to the workplace to ensure a safe working environment
- Providing accommodations as indicated by law, board policies and protocols, and/or medical professionals
- Informal or formal mediation as outlined in the *Respectful Workplace* policy, if suitable
- On- going education (PD) for all school community members
- Referral to CAREplus (905) 270.3143, if suitable



Staff reps and the executive, through strategic planning, identified a need for a clear statement regarding teachers in distress. The Joint Safe Schools committee worked to establish this protocol and you should have received the personal wallet card shown here from your TSU rep.

An accompanying two page flyer should be posted on your staff room bulletin board.



Toronto Secondary Unit - OECTA

951 Wilson Ave., Unit 20

Toronto, ON

M3K 2A7

Phone: 416.633.5502

Fax: 416.633.9495

E-mail: tsu@tsuoecta.org

www.tsuoecta.org

We Teach The Love of Learning.

TSU Mission Statement

TSU, in cooperation with Divine grace and in solidarity with the Catholic community, serves the professional and contractual needs of its members.

Core Values

*Dignity of the Individual
Professionalism
Catholic Education
Faith Based Community*

Vision

- To be a proud community of Catholic educators
- To establish and protect collective members rights
- To create, maintain and broaden respectful and collegial relations with partners in Catholic Education.
- To have a commitment to a strategic planning cycle
- To have established, effective communications
- To be recognized and respected advocates for public Catholic Education
- To network with the broader community
- To model Christ by supporting each other as brothers and sisters
- To assist in the professional and spiritual development of our members
- To be effective Catholic advocates of social justice in the broader community