



Setting the Standard for Great Teaching
Fixer la norme pour un enseignement de qualité

Memo

Date: May 2, 2019
To: Members of Council
From: John Hamilton, OCT
Vice-Chair, Discipline Committee
Subject: Report of the Discipline Committee

Committee Meetings/Hearing Dates

Meetings

A Discipline Committee meeting was held on May 2, 2019.

Hearing Dates (January 1 to April 30)

January 14, 16, 17

February 8, 11, 19, 22, 25, 27

March 18, 20, 21

April 2, 3, 8, 11, 12, 15, 25, 29, 30.

Summary of Discussions

a) Joint Training

At the May 1, 2019 Joint Training of the Discipline and Fitness to Practise Committees and their roster members, Julie Maciura, Steinecke Maciura LeBlanc, provided training on disclosure, pre-hearings and the role of Independent Legal Counsel.

b) Meetings

At the May 2, 2019 Discipline Committee meeting, committee members discussed the following topics:

Election of Chair (Noted Under "Motions Referred to Council")

Election of Vice-Chair

Rebecca Forte, OCT, was elected as Vice-Chair of the Discipline Committee.

Incompetence and Teacher Performance Appraisal Guideline

The committee reviewed and adopted the *Incompetence and the Teacher Performance Appraisal Guide for the Investigation Committee and Discipline Committee* as a resource that may be used in

the consideration of incompetence complaints arising from unsatisfactory Teacher Performance Appraisals. The guide is included with this report as Attachment 1.

Report of the Ad Hoc Committee on Adjudicator Code of Conduct

The Ad Hoc Committee on Adjudicator Code of Conduct was formed as a result of a resolution made by the Discipline Committee in November 2018 to develop a code of ethics applicable to the committee's adjudicative activities.

The committee reviewed the Ad Hoc Committee's recommendations and adopted the Code of Professional and Ethical Responsibilities – For Discipline and Fitness to Practise Committee Members and Roster Members Who Serve on Panels of Those Committees. The code of conduct is included with this report as Attachment 2.

Predetermined Suspension Update

Staff spoke to a pilot project undertaken on February 1, 2019. As part of the pilot, the College's standard suspension clauses have been revised for suspensions three months or shorter in duration: (i) to provide employers with greater notice of suspension start dates and (ii) to ensure that the majority of a short suspension is served during the School Year Calendar.

Employers are notified by email when a member's certificate has been suspended or revoked.

Director's Update

Chantal Bélisle, Director of Investigations and Hearings, provided an update on some of the Investigations and Hearings department's activities:

-Ryan Jarvis matter: The College intervened in this matter before the Supreme Court of Canada to address students' expectation of privacy in learning environments. On February 14, 2019, the Supreme Court rendered its judgment. The College subsequently held a discipline hearing on April 8, 2019. Mr. Jarvis was found to have engaged in professional misconduct and, as a result, the Discipline Committee ordered a reprimand and the revocation of his certificate of qualification and registration. The Discipline Committee's decision and reasons will be posted on the College website in due course.

-Employer reporting project: College is conducting an analysis on reporting trends for the 72 provincial school boards.

-Department restructure: new position added to the department as a pilot until year end: Manager, Tribunals - manages the work of the Discipline and Fitness to Practise Tribunals and supports the work of these committees.

The Manager, Professional Conduct (formerly the Manager of Intake and Hearings) - manages the Internal Resolution of discipline matters and Complaint Resolution at the Investigations stage. Monitoring of timelines for all of the open hearings files is a key responsibility of the role.

-Investigations and Hearings Process Flow Chart:

The Director spoke to the process flow chart that summarizes the basic stages of the complaints process and confirmed that the topic would be addressed again at the May 31 Council member briefing session.

Costs

There was a discussion about the current rationale behind costs submissions.

Statistics

The following is a summary of the disposition and status of 15 cases concluded by panels of the Discipline Committee from January 1 to March 31, 2019.

The total number of hearings during this period was 15, out of which two were contested.

Disposition of Cases	Cases Disposed of by the Discipline Committee
Revocation	5
Suspension	4
Reprimand	4
Withdrew Notice of Hearing	1
Withdrew Notice of Hearing + TCL	0
Not Guilty	0
Cancelled-Resigned	1
Incompetent	0
TOTAL	15

Motions Referred to Council

The Discipline Committee recommends:

That Council appoint John Hamilton, OCT as Chair of the Discipline Committee for the term of the Eighth Council.

Duties/Mandate of the Discipline Committee

The duties and mandate of the Discipline Committee are described in Appendix 1 of this document.

Future Committee Training and Meeting Dates

Wednesday November 27, 2019: Training-Learning Session

Thursday November 28, 2019: Meeting.

Upcoming Hearings (May 1 to August 31)

May 6, 7, 14, 15, 17, 23, 24

June 3, 4, 5, 6, 10, 11, 12, 13, 14, 18, 20, 21, 24

July 8, 9, 10, 15, 16, 25, 31

August 8, 13.

Members of the Discipline Committee

Diane Ballantyne, OCT

Jean-Luc Bernard, OCT

Irene Dembek, OCT

Rebecca Forte, OCT (Vice-Chair)

Mary Ellen Gucciardi, OCT

John Hamilton, OCT (Acting Chair)

Godwin Ifedi

Marlène Marwah

Sara Nouini, OCT

Alicia Nunn, OCT

Thomas Potter

Nicola Powadiuk, OCT

Jonathan Rose

Stéphane Vallée, OCT



John Hamilton, OCT

APPENDIX 1

Discipline Committee

Mandate

To deal with discipline issues. (OCTA, s. 3(1))

Nature of the Discipline Committee's Work

The Discipline Committee:

- a) shall hear and determine matters directed or referred to it under section 26, 29 or 33 (OCTA, s. 30(1)(a))
- b) shall perform such other duties as are assigned to it by the Council (OCTA, s. 30 (1)(b))
- c) may, after a hearing, find a member guilty of professional misconduct, if the member has been guilty, in the opinion of the Committee, of professional misconduct (OCTA, s. 30 (2))
- d) may, after a hearing, find a member to be incompetent if, in its opinion, the member has displayed in his or her professional responsibilities a lack of knowledge, skill or judgment or disregard for the welfare of a student of a nature or extent that demonstrates that the member is unfit to continue to carry out his or her professional responsibilities or that a certificate held by the member under this Act should be made subject to terms, conditions or limitations. (OCTA, s. 30 (3)).

Powers of the Discipline Committee

Where the Discipline Committee finds a member guilty of professional misconduct or to be incompetent, it may make an order doing one or more of the following:

1. Directing the Registrar to revoke any certificate held by the member under the Act.
2. Directing the Registrar to suspend any certificate held by the member under the Act for a stated period, not exceeding 24 months.
3. Directing the Registrar to impose specified terms, conditions or limitations on any certificate held by the member under the Act.
4. Directing that the Registrar not carry out a direction made under paragraph 1, 2 or 3 for a specified period and not carry out the direction at all if specified terms are met within that period. (OCTA s. 30 (4)).

Where the Discipline Committee finds a member guilty of professional misconduct, it may, in addition to exercising the powers described above, make an order doing one or more of the following:

- a) Requiring that the member be reprimanded, admonished or counselled by the Committee or its delegate and, if considered warranted, directing that the fact of the reprimand, admonishment or counselling be recorded on the register for a specified period of more than three years.
- b) Imposing a fine in an amount that the Committee considers appropriate, to a maximum of \$5,000, to be paid by the member to the Minister of Finance for payment into the Consolidated Revenue Fund.
- c) Fixing costs to be paid by the member to the College. (OCTA, s. 30 (5)).

In making an order directing that the imposition of a penalty be postponed for a specified period and not be imposed if specified terms are met within that period, the Committee may specify the terms that it considers appropriate, including but not limited to terms requiring the successful completion by the member of specified courses of study. (OCTA, s. 30 (6)).

In making an order revoking or suspending a certificate or imposing terms, conditions or limitations on a certificate, the Committee may fix a period during which the member may not apply for reinstatement or variation of the order. (OCTA, s. 30 (7)).

Where the Discipline Committee is of the opinion that the commencement of the proceeding was unwarranted, the Committee may order that the College reimburse the member for his or her costs or such portion of them as the Discipline Committee fixes. (OCTA, s. 30(9)).

A hearing of the Discipline Committee shall, subject to making an order that the public be excluded from the hearing in accordance with the Act (OCTA, s. 32(7) and (7.1)), be open to the public. (OCTA, s. 32 (6)).

INCOMPETENCE AND THE TEACHER PERFORMANCE APPRAISAL – GUIDE FOR THE INVESTIGATION COMMITTEE AND DISCIPLINE COMMITTEE


The guide below sets out the Standards of Practice for the Teaching Profession (the Standards) that guide the daily practice of members of the Ontario College of Teachers. The guide also sets out the 5 domains and 16 competency requirements of the Teacher Performance Appraisal (TPA), which the Ministry of Education requires to be met by all “new” and “experienced” teachers who have been certified by the College and have been hired into permanent positions at a school board, school authority, or provincial school.ⁱ



The TPA domains and competencies were derived from the Standards,ⁱⁱ and the guide demonstrates these connections by setting out the Standard that each TPA domain and its competencies are derived from. The historical foundation linking the Standards and the TPA and their critical role in guiding teaching practice mean that the guide can be used by panels of the Investigation Committee and Discipline Committee in their consideration of complaints relating to allegations of incompetence pursuant to s. 30(3) of the *Ontario College of Teachers Act* that arise from unsatisfactory TPAs. The unsatisfactory TPA may be read in conjunction with the Standards to determine if,



“the member has displayed in his or her professional responsibilities a lack of knowledge, skill or judgment or disregard for the welfare of a student of a nature or extent that demonstrates that the member is unfit to continue to carry out his or her professional responsibilities or that a certificate held by the member under this Act should be made subject to terms, conditions or limitations.” [S. 30(3) of the *Ontario College of Teachers Act*]

The guide is non-exhaustive and not a singular directive on member conduct. There may be other requirements used to guide a member’s practice in accordance with the Standards or the TPA.ⁱⁱⁱ Allegations of incompetence need not relate to an unsatisfactory TPA, and an unsatisfactory TPA may be relevant to allegations of professional misconduct as well as incompetence. Accordingly, panels of the Investigation Committee and Discipline Committee are not bound by the guide and the guide is not intended to restrict or limit their discretion. Panels of the Investigation Committee and Discipline Committee must always use their discretion when considering the particular facts of any incompetence matters. Although there may be other relevant factors, the absence of one or more of the TPA competencies in a member’s practice may be used in the determination of whether there can be a finding of incompetence.

The guide will be posted on the College’s website. As such, it will be available to members, including those whose conduct is before the Investigation and Discipline Committee. The use of the Standards and the TPA in this guide is for the purposes of licensure and is not intended to offer guidance with respect to the employment of members, including the performance appraisal of members.

STANDARDS OF PRACTICE FOR THE TEACHING PROFESSION (Ontario College of Teachers)			TEACHER PERFORMANCE APPRAISAL (Ministry of Education)	
STANDARD OF PRACTICE	DESCRIPTION		DOMAIN	COMPETENCY
Commitment to Students and Student Learning	Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.		Commitment to Pupils and Pupil Learning	<ul style="list-style-type: none"> Teachers demonstrate commitment to the well-being and development of all pupils.* Teachers are dedicated in their efforts to teach and support pupil learning and achievement.* Teachers treat all pupils equitably and with respect.* Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.*

Professional Knowledge	Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice. ^{iv}		Professional Knowledge	<ul style="list-style-type: none"> • Teachers know their subject matter, the Ontario curriculum, and education-related legislation.* • Teachers know a variety of effective teaching and assessment practices. • Teachers know a variety of effective classroom management strategies. • Teachers know how pupils learn and the factors that influence pupil learning and achievement.
Professional Practice	Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.		Teaching Practice	<ul style="list-style-type: none"> • Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.* • Teachers communicate effectively with pupils, parents, and colleagues.* • Teachers conduct ongoing assessment of pupils' progress, evaluate their achievement, and report results to pupils and their parents regularly.*

				<ul style="list-style-type: none"> Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources. Teachers use appropriate technology in their teaching practices and related professional responsibilities.
Leadership in Learning Communities	Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.		Leadership and Community	<ul style="list-style-type: none"> Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools. Teachers work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.
Ongoing Professional Learning	Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.		Ongoing Professional Learning	<ul style="list-style-type: none"> Teachers engage in ongoing professional learning and apply it to improve their teaching practices

* These competencies are distinguished in the Teacher Performance Appraisal – Technical Requirements Manual - “The eight competencies are those used for appraising the performance of new teachers. Principals must provide a comment for each of these eight competencies as a minimum requirement in the summative report for a new teacher.”^v The Ministry of Education also calls for different applications of the TPA competencies for internationally educated teachers depending on their level of prior teaching experience outside of Ontario.^{vi} However, it is important to note the Standards apply to all members regardless of experience or where they were educated.

ⁱ From Teacher Performance Appraisal - Technical Requirements Manual (2010 – Ministry of Education) at p. 5 and 6 – “Ontario’s TPA system has two components: one for “new” teachers and the other for “experienced” teachers. New teachers are defined in the legislation [*Education Act*] as all teachers certified by the Ontario College of Teachers (including teachers trained out-of-province) who have been hired into permanent positions – full-time or part-time – by a school board, school authority, or provincial school (“board”) to begin teaching for the first time in Ontario. Teachers are considered “new” until they successfully complete the NTIP [New Teacher Induction Program] or until 24 months have elapsed since the date on which they first began to teach for a board. All teachers who have completed the NTIP, or who held permanent positions in Ontario’s publicly funded schools prior to the NTIP’s implementation in September 2006, as well as temporary teachers (those teaching on a Letter of Permission), are appraised as “experienced” teachers. The TPA system does not apply to certified teachers employed outside the publicly funded education system or to instructors in teacher education institutions. Within boards, it does not apply to occasional teachers, continuing education teachers, vice-principals, principals, supervisory officers, or directors of education. Boards may develop a process for appraising the performance of any employees who are not covered by provincially mandated performance appraisal requirements. [Also see O. Reg. 99/02 of the *Education Act* at sections 2 and 13]

ⁱⁱ Ibid, Manual at p. 18.

ⁱⁱⁱ Ibid at p. 20 and O. Reg. 99/02

^{iv} Professional Knowledge of teachers can also encompass language competencies as set out in a Council for Ministers of Education (CMEC) report, “Speaking for Excellence: Language Competencies for Effective Teaching Practice”. The CMEC report sets out a framework for assessing language proficiency in three domains of practice: instructing and assessing, managing the classroom and student behaviour, and communicating with parents and other professionals.” (p. 3).

^v Supra note 1 at p. 16.

^{vi} Ibid at p. 19.



Code of Professional and Ethical Responsibilities

For Discipline and Fitness to Practise Committee Members and Roster Panel Members Who Serve on Panels of Those Committees

May 2, 2019

TABLE OF CONTENTS

	Page
1. Purpose	1
2. Application	1
3. Conflict of Interest.....	2
4. Panel Members' Responsibilities During a Hearing	2
5. Panel Members' Decision-Making Responsibilities	3
6. Panel Members' Responsibilities to Each Other and to Staff	4
7. Panel Members' Post-Term Responsibilities	4
8. Remedies	5
Appendix.....	6

Code of Professional and Ethical Responsibilities

1. Purpose

- a) The purpose of this Code is to establish rules of conduct governing the professional and ethical responsibilities of elected and appointed members of the Discipline and Fitness to Practise Committees, as well as of roster panel members. The Code covers the conduct of committee members during all Ontario College of Teachers business related to their committee, including pre-hearings, hearings, deliberations and decision-making. In carrying out these duties, committee members must have regard for the overriding duty to serve and protect the public interest.
- b) In this Code:
 - “College” refers to the Ontario College of Teachers
 - “committee” refers to the College’s Discipline and Fitness to Practise Committees
 - “panel member” refers to a member of the College’s Discipline and Fitness to Practise Committee, as well as to a roster panellist who serves on a panel of those committees
 - “roster panel member” refers to individuals who have been appointed to the committee in accordance with the Roster of Panellists for Statutory Committees policy
 - “ILC” refers to the committee’s independent legal counsel.
- c) Panel members are expected to comply with current legislative and regulatory provisions applicable to the College, College bylaws, guidelines, policies, protocols, procedures and rules. These documents are set out in the attached Appendix.
- d) This Code was developed in recognition of the fundamental and overriding responsibility of all panel members to maintain the integrity, competence and effectiveness of the committee as a whole. When the provisions do not address unanticipated circumstances, it remains the responsibility of each individual panel member to consider the appropriate standard and to conduct their self in an ethical and professional manner.
- e) This Code is based on the Society of Ontario Adjudicators and Regulators’ Model *Code of Professional and Ethical Responsibilities for Members of Adjudicative Tribunals*.

2. Application

- a) This code applies to all members of the committee as well as to roster panellists.
- b) Where certain responsibilities of the panel chair have been delegated to a designate, the term “chair” in this Code should be taken to include such designates.

- c) The Code governs panel members' conduct for the entire term of their appointment to the committee and includes matters for which panel members remain seized that continue after the end of their term.
- d) The Code may be amended to reflect current principles of administrative law, including procedural fairness, or changes in practice that are consistent with those principles.

3. Conflict of Interest

- a) Panel members must refer and adhere to the provisions of the College's current *Guidelines - Conflict of Interest/Bias - Council and Committee Member Resource Document*. This document contains a process for resolving possible conflicts of interest.

4. Panel Members' Responsibilities During a Hearing

- a) Panel members:
 - must receive appropriate training prior to serving on a panel
 - must comply with the policies, procedures and standards established for the committee and for Council, including procedural rules and practice directions governing the conduct of proceedings
 - must be sensitive to issues such as gender, ability, race, language, culture and religion as these factors may affect various aspects of a hearing, such as affirmation/swearing-in of witnesses, the scheduling and times of the hearing day, participants' personal presentation and demeanour
 - must be aware of the requirements that the hearing process and room are accessible and barrier-free for all parties, parties' representatives and witnesses
 - must be aware of the importance of punctuality, both in beginning a hearing and returning from breaks on time
 - must conduct hearings without unnecessary delay, but must ensure that parties have a fair opportunity to present their case
 - must not interrupt or interfere with the cross-examination of witnesses. It is permissible for a panel member to question witnesses to clarify evidence but leading questions should not be used to do so
 - must not show impatience with, or display a negative attitude towards, witnesses or any other hearing participants
 - will remain attentive throughout the hearing
 - will maintain neutral body language through the hearing. Both negative displays such as eye-rolling, finger-drumming, head-shaking and glaring, and positive displays such as affirmative nodding of the head may suggest bias against or in favour of a party

- must not interrupt or interfere with the parties' submissions unless it is necessary to clarify submissions or to ensure that arguments are relevant to the matter
 - have special responsibilities for self-represented parties to ensure that they are not unduly disadvantaged at the proceeding. ILC may be asked to help explain proceedings to self-represented members. While a panel member cannot act as counsel to the self-represented party, it is appropriate to explain clearly the procedure to be followed in the hearing. Panel members may, in clear and simple language, describe how a proceeding is conducted and explain relevant evidentiary and procedural rules
 - must not communicate directly or indirectly with parties, witnesses or legal counsel/representatives about the proceeding, except in the presence of all parties and their legal counsel/representatives. Written or oral communications to panel members must be referred to the committee's ILC, with copies forwarded to any parties and legal counsel/representatives not already copied
 - must not make public comment, orally or in writing, on any aspect of a matter before the committee. Panel members will not discuss in private, outside the committee, any aspect of a matter before the committee. Panel members must not divulge confidential information
 - will not have any significant social interaction (such as dining) with parties, legal counsel/representatives or witnesses, in order to avoid the appearance of conflict of interest or bias.
- b) When hearing a matter, if the panel chair becomes aware of a difference of opinion among members of a hearing panel on a procedural or substantive issue affecting the conduct of the hearing, they should call a recess to allow the panel to discuss the issue and reach a decision on how to proceed.

5. Panel Members' Decision-Making Responsibilities

- a) Panel members:
- must decide on the merits of the matter based on the law and the evidence presented at the hearing/proceeding
 - must not conduct any independent research of any aspect of the case, either in advance of, or during, a hearing/proceeding. The decision must be based exclusively on the evidence presented during the hearing/proceeding. Panel members who conduct independent research about a case may give rise to a ground of appeal, which could result in the committee's decision being overturned on appeal
 - must apply the law to the evidence in good faith and to the best of their ability. The prospect of disapproval or censure from any person, institution, interest group or community must not deter panel members from making decisions based solely on the law and the evidence presented at the hearing/proceeding

- must ensure that all decisions are made promptly in accordance with the committee's rules of procedure or other guidelines/protocols. Written reasons must be finalized without undue delay
- must inform College staff and, if required, consult with ILC when experiencing difficulty in finalizing decisions
- must consider relevant previous committee and court decisions and the need for consistency in the interpretation of the law. Where relevant precedents are not followed, the decision must include clear reasons for the panel's departure
- must ensure that their decisions are written in clear and accessible language, and ensure that decisions are available in a format that meets the special needs of the parties
- will prepare their dissenting reasons within timelines set out in the committee's rules of procedure when a unanimous decision cannot be reached after discussion
- must not communicate with the media regarding a decision of the Council or a committee or the Council's or a committee's conduct of a proceeding. Reference should be made to the College's Spokespersons Policy and the Media Relations and Discipline Hearings Policy. All inquiries from the media should be referred to the College's Communication Unit.

6. Panel Members' Responsibilities to Each Other and to Staff

a) Panel members:

- must behave civilly during decision-making and in discussions and consultations. Panel members must remain professional and respect the views and opinions of colleagues, ILC and College staff members
- must consider their colleagues' views, including when there is a difference in opinion on substantive or procedural matters in their proposed disposition of interim and final decisions. However, panel members should not abandon strongly held views in order to reach a unanimous decision or in exchange for agreement on other issues
- will be punctual for all hearings/proceedings
- must refrain from commenting publicly on the behaviour of other panel members during a hearing/proceeding
- will maintain confidentiality with respect to all details of the decision-making process.

7. Panel Members' Post-Term Responsibilities

a) Panel members:

- are prohibited from appearing before a panel of the committee as a representative, expert witness or consultant until six (6) months after the release of any outstanding decisions of a panel on which they served
- are bound by the restrictions and obligations of these rules, including the responsibility of maintaining confidentiality while the panel continues to be seized of any matter and after ceasing to be a member of the committee or a roster panellist.

8. Remedies

- a) The complaints process set out in sections 28-32 of Regulations 72/97 of the *Ontario College of Teachers Act* will apply to members of the committee to resolve alleged breaches of this code. Section 33 of the College's bylaws will apply to roster members of the committee to resolve alleged breaches of this code.
- b) Panel members:
 - must immediately inform the committee/panel chair of any basis on which an allegation of bias or conflict might be raised with respect to any activity, interest or relationship of the panel member
 - must advise the panel chair upon becoming aware of conduct of a colleague that may threaten the integrity of the committee or its process and adhere to the applicable rules under the College's regulations and bylaws.

Appendix

Act, Regulations and Bylaws

College Legislation - *Ontario College of Teachers Act*

<https://www.ontario.ca/laws/statute/96o12>

College Bylaws

<https://www.oct.ca/about-the-college/what-we-do/legislation-regulations-and-bylaws/college-bylaws>

College Regulation 72/97 [General]

<https://www.oct.ca/about-the-college/what-we-do/legislation-regulations-and-bylaws/college-bylaws>

Statutory Powers Procedure Act

<https://www.ontario.ca/laws/statute/90s22>

Guidelines, Policies, Protocols, Rules

Council Spokesperson Policy [June 2, 2016]

<https://council.oct.ca/resources/Documents/Council%20Spokespersons%20Policy%20-%20approved%20June%202016.pdf>

Guidelines - Conflict of Interest/Bias – Council and Committee Member
Resource Document [March 3, 2015]

https://council.oct.ca/resources/Documents/Conflict_of_Interest_and_Bias_Guidelines.pdf

Harassment and Discrimination Policy

<https://council.oct.ca/resources/Pages/Harassment-and-Discrimination-Policy.aspx>

Media Protocol [Mar 28, 2008]

<https://council.oct.ca/resources/Pages/Media-Protocol.aspx>

Resource Manual for the Discipline and Fitness to Practise Committees

Roster of Panellists for Statutory Committees Policy [effective January 1, 2019]

https://council.oct.ca/Documents/Protocol%20for%20Roster%20of%20Panellists%20Statutory%20Committees%20January%202019_.pdf

Rules of Procedure of the Discipline Committee and of the Fitness to Practise
Committee [Nov 8, 2018]

<https://www.oct.ca/public/complaints-and-discipline/discipline-committee/rules-of-procedure>