



- Queen's Park Elementary
 - Trout Creek Elementary
 - Uplands Elementary
 - West Bench Elementary
 - Wiltse Elementary
- Carmi Elementary
 - Columbia Elementary
 - Giant's Head Elementary
 - Kaleden Elementary
 - Naramata Elementary
 - Parkway Elementary

- KVR Middle
- Skaha Lake Middle
- Summerland Middle

TTOC HANDBOOK

School District No. 67 (Okanagan Skaha)
425 Jermyn Avenue
Penticton, BC V2A 1Z4
Phone: 250-770-7700

- Penticton Secondary
- Princess Margaret Secondary
- Summerland Secondary

- ConnectEd
- Home Learners'
- Distributed Learning
- Continuing Education
- Junior Alternate
- Senior Alternate

TABLE OF CONTENTS

Superintendent’s Welcome	2
Application Procedures, Qualifications & Documentation	2
Salary.....	3
Purchase of Medical, Dental & Extended Health Benefits.....	3
Certification.....	4
OSTU Membership.....	4
Health & Safety Program and WorkSafe BC.....	5/6
Community Threat Assessment Protocol	7/8
Professional Development.....	9
What the School May Expect from a TTOC.....	9/10
What the School Does Not Expect of a TTOC	10
Control of the Students.....	11
What the TTOC May Expect From the School.....	11/12
What to Do if Lesson Plans Are Not Available.....	13
Tips for a Successful TTOC Experience.....	13
Employment Opportunities/Whom to Ask/ Call the School Principal.....	14
Excerpts from School Act Regulations – Appendix A.....	15
District Policies/Administrative Procedures – Appendix B.....	16
Resources and References – Appendix C.....	17

SUPERINTENDENT'S WELCOME

Whether you are a new teacher beginning your career as a teacher teaching on call (TTOC), or a veteran teacher that is supporting our district, I would like to thank you for your commitment to the students and schools of SD 67 Okanagan Skaha. As a TTOC you are committing to fulfill a critically important role in our district, and the support that all of our TTOC's provide to our students and schools is deeply valued. The role you fulfill as a SD 67 TTOC supports colleagues when they are unable to be in their classrooms, while ensuring that continuity of learning and educational supports remain for our students. As a core component of the SD 67 educational team, I understand the agility required from you in this role. In some instances, you may be called at a moment's notice to support students in a teaching assignment that you are unfamiliar with, perhaps in a school you have not been in before, with students you have not had a chance to meet. While there are certainly challenges connected to this commitment, there are also many opportunities. As I reflect on my time as a TTOC many years ago, I remember the support I was able to provide to students, the relationships I built, and the learning I went through in my own practice in equal measure. As you take on new assignments, I would encourage you to spend time connecting with colleagues and administrators in the schools you are called to support as much as possible, and to use this handbook as a reference point for questions you may have regarding your role and responsibility along the way.

Thank you again for your commitment to our students, our schools, and to School District 67. Welcome to the team!

Todd Manuel
Superintendent of Schools

APPLICATION PROCEDURES, QUALIFICATIONS & DOCUMENTATION

Keeping our TTOC's workforce current is a year-round task. Additions are made to our TTOC list when there is a need. TTOC usage may vary, depending on the degree to which illness, approved leaves of absence, professional development and extra-curricular activities require teachers to be absent from regular duties. Where necessary a TTOC will be called to replace an absent teacher.

Certified TTOC teachers are those individuals who are qualified for a valid B.C. teaching certificate issued by the B.C. Teachers Regulation Branch, who have proof of current membership in the B.C. Teachers Regulation Branch, and who have joined the Okanagan Skaha Teachers' Union.

All new TTOC's must review the TTOC handbook and complete and submit all required documentation as noted in your employment package.

In addition, all new employees including TTOC's, must complete the District's online Bullying/Harassment course prior to commencing work in the district.

SALARY

TTOC's are paid as follows:

1. A TTOC who is certified by the B.C. Teachers Regulation Branch, who has proof of annual membership in the B.C. Teachers Regulation Branch, and is a member of the Okanagan Skaha Teachers' Union:
 - a) For each full day worked teaching, the TTOC will receive a daily rate as per the TTOC grid.
 - b) Under the Collective Agreement, Article C.25.9, a TTOC who completes twenty (20) working days of continuous teaching in the same assignment is granted a temporary contract retroactive to the commencement of the assignment.

An additional amount in lieu of benefits (as per the Collective Agreement) will be added to each day worked.

Proof of experience will be required for TTOC payment .

2. Payment is made by direct deposit to the account information you provided to the district. Your pay slip will be emailed to your sd67.bc.ca email address. Pay days are five working days after the 15th of the month and five working days after the last of the month. Statutory deductions for income tax, employment insurance and CPP are made if applicable. BCTF and local dues are deducted.

PURCHASE OF DENTAL & EXTENDED HEALTH BENEFITS

TTOC's are eligible to participate in benefit plans for themselves and family members provided they pay the full cost of benefit premiums.

Eligibility rules are dependent on the current collective agreement language.

CERTIFICATION

Teachers who are eligible for British Columbia certification because of training in another province or country must apply for certification to the B.C. Teachers Regulation Branch. The TRB also deals with all matters pertaining to teacher certification in BC including certificate changes, extensions, and reinstatement.

B.C. Teachers Regulation Branch

Telephone: (800) 663-7867

Outside BC: (604) 660-2421

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/become-a-teacher>

Upon receipt of the certificate from the BC TRB, the teacher must request a category placement from the Teacher Qualification Service (TQS). TQS must also be contacted when teachers have completed requirements for higher category classification or have questions about qualifications for higher category placement.

Teacher Qualification Service

Telephone: (604) 736-5484

<https://www.tqs.bc.ca>

OKANAGAN SKAHA TEACHERS' UNION MEMBERSHIP

All teachers, including TTOC's employed by the Board, shall, as a condition of employment, become and remain members of the British Columbia Teachers' Federation and the Okanagan Skaha Teachers' Union. For information about the Okanagan Skaha Teachers' Union (OSTU) please visit www.ostu.ca.

Okanagan Skaha Teachers' Union (OSTU)
697 Martin Street
Penticton, BC V2A 5L7

Telephone: (250) 492-4915

FAX: (250) 492-5540

HEALTH & SAFETY PROGRAM AND WORKSAFE BC

If you are injured while on a TTOC assignment, you must immediately report this to the Principal of the school.

SD67 recognizes that work activities vary considerably in dynamics and hazard potential from school to school. Health and safety education and/or training is applicable to work being performed in all schools, school related activities and off-site activities.

The Principal/Vice Principal of the school are responsible for the implementation of the Health & Safety Program for their school. They are responsible to ensure that a TTOC receives any instruction specific to that school regarding safety procedures. They are also responsible for investigating any incidents, incidents or injuries and report the details to the District's Health & Safety Officer.

TTOC's are responsible for safeguarding their own health and safety and the health and safety of their fellow workers. TTOC's must take reasonable care to protect their health and safety and safety of other persons who may be affected by the worker's acts or omissions at work, and comply with the WCB Act, the Regulation, and the District's Health and Safety Program. Without limiting the above, a TTOC must:

- Carry out his/her work in accordance with established safe work procedures,
- Use or wear protective equipment, devices and clothing as required,
- Not engage in horseplay or similar conduct that may endanger them or any other person,
- Carry out their work in a manner that will not create a hazard to their own safety and health or other employees,
- Report any incidents, near misses and/or injuries immediately to their Principal,
- Report any anticipated loss of work time to their supervisor as soon as possible after a workplace injury.

Duty to Report Unsafe Conditions

Whenever a person observes what appears to be an unsafe or harmful condition or act the person must report it as soon as possible to their Principal, and the person receiving the report must investigate the reported unsafe condition or act and must ensure that any necessary action is taken without delay.

WorkSafeBC Regulation 3.10

A person must not carry out or cause to be carried out any work process or operate or cause to be operated any tool, appliance or equipment if that person has reasonable cause to believe that to do so would create an undo hazard to the health and safety of any person **WorkSafeBC Regulation 3.12(1)**

Violence in the Workplace

The Board of Education is committed to protecting employees from violence in the workplace. Any act or threat of violence directed toward an employee by a non-employee, including students, shall not be tolerated.

Your Principal will ensure that all staff are aware of the hazards and are trained in the appropriate action to take for protection from acts or threats of violence. All staff must follow the procedures implemented for their protection and immediately report all incidents of violence. You will be informed if there is a possibility that you may be affected by an act or threat of violence;

You must:

- Ensure, within reasonable limits, the safety of the students under their supervision.
- Use whatever means necessary to remove yourself from this difficult situation.
- Report all known or suspected risks of violence to the Principal as soon as possible.
- Report any act of violence witnessed or experienced.

Injured at Work

If injured, while in an assignment, a TTOC must immediately report to the school First Aid Attendant for treatment and have the incident recorded. If you need to see a doctor or are going to miss work the Principal must fill out an Incident Investigation Form regarding your accident.

When a TTOC incurs an occupational disease, illness, or personal injury at work, he/she may be entitled to compensation under the Workers' Compensation Act. The District must submit your forms to WorkSafeBC (WCB) within three (3) calendar days from the date of injury.

Lockdown Procedures

Each school will have a copy of the District lockdown procedure to respond to a school emergency or crisis that necessitates keeping students contained within the school facility. Check with the School Administration to familiarize yourself with this procedure.

COMMUNITY THREAT ASSESSMENT PROTOCOL FAIR NOTICE FOR STUDENTS AND PARENT COMMUNITY

A COLLABORATIVE RESPONSE TO MAKING STUDENT THREAT MAKING BEHAVIOURS

Duty to Report

To keep school communities safe and caring, staff, parents/guardians/caregivers, students and community members must report all threat-related behaviours to the school principal.

What Behaviours Warrant a Student Violence Threat Risk Assessment to be initiated?

A student threat assessment will be initiated for behaviours including, but are not limited to:

- Serious violence or violence with intent to harm or kill
- Verbal/written threats to harm/kill others (clear, direct, and plausible)
- Online threats to harm/kill others
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices)
- Fire starting
- Sexual intimidation or assault
- Gang related intimidation and violence

What happens in a Student Threat Assessment?

All threat making behaviour by a student shall be reported to the principal who will activate the protocol for the initial response. Once the team has been activated, interviews may be held with the student(s), the threat maker, parents and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff and students as required.

What is the Purpose of a Student Threat Assessment?

- To ensure and promote the emotional and physical safety of students, staff, parents, the student making the threat, and others
- To ensure a full understanding of the context of the threat
- To understand the factors contributing to the threat maker's behaviour
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker
- To promote the emotional and physical safety of all

Can I Refuse to Participate in a Threat Assessment Process?

It is important for all parties to engage in the process. However, if for some reason there is a reluctance to participate in the process by the threat maker or parent/guardian, the threat assessment process will continue in order to promote a safe and caring learning environment.

What is a Site-Specific Threat Assessment Team?

The school has a site-specific threat assessment team that includes the principal(s), counsellor(s), teachers and a member of the police.

What Parents and Students Need to Know

- Any threat must be reported to the school principal
- Investigation may involve the student services counsellor, the police or other community agencies
- Investigation may involve locker or personal property searches
- Interviews will be held with the threat maker and other students or adults who may have information about the threat
- Parents of students who are directly involved will be notified
- Threatening behaviour may result in disciplinary action
- An intervention plan may be developed for the student making the threat and a support plan developed for any individuals targeted by threats

Vision

While threats and acts of violence in a school setting are generally few in number, these types of incidents have the potential for physical harm and psychological trauma to both students and staff. Having a clear process for appropriately responding to threat related behaviours, or other behaviours of concern, helps ensure a safe working and learning environment for all.

What is a Threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the internet or made by gesture. Threats must be taken seriously, investigated and responded to.

Collection Notice

The School District is subject to personal information privacy laws, and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection to information that is relevant and necessary to address a risk or threat by ensuring that information collected from an online source is only obtained from open source sites. The School District will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

The model presented in this document reflects the thinking and work of J. Kevin Cameron, Director or the Canadian Centre for Threat Assessment and Trauma Response.

PROFESSIONAL DEVELOPMENT FUNDS

Funds have been made available for professional development for TTOC's.

Please contact the OSTU for instructions on the completion and submission of forms.

Okanagan Skaha Teachers' Union
697 Martin Street
Penticton, BC V2A 5L7

Telephone: (250) 492-4915

FAX: (250) 492-5540

WHAT THE SCHOOL MAY EXPECT FROM A TTOC

You are asked to follow these procedures:

1. Report first to the principal or secretary of the school at which you will be teaching.
2. Ask about the school rules and regulations, the schedule and, in larger schools, for a school map. Ask about school key(s) and use of school laptop. Staff lists are also available at each school.
3. Assume the duties of the regular teacher which may include:
 - a. Hall, playground or bus supervision.
 - b. Attendance taking and reporting to the office.
 - c. Collection of money.
 - d. Correction of pupils' papers, including workbooks for work you have assigned.
 - e. Securing materials or supplies for the lessons that you will teach.
4. Completion of the plan book for the next day. (*Plan well, you may be back tomorrow!*)
5. If something has been planned for the class, such as a field trip, discuss it with the principal. Unless it will be difficult to reorganize the activity, you may decide to leave it until the regular teacher returns.
6. Be sure to obtain the principal's permission before:
 - a. Sending pupils on errands outside the building.
 - b. Communicating with parents.
 - c. Planning field trips, classroom parties, etc.
7. Check with the librarian before sending or taking students to the library .
8. Check with the principal before sending or taking students to the computer lab.

9. Regard all information about students and other teachers as confidential.
10. Make a brief report at the end of each day and leave it for the regular teacher(s). You may also wish to leave a copy with the principal.
11. Be sure to place all valuable personal and school items in a safe location.
12. TTOC's should check with the principal or secretary before leaving the end of the day in the event that she/he is required at the same school on the following day. Return school key(s), laptop and any other school resources.
13. TTOC's should check the TTOC box at the school for information regarding the school, Professional Development activities and messages.

WHAT THE SCHOOL DOES NOT EXPECT OF THE TTOC

The school does not expect you to:

1. Introduce new major units of work, unless approved by the principal and/or the supervisor.
2. Discuss controversial issues in the classroom.
3. Report pupil progress (report cards or formal parent conferences) unless directed by the principal.
4. Permit pupils to take books and other materials home, unless specified by the regular teacher or by checking with a school administrator.

CONTROL OF THE STUDENTS

1. Let the students know that you have all the authority and responsibility of the regular teacher. Discipline is based on mutual understanding, clear expectations and open communication.
2. Be in the room before the bell rings so that the students are aware of your presence and purpose before you have to start. Put your name on the board and leave it there for the day. The initial impact of the TTOC is a key factor in successful classroom management. Self-confidence, self-knowledge, resilience, initiative, and resourcefulness are some necessary pre-requisites.
3. Try to follow the regular procedures of the class but if you need or want to make changes do not allow students to insist on "the way we always do it". Be decisive.
4. Have several lessons in a folder that you bring with you. Puzzles and games that are adaptable and appropriate to several grade levels are useful.
5. Put an outline of the daily schedule, or the period's work, on the board so that you and the class will know what to expect next.
6. Enforce school and classroom rules – if unsure consult with a school administrator or another classroom teacher.
7. Report serious discipline issues immediately to a school administrator. Unless you have discussed it with a school administrator in advance, do not send students out to stand in the hall for disciplinary infractions.
8. Avoid unrealistic or unfair threats. Do not punish the whole group for the misbehavior of a few.

WHAT THE TTOC MAY EXPECT OF THE SCHOOL

THE PRINCIPAL

Count on an administrator to help you with any problems you are encountering. The secretaries can be of great help to you with materials and general information about the operation of the school. The Principal of the school will:

- Monitor the classroom situation to ensure that positive and orderly learning is taking place.
- Inform the TTOC directly if that person is not fulfilling the expected role of the TTOC.
- With the assistance of the clerical staff, ensure the TTOC is made welcome to the school, knows where the basic TTOC information is located such as bell and supervision schedules, medical alert information, and emergency procedures.

THE REGULAR TEACHER

The TTOC may reasonably expect that the regular classroom teacher will:

1. Provide the location of their Day Plan in the message to the replacement section of the absence dispatch system.
2. Provide an attendance record sheet or instructions how to record attendance.
3. Leave clear and specific instructions of the learning program and of classroom management routines for each class or subject. He/she should not just leave a one-page description of what to do.
4. Provide copies/notes of student safety plans and medical alert information.
5. Give a daily/weekly time schedule of classes.
6. Provide a seating chart. Give the names of students who can be counted on for help. Also, appropriate information for any medical alert students.
7. Provide lists of any pupils in reading and/or mathematics groups indicating present reading levels (elementary classes.)
8. Provide a list of supervisory responsibilities such as times on duty.
9. Provide a copy of fire and emergency drill plans.
10. Provide a copy of bus schedules where applicable.
11. Leave on the desk, teacher's copies of textbooks and workbooks in current use.
12. Not change an established schedule when he/she is absent. If students are used to certain routines (e.g. spelling in second period Tuesday), they will be better behaved if the routine is maintained.

WHAT TO DO IF LESSON PLANS ARE NOT AVAILABLE

There will be times when no lesson plans or sketchy ones will be left due to an unexpected or emergent absence. Sometimes the proposed material may be too difficult to cover adequately without preparation:

1. Try to maintain a continuity of lessons by referring back to the last completed day in the daybook, if available, and then do a reasonable follow-up to the previous lesson.
2. Check with the office to see if the regular teacher has left instructions. Obtain the permission of the principal to telephone the teacher, if necessary.
3. Accumulate and use your own prepared materials - (a "survival kit"), including materials such as math worksheets or problems, creative writing exercises or educational games that are age/grade appropriate.
4. Younger pupils often are upset by a departure from regular routines; let them know that some things will be done differently that day. Ask for their cooperation.
5. Arrive at the class early, speak to students who arrive early about what the class has been working on in previous lessons.

TIPS FOR A SUCCESSFUL TTOC EXPERIENCE

- ◆ Arrive in the school building at least 15 minutes prior to your assignment and remain in the building for 15 minutes after school.
- ◆ Check in cheerfully with the secretary or principal as soon as you arrive. Introduce/reintroduce yourself to the administration.
- ◆ Follow the teacher's lesson plans as closely as possible and be prepared to use some of your own material when suitable.
- ◆ Actively work with the students so that real learning takes place.
- ◆ Leave notes for the teacher and correct all daily papers whenever possible.
- ◆ Give the principal feedback as to how your day went.
- ◆ During unassigned, or preparation time, the TTOC is to perform duties as requested by the absent teacher, or in the absence of such request, duties as requested by an Administrator. (See Article C.25.7 of the Collective Agreement). You may not leave the school site without permission of the Principal.

EMPLOYMENT OPPORTUNITIES

If you wish to apply for jobs that are listed on our website (under the District Top Tab, Employment, Current Job Postings), you may do so via e-mail to tpostings@sd67.bc.ca. Please follow the specific instructions provided at the bottom of each posting. It is not necessary to re-send your resume or other documents if we already have them on file.

As postings remain on the website for 3 days, it is recommended that you check the website at least every third day.

WHOM TO ASK/WHERE TO LOOK

- ◆ **About available teaching positions:**
Jason Corday, Assistant Superintendent – Human Resources, jcorday@sd67.bc.ca
- ◆ **About curriculum:**
Todd Manuel, Superintendent of Schools, tmanuel@sd67.bc.ca
Allen Beckingham, Director of Instruction – Teaching and Learning, abeckingham@sd67.bc.ca
Shaune Gowe, Director of Instruction – Inclusive Education, sgowe@sd67.bc.ca
- ◆ **About the Absence Dispatch System:**
Dispatch Clerk (250) 770-7710
- ◆ **About salary placement, pay rates, deductions and benefits:**
payroll@sd67.bc.ca
- ◆ **About MyEducationBC and Technology:**
Anita Toneatto, District Technology Teacher, atoneatto@sd67.bc.ca
- ◆ **For IT Support:**
SD67 Help Icon on your desktop (or Ctrl+Alt+H)
help@sd67.bc.ca if you can't create your incident online via the help icon or call 250-770-7777.
- ◆ **For information about SD67:**
www.sd67.bc.ca

CONTACT THE SCHOOL PRINCIPAL

- ◆ If you have any questions about the specific assignment.
- ◆ If you have encountered any problems during a specific assignment.
- ◆ If you want to contact the regular teachers.

APPENDIX A - IMPORTANT EXCERPTS FROM THE SCHOOL ACT REGULATIONS

The duties of a teacher include the following:

- (a) Providing teaching and other educational services, including advice and instructional assistance to the students assigned to the teacher, as required or assigned by the board or the minister;
- (b) Providing such assistance as the board or principal considers necessary for the supervision of students on school premises and at school functions, whenever and wherever held;
- (c) Ensuring that students understand and comply with the codes of conduct governing their behaviour and with the rules and policies governing the operation of the school;
- (d) Assisting to provide programs to promote students' intellectual development, human and social development and career development;
- (e) Maintaining the records required by the minister, the board and the school principal;
- (f) Encouraging the regular attendance of students assigned to the teacher;
- (g) Evaluating students' intellectual development, human and social development and career development, and evaluating educational programs for students as required by the minister or the board;
- (h) Providing the information in respect to students assigned to the teacher as required by the minister, board, or, subject to the approval of the board, by a parent;
- (i) When required to do so by the minister, verifying the accuracy of the information provided to the minister under paragraph (h);
- (j) Regularly providing the parents or guardians of a student with reports in respect of the student's school progress;
- (k) Attending all meetings or conferences called by the Principal or Superintendent of Schools for the district to discuss matters the principal or superintendent of schools considers necessary unless excused from attending the meeting or conference by the principal or superintendent of schools;
- (l) Admitting to his or her classroom, to observe tuition and practice teaching, student teachers enrolled in a university established under the **University Act** or in an institution for training teachers established under any other Act, and rendering the assistance to the student teachers, and submitting the reports on their teaching ability or on other matters relating to them or to their work, considered necessary for the training of teachers by the university or institution.

APPENDIX B - DISTRICT POLICIES | ADMINISTRATIVE PROCEDURES

All Employees need to familiarize themselves with School District policies and procedures that pertain to employees and students. All School District No. 67 Policies and Administrative Procedures are located on the District website under the Board of Education top tab.

In particular the following policies should be reviewed prior to each school year:

AP 140, 140A Acceptable Use of Technology, Appendix Security Safeguards

AP 153 Distribution of Materials to Students

AP 162, 162A Tobacco Cannabis and Vapour-Free Environment, Smudging Pipe Ceremonies

AP 165 Critical Incidents

AP 170 Harassment Threats Intimidation Racial Prejudice Violence

AP 172 Sexual Harassment

AP 173, Appendix A, Appendix B Sexual Orientation and Gender Identity (SOGI), Common Language, Resources

AP 175 Protection of Employees from Violence in the Workplace

AP 180 Freedom of Information and Protection of Privacy

AP 207 Political/Religious Activities and Materials in Schools

AP 315 Student Accident Illness Suicide Threat

AP 317 Managing a Student with Medical Alert Anaphylaxis Conditions

AP 350 District Student Code of Conduct

AP 352 Police Questioning of Students in Schools

AP 404 Workplace Bullying and Harassment

AP 406, 406 A Employee Wellness Health and Safety, Return to Work Program Operating Procedures

AP 535 Financial Investments

Policy 14 School Closure

APPENDIX C - RESOURCES AND REFERENCES

A. TeachBC

TeachBC is an online resource of teaching materials, lessons and research relevant to the K-12 BC curriculum. Visit the website at <https://teachbc.bctf.ca>

B. Local Specialist Associations (LSA's)

Every teacher may join one or more of the LSA's. There are currently 28 of these associations in the province. Contact the OSTU office at (250) 492-4915 for application forms. .

C. District Professional Development Workshops and Inservice

All TTOC's are welcome to participate in School District sponsored workshops and in-service sessions, providing it does not require absence from a TTOC assignment.

For information related to OSTU or BCTF professional development activities please contact the OSTU office as professional development money is available for TTOC's.