



SCHOOL DISTRICT 78
FRASER-CASCADE

EVERYONE PULLING TOGETHER



TTOC HANDBOOK – 2024 - 2025

“Everyone pulling together to improve the achievement of all learners.”

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SUPERINTENDENTS WELCOME

Welcome to School District #78. I am excited to welcome you to our district as your superintendent of schools. Our district has a foundation of healthy relationships, community pride and a caring and compassionate atmosphere. As your superintendent, my goal is to work together with our community to support our most valuable resource, our students.



The Fraser Cascade School District has a rich history of community pride, talented, dedicated and compassionate students and caring parents. We are nestled in one of the most beautiful areas of British Columbia. It includes [Harrison Hot Springs](#), the [District of Kent](#), including Agassiz. It extends up the [Fraser River](#) from there to the town of [Hope](#) and up the southern section of the [Fraser Canyon](#) along [Highway 1](#) to the communities of [Yale](#) and [Boston Bar](#). The people I have met are proud of their communities and their schools. We are honoured to have thirteen bands as part of our school district including:

- Boothroyd Indian Band
- Boston Bar First Nations
- Chawathil First Nations
- Cheam First Nations
- Peters Indian Band
- Seabird Island Indian Band
- Spuzzum first Nation
- Sq'ewa:lxw First Nation
- Sq'ewlets First nation
- Sts'ailes
- Union Bar Band
- Shwx'owhamel First Nation
- Yale First Nation
- Samaqhquam First Nations (Joint School Initiative with the Sea to Sky School District-Q'aLaTku7eM Community School)

Our district motto is "Everyone Pulling Together to Improve the Achievement of all Learners." We hope you will recognize that the tone of our TTOC Handbook reflects this belief.

Balan Moorthy

Superintendent of Schools

MISSION STATEMENT

School District No. 78 (Fraser-Cascade), in cooperation with the community, promotes an educational environment that fosters a love of learning, personal integrity, a strong self-concept and respect for the dignity of others and that encourages each student to reach his or her potential.

BELIEF STATEMENTS

The Board of Education believes that core values are useful in delineating the culture of an organization and serve to animate practice. The board believes that:

- All Students can develop social, emotional, physical and intellectual capacity when supported by caring, capable adults who work collaboratively to sustain student learning.
- Inclusive teaching consistently provides engaging, relevant learning opportunities in an effective way to improve learning for all students.
- Age, race, culture, diverse needs, individual talents, and gender are positive assets that enhance learning when utilized as such.
- A safe and caring environment treats all people respectfully as individuals with understood expectations, roles and responsibilities.
- The school district is a learning community that both shapes and remains responsive to changing student characteristics and learning needs.
- Community involvement in quality of education decisions and school governance supports student learning through responsible analysis of data for the purposes of setting goals for continuous improvement and celebrating successes and,
- Learning is a lifelong activity to be fostered at all levels of education, from the classroom to the boardroom.

DISTRICT GROWTH PLAN GOALS

OVERARCHING GOAL:

To Foster a Culture of Inclusiveness for all Learners (K to 12)

Goal 1 – Literacy

- *To improve literacy and numeracy skills for all K-9 students*

Goal 2 - Indigenous Education

- To enhance our Indigenous students' level of engagement, cultural identity and success in school

Goal 3- Transitions

- To improve preparation for post-secondary education and for future jobs for all students in Grades 10 – 12 (Graduation program)
- To improve grade-to-grade transition rates for all students in grades 8 through 12

2024/2025 SITE INFORMATION (CONTACT INFORMATION) 2024-2025

AGASSIZ CENTRE FOR EDUCATION (ACE)

7110 Cheam Avenue, P.O. Box 69, Agassiz BC V0M 1A0.

Phone: 604-796-2238

Principal: Greg Lawley greg.lawley@sd78.bc.ca (Gr. 8-12)

AGASSIZ ELEMENTARY-SECONDARY SCHOOL (A.E.S.S)

7110 Cheam Avenue, P.O. Box 1100, Agassiz BC V0M 1A0.

Phone: 604-796-2238

Principal: Greg Lawley greg.lawley@sd78.bc.ca
Vice-Principal: Anita Swinford anita.swinford@sd78.bc.ca (Gr. 7-12)

BOSTON BAR ELEMENTARY-SECONDARY SCHOOL

47632 Old Boston Bar Road, P.O. Box 160, Boston Bar BC V0X 1C0.

Phone: 604-867-9222

Acting Principal: Karl Koslowsky karl.koslowsky@sd78.bc.ca
(Gr. K-12)

COQUIHALLA ELEMENTARY SCHOOL

455 6th Ave, P.O. Box 969, Hope BC V0X 1L0.

Phone: 604-869-9904

Fax: 604-869-2434

Principal: Bruce Becker bruce.becker@sd78.bc.ca
Vice-Principal: Scott Millington scott.millington@sd78.bc.ca
(Gr. K-6)

HARRISON HOT SPRINGS ELEMENTARY SCHOOL

501 Hot Springs Road, P.O. Box 310, Harrison Hot Springs BC V0M 1K0.

Phone: 604-796-2838

Principal: Tammy Nazarchuk tammy.nazarchuk@sd78.bc.ca (Gr. K-6)

HOPE SECONDARY SCHOOL

444 Stuart Street, P.O. Box 249, Hope BC V0X 1L0.

Phone: 604-869-9971

Fax: 604-869-8471

Principal: Wade Peary wade.peary@sd78.bc.ca
Vice-Principal: Bruce Relland bruce.relland@sd78.bc.ca (Gr. 7-12)

KENT ELEMENTARY SCHOOL

7285 McCullough Road, Agassiz BC V0M 1A0.

Phone: 604-796-2161

Fax: 604-796-3966

Principal: Gord Johnson gord.johnson@sd78.bc.ca
Vice-Principal: Jessica McKerrow jessica.mckerrow@sd78.bc.ca (Gr. K-6)

SILVER CREEK ELEMENTARY

63831 School Road, P.O. Box 670, Hope BC V0X 1L2.

Phone: 604-869-5212

Fax: 604-869-5234

Principal: Shane Wiseman

shane.wiseman@sd78.bc.ca

(Gr. K-7)

TWO RIVERS EDUCATION CENTRE (TREC)

425 Park Street, P.O. Box 108, Hope BC V0X 1L0.

Phone: 604-869-9953

Fax: 604-869-5951

Vice-Principal: Stan Watchorn

stan.watchorn@sd78.bc.ca (Gr. 8-12)

FRASER CASCADE CONTINUING EDUCATION (FCCE)

Run from the Two Rivers Education Centre

- For students 16 years of age or older (before July 1 of the upcoming school year

425 Park Street, P.O. Box 108, Hope BC V0X 1L0.

Phone: 604-869-9953

Fax: 604-869-5951

Vice-Principal: Stan Watchorn

stan.watchorn@sd78.bc.ca

FRASER CASCADE OPEN LEARNING (FCOL)

Run from the Two Rivers Education Centre

- This is a public, full-service, Grade 4 to 12 school offering online courses to all students within School District 78425 Park Street, P.O. Box 108, Hope BC V0X 1L0.

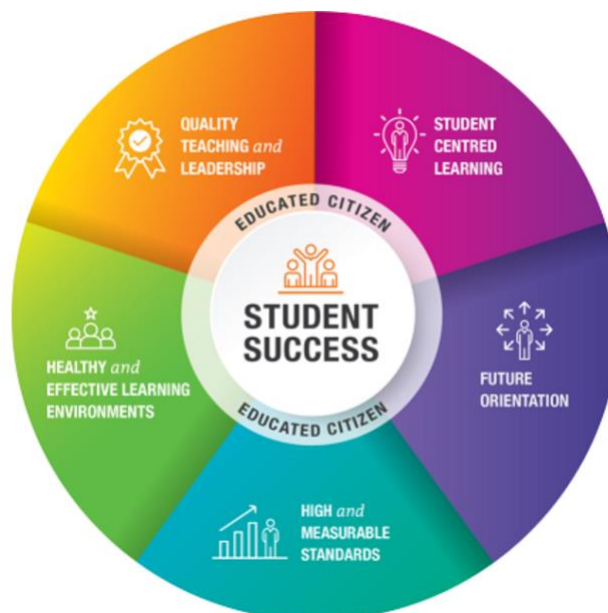
Phone: 604-869-9953

Contact by Email:

fcol@sd78.bc.ca

Vice-Principal: Stan Watchorn

stan.watchorn@sd78.bc.ca (Gr. 4-12)



SCHOOL BELL SCHEDULES 2024-2025

School	Classes Begin	AM Recess/ Break	Lunch	PM Recess/ Break	Dismissal
A.E.S.S.	8:35	9:53 - 9:58	11:15 - 12:00	1:18 - 1:23	2:40
Agassiz Centre for Education	8:35	9:53 - 9:58	11:15 - 12:00	1:18 - 1:23	2:40
Boston Bar (Mon-Thurs)	8:24	10:00 - 10:25	12:00 - 12:45	-	3:20
Coquihalla	8:40	10:00 - 10:15	12:15 - 1:00	-	2:32
Harrison	*8:25	*9:45 - 10:00	12:00 - 12:45	-	2:20
Hope Secondary	8:30	-	10:55 - 11:40	-	2:45
Kent	8:35	10:15 - 10:30	12:00 - 12:50	-	2:35
Silver Creek	8:35	10:40 - 10:55	12:15 - 1:05	-	2:25
TREC	8:25	10:00 - 10:07	11:25 - 12:05	1:25 - 1:32	2:44

2024/2025 CALENDAR SD78-GENERAL

SD78 (Fraser-Cascade)

2024/2025 CALENDAR (general & online)

JULY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- Instructional
- Non-Instructional
- Vacation Period
- Statutory Holiday
- Observation of the Federal Government designated day for the National Day of Truth and Reconciliation.

SEPTEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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29	30					

OCTOBER						
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13	14	15	16	17	18	19
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Please Note - Easter Monday and Boxing Day are not observed statutory holidays in British Columbia.

NOVEMBER						
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17	18	19	20	21	22	23
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DECEMBER						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- NOTES:**
- Sept. 3 - First day of School
 - Sept. 30 - Nil Day - Truth & Reconciliation
 - Oct. 14 - Thanksgiving Day
 - Nov. 11 - Remembrance Day
 - Dec. 23 - Jan. 3 - Winter Break (2 weeks)
 - Jan. 6 - Schools Reopen
 - Feb. 17 - Family Day
 - Mar. 17 - 28 - Spring Break (2 weeks)
 - Mar. 31 - Schools Reopen
 - Apr. 18 - Good Friday
 - Apr. 21 - Easter Monday
 - May 19 - Victoria Day
 - June 26 - Last Day for Students
 - June 27 - Last Day for Staff

JANUARY						
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FEBRUARY						
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MARCH						
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APRIL						
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MAY						
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JUNE						
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Staff days in session: 187
Instructional days: 180

- Instructional
- Non-Instructional
- Vacation Period
- Statutory Holiday



This can be viewed on the SD78 website>Calendars tab>SD78 Calendars :

SD78 (Fraser-Cascade)

2024/2025 CALENDAR (Boston Bar)

JULY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
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AUGUST						
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SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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17	18	19	20	21	22	23
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DECEMBER						
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JANUARY						
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FEBRUARY						
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MARCH						
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APRIL						
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MAY						
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18	19	20	21	22	23	24
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JUNE						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- Instructional
- Non-Instructional
- Vacation Period
- Statutory Holiday
- Observation of the Federal Government designated day for the National Day of Truth and Reconciliation.

Please Note - Easter Monday and Boxing Day are not observed statutory holidays in British Columbia.

- NOTES:**
- Sept. 3 - First day of School
 - Sept. 30 - Ntl Day - Truth & Reconciliation
 - Oct. 14 - Thanksgiving Day
 - Nov. 11 - Remembrance Day
 - Dec. 23 - Jan. 3 - Winter Break (2 weeks)
 - Jan. 6 - Schools Reopen
 - Feb. 17 - Family Day
 - Mar. 17 - 28 - Spring Break (2 weeks)
 - Mar. 31 - Schools Reopen
 - Apr. 18 - Good Friday
 - Apr. 21 - Easter Monday
 - May 19 - Victoria Day
 - June 25 - Last Day for Students
 - June 26 - Last Day for Staff

- Instructional
- Non-Instructional
- Vacation Period
- Statutory Holiday



2024/2025 DAYS IN SESSION

SD78 SCHOOL CALENDAR 2024 – 2025

Days in Session (General)	187
Minimum number of days of instruction	180
Maximum number of non-instructional days	7
Schools Open	Tues., Sept. 3
National Day for Truth & Reconciliation	Monday., Sept. 30
Thanksgiving Day	Mon., Oct. 14
Non-Instructional Day #1 (All Schools) (Pro D) <i>Provincial Pro-D Day</i>	Fri., Oct. 25
Remembrance Day	Mon., Nov. 11
Non-Instructional Day #2 (All Schools) (Pro D)	Fri., Nov. 29
Schools close at end of day for Winter Vacation Period	Fri., Dec. 20
Winter Break	Dec. 23 – Jan. 3
Schools Reopen after Winter Vacation Period	Mon., Jan. 6
Non-Instructional Day #3 (All Schools) (Pro D) <i>Inclusive Ed Lead Pro-D (A DAY OF INCLUSION)</i>	Fri., Jan. 31
Non-Instructional Day #4 (All Schools)	Fri., Feb. 14
Family Day	Mon., Feb. 17
Schools close at end of day for Spring Break	Friday, Mar. 14
Spring Break	Mar. 17 – Mar. 28
Schools Reopen after Spring Break	Mon. Mar. 31
Good Friday	Fri., Apr. 18
Easter Monday	Mon., Apr. 21
Non-Instructional Day #5 (All Schools) (Pro D) <i>District & Indigenous Ed Learning Activity Day</i>	Fri., Apr. 25
Non-Instructional Day #6 (All Schools) (Pro D) <i>School Based Pro-D / Planning 2025-2026</i>	Fri., May 16
Victoria Day	Mon., May 19
Last Day of School for Students	Thurs., June 26 (BBES – June 25)
Non-Instructional Day #7 (Administrative)	Fri., June 27 (BBES – June 26)

Approved by the Board of Education: 2024-02-20

CALL OUT PRACTICES & PROCEDURES

One of the many advantages of a smaller school district is our ease of communication. In School District 78, TTOC callouts come directly from onsite school administrators. Historically, we have found this very effective as TTOCs become familiar with individual schools, students and staff. As a result, they frequently become regulars. TTOC-ing can be a difficult occupation. By encouraging consistency, we believe that positive and effective relationships will be established with students, furthering the learning. It is helpful if all TTOC's go to visit each school and speak to the administration to share details about special skill areas and interests. This helps the administration find the best fit yourself, and for the regular teacher being replaced.

TTOC DUTIES & RESPONSIBILITIES

TTOC Assignment	<p>Arrive well in advance of the first bell. You will need at least 30 minutes when posted to a new situation. Advise the school if you will be late due to a last-minute notification of assignment.</p> <p>Sudden illness of a teacher or unforeseen circumstances may cause you to accept assignments at the very last minute. This may give you little or no preparation time. Creating a TTOC back up plan is highly recommended.</p>
Arrival at School	<p>Check in at the school office as soon as possible in the morning, prior to the first bell. The absent teacher will leave instructions, keys and details of your assignment with the school secretary or administrator. You are expected to fulfill all the duties and responsibilities of the regular teacher, including instruction, supervision and attendance at meetings requested by the principal. Each school will provide you with a specific TTOC handbook for their building regarding school schedules, bells, announcements and any other pertinent information including students with diverse needs, fire, lockdown and earthquake routines.</p> <p>With permission from the principal, you may phone the absent teacher for further directions if necessary.</p>
Classroom Procedures	<p>Locate the teacher's daybook and review the instructions for your assignment. Check the previous day's outline and bulletin for activities that may require follow-up during your class. Prepare for an orderly beginning: attendance register, seating plan(s), enough text and worksheets, audio visual, assignment kits, work for faster students, paper supplies and other materials. Check and finish photocopying and whiteboard information where and when applicable.</p>
Should There be no Lesson Plan for the Day	<p>There will be times (rarely, it is hoped) when there is no daybook or lesson plans. Sometimes, the proposed material may be too difficult to cover adequately with no prior preparation, or the plan may be too sketchy to be understood.</p> <p>Here are some suggestions:</p>

	<ul style="list-style-type: none"> • Check with the office; the regular teacher may have phoned in instructions or asked you to call her/him for directions. • Consult with the principal and/or another teacher teaching the same subject. • Refer to the last completed day in the daybook, if available, and then do a reasonable follow-up to the previous lessons. • Student notebooks may be checked if the daybook is not available. • Accumulate a set of your own prepared materials a “survival kit.” Include math reinforcement worksheets, creative-writing stencils, educational puzzles and games, books to read aloud, art ideas, thinking skills, etc. Materials for the subject and grade levels assigned to you can usually be reproduced quickly at the office. • Younger students often become disturbed by a departure from the routine. Explain to them that some things will be done differently that day. Ask students for their patience and co-operation. • A teacher on call’s visit is often enjoyed by the students—they are glad for the break from their normal routine. Capitalize on this by providing activities that have an element of fun.
<p>Educational Assistants/first Nation support Workers/Peer Tutors</p>	<p>There may be Educational Assistants or other paraprofessionals in the classroom working with students with diverse needs and others. Educational Assistants are valuable resources for the classroom. They are often familiar with the students’ goals and needs (IEP – Individual Education Plan). Seek input on classroom routines and designated students.</p> <p>*Please see the helpful guide of “Working with Support Staff” in the Appendix: Page 43</p>
<p>Arrival of Students</p>	<p>Welcome the students as they enter. Introduce yourself to the class. Explain to the class that you are the teacher who has been called in, that the regular teacher has left lessons that would normally have been taught, and that you will teach them.</p> <p>Follow lesson plans as closely as you can. Don’t expect to cover everything. It is better to go for quality rather than quantity. Remember, your pace will be different, as will the students’ responses.</p>

	<p>Record absentees and late arrivals. Check the seating plan. If there is no seating plan quickly draw one up. Attempt to match names to faces. Try to keep seating arrangements as shown in the seating plan.</p> <p>Collect or check any pertinent notes such as absentee notes, permission forms for field trips, etc. If there is a need to collect money, turn it into the office for safekeeping, with the division number, the student's name, and the amount indicated. If you are giving out supplies such as pencils, notebooks, and erasers, record which students are receiving what items.</p> <p>Go over the classroom rules and your expectations (keep them brief—three or four rules) and the consequences (ones you can enforce) you will use for inappropriate behaviour. If you encountered a difficult situation, don't try to cover up the difficulty. The administration appreciates your directing problems to the office for assistance. That is preferable to leaving behind a note describing a nearly disastrous day.</p> <p>The first few minutes of attending a class are crucial in clarifying values and setting the stage for the general routine of the day. Getting pupils down to work quickly is one of the best methods of good classroom management. Act upon the first sign of sustained uncooperativeness. Students from Primary to Grade 12 must learn that some behaviour will not be tolerated under any circumstances. <u>It is important not to make a scene in front of the class, so take a student aside and discuss the matter one on one.</u></p> <p><u>In the secondary schools, attendance (backed up with a head count) must be taken at the beginning of each period or block. If possible, check the class roll call with the school's list of absentees, note any students not on the list who are missing from your class, and report those names to the teacher and the office.</u></p> <p><u>In the primary grades particularly, try to learn names as quickly as possible—use name tags if they are available.</u></p>
Release of Students	<p>No Teacher Teaching on Call in an elementary, middle or secondary school should ever dismiss a student from class or school without specific authorization from the school office. Please do not send students off the school property for any reason, such as going to the store, without authorization from the principal or his/her designate. Remember, we are responsible for the students throughout the whole school day and should not release them from the school at any time without parental approval via the principal.</p>
Cell Phones	<p>Please do not use cell phones during class time.</p>
Assemblies	<p>All teachers are expected to be at all assemblies and to help with the overall supervision of students. You are responsible for the class that is normally scheduled for you at that time.</p>

Medical Situations	<p>Report medical emergencies to the office immediately.</p> <p>Under no circumstances should you attempt to move a seriously ill or injured student. The class should not be left unattended. Know where your students are always. Send a student to the office for assistance.</p>
Classroom Cleanup	<p>Allow things to wind down a few minutes early, to tidy up and put things away. You may wish to play a game or other fun activity to finish off the day. Thank the students for their co-operation and for a great day of learning.</p> <p>Ensure the class / teaching area is left clean with chairs stacked, garbage picked up and desks in place.</p>
Additional Duties	<p>Collection of money if needed; Bus duty, outside supervision (duty) or hall supervision. Come prepared with items you may need such as runners, boots, and a coat depending on your teaching assignment.</p> <p>Professional dress is expected.</p>

CLASSROOM MANAGEMENT

Management Strategies	<p>Be patient – it is natural for a class to test a Teacher Teaching on Call. You represent a change for them. Patience, understanding, firmness, and respect will enhance the learning situation.</p> <p>Let the students know that you are their teacher for the day with the full authority of their regular teacher. Model suitable use of language and behaviour even if you face adverse situations.</p> <p>Expect good behaviour and standards of work – students tend to respond to whatever we expect of them. A positive approach is worth a hundred negative rules.</p> <p>Be fair, calm, and consistent – your success in classroom control will depend mainly on your degree of fairness and consistent treatment. Students must know what to expect from you and what you expect of them.</p> <p>Be professional and ethical – students learn by example. Be careful in your choice of words and actions with students, both in and out of the classroom.</p> <p>Use names – students are usually more responsive when you refer to them by name. It is well worth the effort to quickly learn the names of students and staff.</p> <p>**please see the helpful document “Pronouncing student’s names in the Appendix: Pg 44.”</p>
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	<p>Bell Prep time – this is important at the secondary level when classes change each period. Leave enough time at the end of each period for the class to gather materials together and for you to prepare for the next group.</p> <p>Use common sense – this is valuable advice. Students will challenge your approach and compare you to the absent teacher so prepare for this situation.</p> <p>Keep your sense of humour.</p> <p>When all else fails – if you encounter a situation beyond your control, refer the matter to the principal immediately. Responsibility for maintaining classroom control is more important than professional pride. You may often find that other teachers or department heads nearby will render assistance if they are available.</p>
Students out of Class	<p>To reduce disruption to classes it is advisable not to allow students to leave class unless it is absolutely necessary. Only allow one person at a time to be out of your classroom to go to their locker or the washroom. Do not give permission to students to go off school grounds without confirming with the office. Students must report to the office. A student requesting to go home must sign out at the office after parental permission is obtained.</p> <p>In general, students should not be given permission to work in the hallways or other school locations without the prior permission of the teacher (as indicated in the day plan) or staff member they have requested to see.</p>
Reporting to the regular Classroom Teacher	<p>Follow as closely as possible the work planned by the regular teacher. Make note of any deviations from or extensions to the regular day plan. Indicate in the daybook what work has been completed.</p> <p>Mark written work, particularly if it is objective. If you are unable to mark complex or subjective work, leave a note for the teacher.</p> <p>Include any specific items of concern or interest. Include the names of students who were particularly helpful or those who needed extra support throughout the day.</p> <p>Whenever possible, prepare a daybook for the next day's work, unless directed otherwise by the teacher. Include comments or suggestions on following up from the day's work and feedback for the teacher on class and individual progress.</p> <p>Leave your phone number so that the classroom teacher can contact you.</p>

	In the Appendix: Pg 42, a blank TTOC “Report to the Teacher” form can be used to facilitate this communication.
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GENERAL STUDENT DISCIPLINE GUIDELINES

Minor Behaviour Incidents

These behaviors are handled by the classroom teacher or the TOC. It is important to note that behaviour is a form of communication. Try to always remain calm and question with curiosity before making assumptions. Please find the helpful document “Reframe the Behaviour” in the Appendix: Pg 45

- Teasing/derogatory remarks
- Inappropriate hallway behaviour
- Swearing
- Defacing Classroom Desks/textbooks
- Failing to complete work
- Talking out of turn or excessive interruptions
- Pushing in halls & stairwells
- Inappropriate use of electronic devices
- Unacceptable assembly behaviour
- Wearing hats (depending on school rules)
- Disrespecting other students
- Distracting classmates

Escalating Behaviour Incidents

These behaviors are handled initially by the attending teacher, but referred to the administration if they become chronic or are particularly disruptive.

- Lates
- Cheating
- Lying
- Disrespecting teacher’s personal space/desk
- Destruction to school property

Significant Behaviour Incidents

These behaviors are immediately referred to the administration.

- Fighting, physical aggression
- Weapon possession
- Defiance
- Skipping class
- Leaving school grounds without permission
- Theft/Vandalism
- Smoking/vaping on school grounds
- Inappropriate Sexual Behavior
- Drug/alcohol use
- Inappropriate representation of school while on a field trip/extra-curricular
- *Acts of racism, homophobia, sexual harassment, bullying, etc.*

“Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be.” Rita Pierson, Educator

WHAT TO EXPECT FROM SCHOOL

The Regular
Teacher Should:

- Provide an attendance record sheet or access to MyEdBC.
- Leave a plan book with the day's plan made out.
- Provide information on how the lesson fits into the teacher's units and should be provided for clarity.
- Have a weekly schedule of classes.
- List of students' names/provide a seating chart. They should indicate those who would be able to aid.
- Provide a list of students in various reading groups, in indicating present reading levels (in an elementary classroom).
- Indicate a list of supervisory responsibilities, such as days and times on duty, etc. (check staff room).
- Include a copy of fire and disaster drill plans.
- Place on the desk, teacher's copies of textbooks and workbooks in present use, or indicate their storage location.
- Be available by phone, when possible, to answer questions.
- Avoid changing an established schedule when he/she is absent. If the students are used to certain types of lessons on certain days (spelling on Tuesday, second period), they will be better behaved for the teacher-on-call if this routine is maintained.
- The school will provide the TTOC Booklet upon your arrival for each teacher's class that you are covering. This booklet needs to be returned to the office when you leave.

HEALTH & SAFETY GUIDELINES

<p>Accident Procedures</p>	<p>Attend the injury and in serious cases request assistance from the office or nearest staff member. Do not leave the injured student. Make sure you notify the administrator as soon as possible after any accident.</p> <p>Particular attention in preventing accidents must be given when supervising playground areas, P.E. class, shop, science or Home Economics. Do not attempt to instruct or use materials in areas for which you are not qualified.</p> <p>Students who become sick or injured either in the classroom or on the playing field should not be sent, alone, to the office, medical room or washroom. Request help from another staff member or designate a reliable student to assist. Do not leave any teaching area unsupervised.</p> <p>The Accident Report (obtained at the office) must be filled out in each case either at school or away on school activities, especially athletic games, as soon as possible and given to the office staff so that copies can be submitted online within 24 hours.</p>
<p>Emergency Procedures</p>	<p>Each school will have specific procedures for emergencies. Upon arrival at a school, it takes a few minutes to become familiar with the emergency procedures that are available in the school handbooks. During any fire, earthquake drill, or emergency evacuation of the building, always:</p> <ul style="list-style-type: none"> Take a record of attendance with you. Bring along the classroom emergency kit/binder. Close windows and doors. Be sure to lead your class out of the building by the appropriate route. Assemble in the designated areas outside the building avoiding the fire lanes. Check that all pupils are accounted for once outside the building. Make sure no one enters the building before the “all clear” signal is given.
<p>Intruder Alerts</p> <p><i>This is the single most important procedure to understand completely. A lockdown means that a threat to you and your students is imminent and immediate action is necessary. Your role is to keep your students and yourself safe and to provide comfort and support.</i></p>	<p>Staff are required to:</p> <ol style="list-style-type: none"> 1. Gather students into the closest classroom 2. Check the hall for passing students and direct them in 3. Lock classrooms doors (if they lock) and stay put 4. Instruct students to stay away from windows, doors and outside walls 5. Instruct students to duck and cover closest to the inside wall of the classroom 6. Admit no one, do not open the door. 7. Close windows and blinds 8. Turn out lights 9. No talking, stressing the importance of being quiet 10. No cell phone calls out 11. Record all the names of people in the room 12. Do not exit if fire bells go off. 13. Wait for RCMP to identify themselves being conscious of possible intruder <ul style="list-style-type: none"> • Follow directions from RCMP • At “all clear” announcement, exit room and go to the gymnasium • RCMP and Administration will address the students at this time • Parents will be contacted to inform them of the situation and arrange to pick them up when necessary • When applicable students will be directed to return to classes

Hold and Secure	At times school administration may need to have students stay inside the school. The school doors will be locked but teachers continue teaching and the school routine remains as normal as possible. During a "Hold and Secure" announcements will be made such as "hold and secure in the classroom". Listen carefully and follow the instructions given. Hold and Secure is used when there is a nonspecific threat or when a situation outside the school may be volatile: For instance, if police need to make an arrest a block away.
Shelter in Place	Used when it is not safe to proceed outside largely due to weather or animal concerns. When sheltering in place listen to instructions from school administration and take appropriate action.
Earthquake Procedures	<p>All staff will follow these guidelines for drills and a real event.</p> <p style="text-align: center;">As soon as an earthquake strikes the command is given: "Take cover!" "Under your desk!" "Take cover!"</p> <p>Ensure everyone takes cover in proper position, (crouched on knees with their head down, facing away from the windows, and the hands clasped behind the neck/head for protection), and then the teacher quickly takes cover as well.</p> <p>As soon as the shaking stops, tell your class to stand, take your class list, and lead your students out quickly and quietly in single file. Use the fire drill route, if possible, but be aware that you may have to change routes in the case of an actual earthquake.</p> <p>Once outside, move well away from the building. Keep them together. Take attendance and send the attendance report as described in the school handbook.</p> <p>In the case of an actual earthquake, arrangements would be made to get the student's home. In no case may students leave on their own.</p> <p>In case of injuries, we have staff with First Aid training, and we would be in contact with local emergency services.</p> <p>In all cases of earthquake emergencies, the teacher must take charge.</p>

EXPECTATIONS OF ALL SCHOOL DISTRICT STAFF

In the event of an emergency/disaster, all staff members are expected to remain on the scene to ensure the safety of students until otherwise directed by the administration of the school. The Board and its employees are entrusted with responsibility for the safety and care of students until a parent or previously designated alternative comes to collect them. It is understood that some staff members may wish to rush home immediately to ensure their own families' safety. They must secure the safety of the students entrusted to them, just as they would expect staff in their neighbourhood's school to care for their children. The staff may be relieved at the discretion of the principal or Incident Commander.

All TTOCs are expected to engage in the completion of formal health and safety training. This training will take place remotely but all TTOCs are expected to review the material and acknowledge that it has been completed. This training is a requirement of WorkSafeBC and is mandatory for all staff.

CHILD ABUSE POLICY

The complete Fraser Cascade "Reporting Child Abuse Protocol" See Appendix Pgs. 34-41

Child abuse, whether physical, sexual, or emotional, must be reported if a person has reasonable grounds to believe that a child needs protection. "Child" means a person under 19 years old and "in need of protection" means that a child is:

- a) abused or neglected so that his/her safety or well-being is endangered.
- b) abandoned.
- c) deprived of necessary care through the death, absence or disability of his/her parent.
- d) deprived of necessary medical attention, or
- e) absent from his home in circumstances that endanger his/her safety or well-being.

The Ministry describes child abuse as being physical, sexual, or emotional action against a child by another person, often a parent or other caregiver. Physical abuse is defined as any physical force or action which results in or may potentially result in, a non-accidental injury to a child and which exceeds reasonable discipline. Sexual abuse is defined as any sexual touching, sexual intercourse and sexual exploitation of a child. It may include any sexual behavior directed toward a child or the request by an abuser that a child perform sexual acts. Emotional abuse is defined as actively undermining a child's self-image, sense of worth and self-confidence.

Teachers and other people who have reasonable grounds to believe that a child needs protection shall report to the Ministry of Children and Families. This does not mean that you cannot discuss your immediate concerns with a person in whom you have confidence. This might mean the counsellor, or administrator, to whom you have prompt and ready access. But you cannot transfer or delegate your duty to report if you have concluded that you have "reasonable grounds". Reporting envelope available at the office.

The law protects all who report suspected child abuse from any actions against them, unless the report is made maliciously or without reasonable grounds. BC Handbook copies are available in all schools, at:

https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf

WORKSAFEBC

If you are injured at work, regardless of how serious you think the injury is, it needs to be reported to your administrator. building first aid worker. They will help you complete the necessary forms.

On a worksite, everyone has varying levels of responsibility for workplace health and safety. You should know and understand your responsibilities and those of others. If you're a worker, you also have three key rights.

Your rights

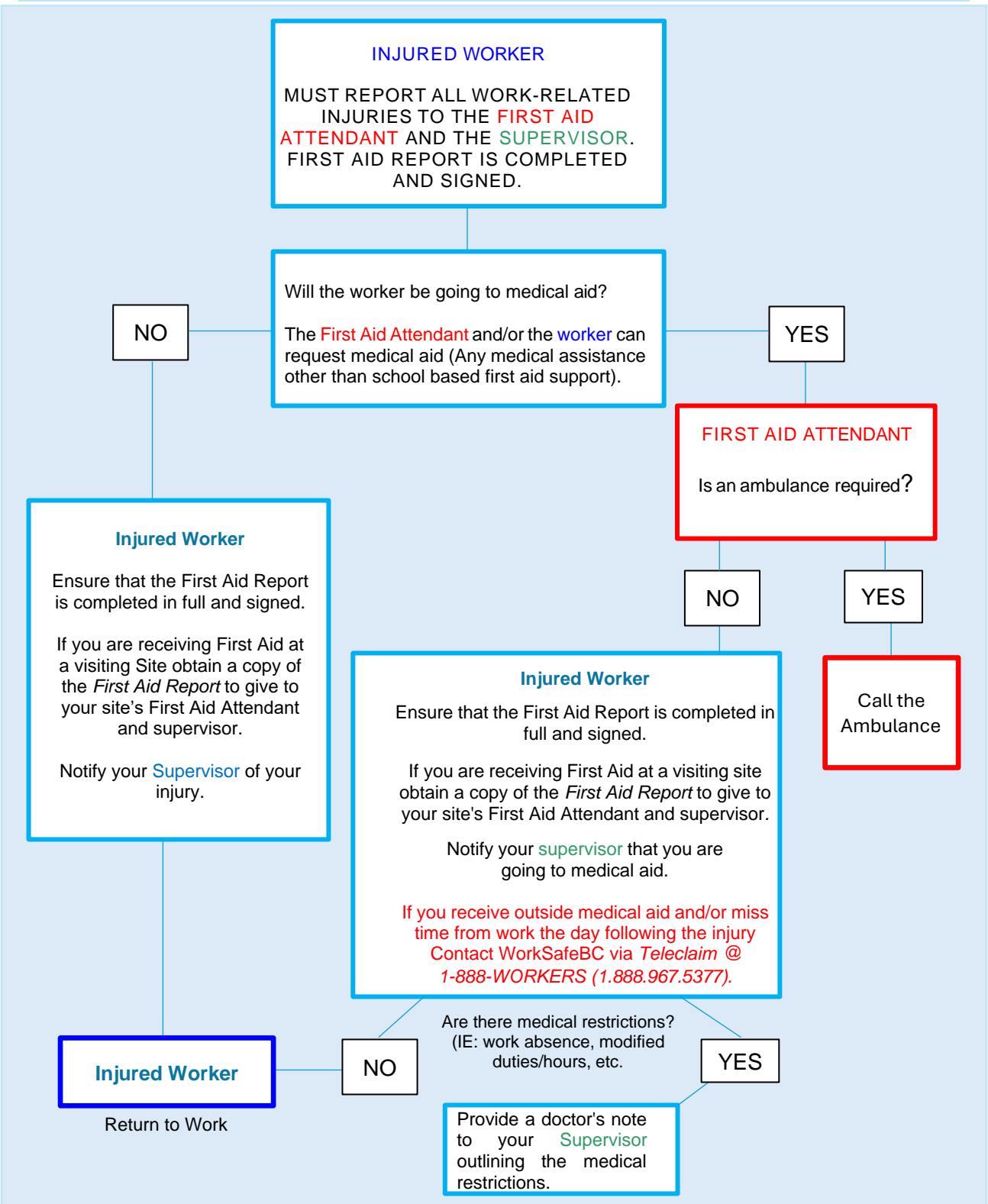
- The right to know about hazards in the workplace
- The right to participate in health and safety activities in the workplace
- The [right to refuse unsafe work](#) without getting punished or fired

Your responsibilities

- As a worker, you play an important role in making sure you — and your fellow workers — stay healthy and safe on the job. As a worker, you must:
- Be alert to hazards. Report them immediately to your supervisor or employer.
- Always follow safe work procedures and act safely in the workplace.
- Use the protective clothing, devices, and equipment provided. Be sure to wear them properly.
- Co-operate with [joint occupational health and safety committees](#), worker health and safety representatives, WorkSafeBC prevention officers, and anybody with health and safety duties.
- Get treatment quickly should an injury happen on the job and tell the health care provider that the injury is work-related.
- Follow the treatment advice of health care providers.
- Return to work safely after an injury by modifying your duties and not immediately starting with your full, regular responsibilities.
- Never work under the influence of alcohol, drugs or any other substance, or if you're overly tired.



OCCUPATIONAL INJURY FLOWCHART – WORKER





Call us to report your injury.

1.888.967-5377

Office hours:
Monday – Friday
8 am – 6 pm

We're here to help.
For more information visit [worksafebc.com](https://www.worksafebc.com).

WORK SAFE BC

APPENDIXES

PAYROLL PAY PERIODS-REGULAR AND CASUAL

Pay Period #	Dates included in pay period		Bank Deposit
202414	23-Jun to	6-Jul	12-Jul-24
202415	7-Jul to	20-Jul	26-Jul-24
202416	21-Jul to	3-Aug	09-Aug-24
202417	4-Aug to	17-Aug	23-Aug-24
202418	18-Aug to	31-Aug	06-Sep-24
202419	1-Sep to	14-Sep	20-Sep-24
202420	15-Sep to	28-Sep	04-Oct-24
202421	29-Sep to	12-Oct	18-Oct-24
202422	13-Oct to	26-Oct	01-Nov-24
202423	27-Oct to	9-Nov	15-Nov-24
202424	10-Nov to	23-Nov	29-Nov-24
202425	24-Nov to	7-Dec	13-Dec-24
202426	8-Dec to	21-Dec	27-Dec-24
202501 * Winter Break *	22-Dec to	4-Jan	10-Jan-25
202502	5-Jan to	18-Jan	24-Jan-25
202503	19-Jan to	1-Feb	07-Feb-25
202504	2-Feb to	15-Feb	21-Feb-25
202505	16-Feb to	1-Mar	07-Mar-25
202506	2-Mar to	15-Mar	21-Mar-25
202507 * Spring Break *	16-Mar to	29-Mar	04-Apr-25
202508 *Good Friday*	30-Mar to	12-Apr	17-Apr-25
202509	13-Apr to	26-Apr	02-May-25
202510	27-Apr to	10-May	16-May-25
202511	11-May to	24-May	30-May-25
202512	25-May to	7-Jun	13-Jun-25
202513	8-Jun to	21-Jun	27-Jun-25
202514	22-Jun to	5-Jul	11-Jul-25

1. Winter Break Dec 23rd to Jan 3rd (2 Weeks) – may request ROE
2. Spring Break Mar 17th to Mar 28th (2 Weeks) – may request ROE

EXPENSE FORMS - PLEASE NOTE THAT ALL CURRENT EXPENSE REIMBURSEMENT FORMS ARE LOCATED ON THE SCHOOL DISTRICT WEBSITE

5 | Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.

Educators have the knowledge and skills to facilitate learning for students, including learning experiences that reflect individual contexts and local environments. Educators value collaborative practice. Educators recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies. Educators communicate effectively in either English or French. Educators know when to seek support for their practice and for students.

6 | Educators demonstrate a broad knowledge base and an understanding of areas they teach.

Educators understand the curriculum and methodologies of areas they teach. Educators teach curricula from Canadian, First Nations, Inuit, Métis, and global perspectives. Educators build upon student capacity for intercultural understanding, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.

7 | Educators engage in professional learning.

Educators engage in professional learning and reflective practice to support their professional growth. Educators recognize and meet their individual professional needs through various learning opportunities. Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.

8 | Educators contribute to the profession.

Educators honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. Educators contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities. Educators contribute to a culture of collegiality.

9 | Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.

FRASER CASCADE'S REPORTING CHILD ABUSE AND NEGLECT PROTOCOL

This is a fillable form that can be obtained on our School District Website. Page 8 is a printout of the form that should be attached to a sealable envelope that will contain confidential reports.



CONFIDENTIAL REPORT OF SUSPECTED CHILD ABUSE AND NEGLECT

Identity of Person making the Verbal Report:

Your Name: Position/Title:

Your Work Site/School:

Student Information:

Name: School:

Date of Birth: Preferred Gender: M F Non-Binary

Home Address (where student currently resides):

Parent/Guardian:

Phone Number:

Special Needs, if any, including barriers to communication:

Siblings' names, ages and schools, if known:

Record of Verbal Report:

Document relevant information (what the student said, or events, or observations or circumstances) and the date you formulated the reason to believe that the student has been or is likely to be abused/neglected: (1000 characters maximum. Use additional paper if necessary.)

Record of Report to
(Check One Only):

- Ministry of Children & Family Development (MCFD)
OR
 Fraser Valley Aboriginal Children & Family Services (FVACFS)

A Child Protection Social Worker must be contacted if you have reason to believe that a child has been or is likely to be abused or neglected.

Record of Report to MCFD or FVACFS (continued)

Name of person to Whom You Reported: [Redacted]

Position: [Redacted] Date: 05/31/2024

Time of Verbal Report: (24 hour format) 12:03

Information/Direction from the MCFD or FVACFS:
[Redacted]

Record of Report to the RCMP (if applicable):

Police should be notified if a child needs immediate police assistance, or if a criminal offence has occurred or is occurring.

Name of person to Whom You Reported: [Redacted]

Position: [Redacted] Date: 05/31/2024

Time of Verbal Report: (24 hour format) 12:03

Information/Direction from RCMP:
[Redacted]

Record of Conversation with School District Superintendent/Designate (if applicable):

The Superintendent of Schools must be notified immediately if you have made a report of suspected abuse by a school district employee, contracted service provider, or school volunteer.

Name of person to Whom You Reported: [Redacted]

Position: [Redacted] Date: 05/31/2024

Time of Verbal Report: (24 hour format) 12:03

Your Signature: [Redacted] **Today's Date:** 05/31/2024

Place this document, and any supporting documents, in the attached envelope and follow the instructions printed on the front.



Fraser-Cascade School District No. 78
Reporting Child Abuse and Neglect
to the Ministry of Children & Family Development (MCFD)
or Fraser Valley Aboriginal Children & Family Services (FVACFS)

PROCEDURE QUICK REFERENCE:



FOR MORE DETAILS CONTINUE TO PAGE 4.

Updated May 2024

DO NOT COPY COMPLETED REPORT

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FCSD#78 Reporting Child Abuse Forms 062024



Fraser-Cascade School District No. 78
Reporting Child Abuse and Neglect
to the Ministry of Children & Family Development (MCFD)
or Fraser Valley Aboriginal Children & Family Services (FVACFS)

When in doubt, call a Child Protection Social Worker for clarification!

PROCEDURE

- 1) If a child is in immediate danger, call the Police at **911**.
- 2) Call the School District Administration Office at (604) 869-2411.

If you suspect that a crime has occurred, or is occurring, call RCMP without delay at:
(604) 869-7750 (Hope) (**604) 796-2211** (Agassiz) (**604) 867-9333** (Boston Bar).

If you, or any school district employee, have reason to believe that a child needs protection you must report it immediately to the MCFD at **1-800-663-9122** (24 hours).

If a child is Indigenous (on or off reserve) call FVACFS-Child Protection Reports Line at **1-866-851-4619** (8:30am – 4:30pm) (*After Hours*) at **1-800-663-9393** Sts'ailes: **1-800-663-9393**.

Do not contact the parents of the child.

Inform your Principal/Site Supervisor that you have made a report but keep details of the report confidential.

WHAT TO REPORT

- You will need to provide the Child Protection Social Worker with basic demographic information child's name
- Address
- Telephone number
- Parent/guardian's name
- Name of siblings, if known
- The details of what you have observed, comments the child has made, and why you believe the child may need protection.

DOCUMENTING YOUR REPORT

School District employees should complete the *Confidential Report of Suspected Child Abuse and Neglect* form and secure it according to the guidelines on the accompanying envelope. School District employees are required by law to cooperate with investigations undertaken by the MCFD or the RCMP.

WHEN A SCHOOL DISTRICT EMPLOYEE, CONTRACTED SERVICE PROVIDER OR VOLUNTEER IS SUSPECTED OF ABUSE:

If the child is in immediate danger, call the Police: 911

- Call the Office of the Superintendent of Schools and inform him/her of the situation.
- **DO NOT** notify the Principal/Site Supervisor that you have made a report; and
- **DO NOT** notify the school district employee, contracted service provider or volunteer that you have made a report.

ABUSE BETWEEN CHILDREN

- Immediately inform the Principal/Site Supervisor.
- The child's behavior will be assessed by school personnel and appropriate action taken.
- If any party has reason to believe that a child needs protection, a report must be made to a Child Protection Social Worker.
- Call RCMP to state if a crime has occurred or is occurring.
- If you are in doubt, call a Child Protection Social Worker for clarification.



Fraser-Cascade School District No. 78
Reporting Child Abuse and Neglect
to the Ministry of Children & Family Development (MCFD)
or Fraser Valley Aboriginal Children & Family Services (FVACFS)

When in doubt, call a Child Protection Social Worker for clarification!

Scenario #1: Responding to Alleged Abuse by a Parent, Caregiver, Relative, Friend or Other Person

1. Contact the RCMP if a child is in immediate danger or if a criminal offence has occurred. Non-Emergency number:
- | | |
|-------------|----------------|
| Hope | (604) 869-7750 |
| Agassiz: | (604) 796-2211 |
| Boston Bar: | (604) 867-9333 |

If life and death situation: 9-1-1

2. Report promptly to a Child Protection Social Worker at: **1-866-851-4619** (8:30am to 4:30pm) or **1-800-663-9122** (After Hours).
3. If a child is Indigenous (on or off reserve), call FVACFS at Sts'ailes: **1-800-663-9393** and ask to speak to the Intake Social Worker.

You will need to provide basic demographic information:

- child's name,
- birth date,
- address,
- parents' names,
- home telephone, etc.

If the child already has a Family Service Social Worker: If you know the name of the child's social worker, call him/her directly to report your information. If the child's Social Worker is immediately unavailable, do not leave a message. Ask to speak to any Social Worker who is able to take child protection reports.

4. Document the information on the **Confidential Report of Suspected Child Abuse and Neglect Form**, which is kept in the school office. Secure the form according to the guidelines on the envelope.
5. Notify the **Administrative Officer** that you have made a report. Disclose the child's name to the **Administrative Officer**. Keep details of the report confidential.
6. **DO NOT CONTACT** the parents of the child.
7. Cooperate fully with all investigations by the Child Protection Social Worker/RCMP.
8. A Child Protection Social Worker may not be able to investigate the allegation immediately. Ask the Child Protection Social Worker to call you back regarding the outcome of the investigation.

Scenario #2: Responding to Alleged Abuse by a School Employee, Contracted Service Provider, or Volunteer

1. Contact the RCMP if a child is in immediate danger or if a criminal offence has occurred. Non-Emergency number: Hope (604) 869-7750
Agassiz: (604) 796-2211
Boston Bar: (604) 867-9333

If life and death situation: 9-1-1

2. Report promptly to a Child Protection Social Worker at: 1-800-663-9122.
If a child is First Nations (on or off reserve), call FVACFS at Sts'ailes: 1-800-663-9393.
3. Notify the **Superintendent of Schools** immediately that you have made a report.
4. Document the information on the **Confidential Report of Suspected Child Abuse and Neglect Form, which** is kept in the school office. Secure the form according to the guidelines on the envelope.
5. **DO NOT DISCUSS THIS REPORT OR INFORM ANYONE ELSE THAT YOU HAVE MADE A REPORT (including the PARENTS OF THE CHILD, ADMINISTRATIVE OFFICER, SCHOOL EMPLOYEE, CONTRACTED SERVICE PROVIDER or VOLUNTEER).**
6. Cooperate fully with all investigations by the Child Protection Social Worker/RCMP/Superintendent of Schools.

Scenario #3: Responding to Alleged Abusive Behaviour Between Children, Including Young Offenders

1. Promptly report the child's behaviour to the **Administrative Officer**.
2. The child's behaviour will be assessed by school personnel to determine further actions.
3. After consulting about the child's behaviour, if any party has reason to believe that a child needs protection a report must be made to a Child Protection Social Worker (follow the steps in Scenario #1 above).
4. Call the RCMP if a crime has occurred or is occurring.

PLEASE ATTACH A COPY OF THIS PAGE TO THE OUTSIDE OF THE ENVELOPE AND COMPLETE THE SCHOOL'S NAME AND DATE ON THE FORM.



School District No. 78 (Fraser-Cascade)

Confidential Report of Suspected Child Abuse and Neglect

Enter School's Name: <input type="text"/>
Date: <input type="text"/>

Guidelines for Maintaining CONFIDENTIALITY and SECURITY OF YOUR REPORT

1. Place the ***Confidential Report of Child Abuse and Neglect Form*** and any other notes, journal entries, etc., in this envelope. **DO NOT** share the details of this confidential information with anyone except the Child Protection Social Worker, the RCMP, the Superintendent of Schools (or designate), or as requested by law.
2. Seal this envelope.
3. Do not write the students' names. Use School's name and today's date in the space above.
4. Write your name diagonally across the envelope's seal.

Give this envelope to your Principal/Site Supervisor. It will be forwarded to the Superintendent of Schools.

TTOC REPORT TO TEACHER

TTOC's Name: _____

Phone number/email: _____ Date: _____

In For: _____

At: _____ Grade: _____

It was a: _____

Work Completed

All work was assigned and completed as requested. Any exceptions are noted below:

Observations/ marking: _____

Student Behaviour: _____

Student's Name: _____

Behaviour: _____

Action Taken: _____

Other Comments

WORKING WITH SUPPORT STAFF

It is quite likely that you will be working alongside at least one Educational Assistant (EA) in your TTOC assignment, and they can be very valuable in helping you understand the needs of specific students, and often the class. While it is the teacher's responsibility to deliver the educational program of all students, TTOCs (like all teachers) are encouraged to work closely and collegially with EAs in their classrooms in order to ensure that all students are receiving the support and assistance that they require in order to be successful.

The chart below is taken from a document put together by the BCTF and CUPE outlining the roles and responsibilities of teachers and EA's.

TTOC	EA
<ul style="list-style-type: none"> Plans learning activities Develop outlines for projects to provide guidance for implementation 	<ul style="list-style-type: none"> Implement learning activities Keeping notes through working with student(s) to provide feedback into the planning process Completes checklists and rubrics
<ul style="list-style-type: none"> Determines appropriate modifications and adaptations in line with IEP goals 	<ul style="list-style-type: none"> Collaborate with the teacher to create and produce materials and implement strategies to accommodate individual learner needs/styles in accordance with IEP objectives Share learning activity challenges taking place in the classroom Consults regarding changes or alterations to materials and/or strategies
<ul style="list-style-type: none"> Develops and identifies appropriate instructional learning resources 	<ul style="list-style-type: none"> Assists with preparation of instructional materials as adaptations are identified.
<ul style="list-style-type: none"> Developing lesson plans and learning strategies Reviews and reinforces learning activities for concept and skill development 	<ul style="list-style-type: none"> Reviews and reinforces learning activities using lesson plans and learning strategies developed by the teacher/team to help students master concepts and skills
	<ul style="list-style-type: none"> Assist students with learning activities and/or independent study projects developed by teacher/team Gathers data and reports to teacher/team on implementation of the program

Excerpt from the Revelstoke TTOC Handbook

PRONOUNCING STUDENT NAMES

HOW DO YOU HANDLE STUDENT NAMES YOU CAN'T PRONOUNCE?

1 “But I can’t say that name.”

Be humble. Ask for help. We ask our students all the time to do things they think they can’t do. Model what you want them to do when they get to something they think they can’t do. Ask for help, practice, repeat.

2 “I give them a nickname.”

“It is endearing/easier/faster.” (<--to you) Names carry our family values, cultures and dreams. Immigrant and students of color most often have names mispronounced. It can make students feel invisible. It can feel like a micro aggression or a racial superiority message. Imagine if you went to a business meeting and the entire time they called you by the wrong name. By the end of the meeting, how would you feel? Then you go to the next meeting, and they give you a different name you have to hear over and over. Our students have at least 4-7 teachers. To hear their names mispronounced that many times a day is difficult. Imagine if that many teachers also thought they had the right to RENAME you?

3 “They tell me it is ok or to call them ___.”

There can be several reasons for this. First, they see YOU are uncomfortable and they are trying to make YOU feel more at ease. Since you are the adult, they are trying to respect you. In addition, this is often because they have given up after hearing no one even trying to say their name correctly. How to solve? Privately as an individual or as a whole class project, have them record themselves saying their name slowly a few times. Practice then try, try and try again.

4 “I just give them ‘the American’ version of their name.”

See number 1 -3 combined. Our families took time to pick names important to THEM.

They say if you put someone in a huge crowd with a lot of noise and call their name, the person will hear it over any other clatter. Our names are the first words off our mother’s lips to us. They ARE our identity.

NAMES MATTER

Let’s learn to say our students’ name correctly.
Let’s respect all cultures, languages and families.

@leadingells



USEFUL RESOURCE: TIPS FOR SUCCESS

Survival kit

Should you need a little more time to read through the teacher's lesson plan, you can engage the students with one of the following activities.

Problem-solving activities for teams of students

These activities should:

- be fun.
- require minimal explanation.
- take between 20–30 minutes to complete.
- be something that the whole class can share briefly when completed.
- challenge and engage students' minds and imagination.

Here are some examples:

Thinking activities

- think of all the things that come in pairs.
- think of all the things with:

—buttons

—handles

—zippers.

- think of what you could eat if there were only:

—purple things for dinner

—yellow things for dinner.

- draw the dashboard of your parents' car.
- think of all the things that are:

—pointed

—red and hard

—cold and soft.

- what are some things to smile about?

Discovery activities

Assign the following questions for discussion and online research to see if computers are available in the classroom. Advise students that there will be a sharing of creative responses.

Are there two kinds of rainbows?

Where do wood knots come from?

Can a fish drown?

Why are furs warm?

Can seaweed predict the weather?

Why do ageing things turn yellow?

Do plants sleep?

Why do stars twinkle?

Does oil calm troubled waters?

Why does a glowworm glow?

What do blind people dream about?

Why does an egg harden when it is boiled?

What is 24-carat gold?

Why does salt make us thirsty?

What is Fool's Gold?

Why does tea run up through a lump of sugar?

What is the origin of blue jeans?
Why doesn't the sea freeze?
What makes fabric shrink?
Why is the sky blue?
What makes the holes in Swiss cheese?
Why will a rotten egg float?

Ideas for forming groups

The following ideas will help you divide the class into groups of different sizes. Ideas for random grouping are followed by strategies to form assigned groups with a balance of skills and skill levels.

Ask students to become partners with the first person they see who:

- enjoys the same sport as you do.
- gets up on the same side of the bed as you.
- rolls out of bed on a different side than you do.
- has a birthday in the same month as you.
- has a birthday in a different month than you.
- has a different favorite TV show than you.
- has a different hobby than you.
- has on the same colour socks as you.
- has different coloured socks from yours.
- has the same favorite colour as you.
- has a different favorite colour than you.
- has the same first vowel in their first name as you.
- has a different first vowel in their first name than you.
- has the same last digit in their home phone number as you.
- has a different last digit in their home phone number than you.
- has the same number of brothers and sisters as you.
- has a different number of brothers and sisters than you.
- has the same number of letters in their first name as you.
- has a different number of letters in their first name than you.
- puts their shoes on in the same order as you.
- puts their shoes on in the opposite order as you.
- was born in a different province than you.
- was born in the same province as you.
-

Ideas for forming pairs

Have students find the other half of a pair. To prepare, write paired items on slips of paper. To accelerate pairing, one half of the slips should be one colour and the other half a second colour. In other words, part one of a pair is one colour and part two of the same pair is another colour. (Save the slips to use again. You might laminate them.) Have each player draw a slip from the container and find the person with the matching half.

Here are some ideas:

- *Capital and small letters*—A and a, B and b, C and c.
- *Famous couples*—Bert and Ernie, Hansel and Gretel, Simon and Garfunkel.
- *Fairy tales*—Split the title in two: Snow/White, Sleeping/Beauty.
- *Opposites*—Hot and cold, tall and short, quiet and noisy, neat and messy, smooth and rough, easy and difficult, wide and narrow, north and south, morning and evening, big and little, up and down.
- *Pictures and words*—A picture of an apple and the word apple
- .

Dividing into teams randomly

Counting off

Have players count off by:

- *Arm positions*—Example: For two teams, players count off by alternately raising both arms up high or holding them close to the sides. Arms up high are one team; arms close to the sides, another.
- *Colour*—Example: For three teams, count off with red, white, and blue. The Reds are one team; Blues, another; and Whites, a third. Select familiar groups of colours, such as school colours or province colours, or those in a country's flag.
- *Days of the week*: For example, seven teams, count off by the days of the week.
- *Exclamations*—Example: For five teams, count off with Oh no!, Ahhh, Wow!, Hmmm, and Huh?
- *Motions*—Example: For six teams, count off by motions, such as clap hands, snap fingers, pat thighs, wiggle fingers, circle arms, raise elbows.

Word groups

Choose a word with the same number of letters as the number of groups you need. If you need four groups, you could use the word team. (All the letters must be different.) The class counts off by saying the letters. All the Ts are one group, the Es another, and so on.

You can write the letters or words in large print on separate pieces of paper. As each student says her or his letter, she or he holds up the letter so that the same letters can find one another quickly.

Create a calendar

Divide the class into 12 groups, and have each group create one month of a calendar on a sheet of newsprint. Each group member will write a significant day or event on the group's calendar.

Post the months so classmates can add important dates and family celebrations to one another's calendars and share events in their lives.

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Question box

Set up a question box, and call it "Dear Funny-Bones," or another humorous name.

Encourage students to write humorous questions and jokes and put them in the box. At various moments during the day, invite a student to read a question from the box and invite the class to answer it.

Food favourites

Students count off with food combinations, such as the ingredients for a great pizza. For example, "sausage," "pepperoni," "cheese," "mushrooms," and "onions." All "sausages" then come together as a group. Do the same using ingredients for a favorite ice-cream sundae or for trail mix.

Card games

Several books are available on educational card games that show how to use a deck of cards as an educational tool through games that develop memory, number skills, visual/spatial concepts, and problem-solving.

Creativity and problem-solving

Students can benefit from problem-solving activities which act as a break from subject-oriented lessons and activities. A few "mental exercises and warm-ups," such as brainstorming and Synectic's, can take up those difficult 15 or 20 minutes of "dead time" at the end of a period.

Trivia games

The huge popularity of Trivial Pursuit and similar games can be exploited easily in the classroom. Regular classroom teachers use homemade trivia games to liven up Friday afternoons and to lessen the agony of reviewing course content

Facts versus opinions

The following is a variation on a theme used most often by History and English teachers. Students are given a few sentences and asked to identify which are fact and which are opinion.

Social science and mass media teachers use similar exercises, in which the students examine a short newspaper or magazine article/editorial and separate the facts from the opinions.

Directions: If the following statement is fact, circle the F. If, on the other hand, the statement is an opinion, an inference, or a judgment, circle the O.

- | | | |
|---|---|--|
| F | O | She goes to church only to show off her new clothes. |
| F | O | It was a wonderful car. |
| F | O | She really thinks a lot of herself. |
| F | O | Jerry was convicted of theft and served two years in prison. |
| F | O | Look at that drunken driver. |
| F | O | For sale: 1995 two-door Ford Mustang. |
| F | O | A man was killed, and two teenagers injured in an auto accident. |
| F | O | The performance began at 8:30 sharp. |
| F | O | He is un-Canadian. |

Communications

There are several types of writing assignments including the use of social media. Students can write letters, emails, or a "Tweet," as an exercise in many different subjects. Specify the length required. Also consider the evaluation to be used.

- *History*—Students write to a world leader they admire (past or present).
- *Geography*—Students write describing another country or region.
- *Languages*—Students write to a pen pal in the language they are studying.
- *Art*—Students write to their favorite artist, asking questions about the artist's style, subjects, etc.
- *English*—Students write to their parents or to their future child.

Using newspapers and magazine articles

An interesting article from the morning's newspaper or downloaded from the internet can be put to good use in the classroom, so can a short article from a magazine. Students can analyze, dissect, and criticize the article. They can debate a controversial topic raised by the article. They can write their own letter to the editor in reply to an article

THE FACTS ON EDUCATION

How can schools support LGBTQ2+ teachers and students?

Despite recent progress towards supporting LGBTQ2+-inclusive education, ensuring that both teachers and students who identify as sexual and gender minorities (SGMs) experience belonging, safety, and security in their schools and communities remains an ongoing challenge. A national survey of Canadian high school students found that 64% of LGBTQ2+ students reported feeling unsafe at school. Similarly, research has shown that LGBTQ2+ teachers are less likely to come out to their administration and 33% had been warned to not come out at school by family, friends, and other educators.

HERE'S HOW SCHOOLS CAN TAKE A MORE INCLUSIVE APPROACH TO SUPPORT LGBTQ2+ TEACHERS AND STUDENTS:

<p>LGBTQ2+ teachers</p>	<ul style="list-style-type: none"> • Show support: strong support from school leaders can create a more open dialogue and space whereby LGBTQ2+ teachers feel safe to deliver and engage in SGM-inclusive education. • Develop inclusive workplace policies: at the school district level, standalone anti-homophobia and anti-transphobia policies covering SGM staff and students – rather than generic equity policy – should be alongside workplace harassment policies and implemented to protect and support LGBTQ2+ staff. • Create a professional and/or informal network: LGBTQ2+ teachers within the district can form Gender-Sexuality (or Gay-Straight) Alliance (GSA) groups that meet to share their experiences, learn from one another, and develop trusting and supportive professional relationships.
<p>LGBTQ2+ students</p>	<ul style="list-style-type: none"> • Provide staff professional development: ensure introductory and ongoing training for teachers, principals, and school staff members regarding SGM policies, implementation practices, and any changes to them. • Have designated safe contact teachers: have trained teachers volunteer to be go-to adults for LGBTQ2+ students and those who may be questioning their sexual or gender identities. • Ensure LGBTQ2+ students are treated respectfully and consistently: provide supply/substitute teachers with guidelines and information packages for accommodating these students. • Explore various school district and teacher association websites: find information and learn more about important issues including: <ul style="list-style-type: none"> ◦ students wanting to come out to their parents and peers; ◦ mental health concerns; ◦ washroom accessibility for transgender and other gender minorities; ◦ accommodating participation in physical education, athletics, field trips, etc.; ◦ accessing community supports for LGBTQ2+ students (e.g. counselling, connecting to community organizations, events, etc.); and ◦ accessing crosscultural and Two-Spirit information for LGBTQ2+ and questioning Indigenous students. • Develop/offer resources: help students, staff, and parents better understand when a student is expressing their gender in unique or creative ways, or when students want to form a GSA Alliance (i.e. a student-led organization that provides a safe, inclusive space for students).

Although many school districts have SGM-specific policies in place, research points to the ongoing need for school districts to invest the time into building a genuinely accepting and accommodating LGBTQ2+-inclusive school culture that supports and promotes the well-being of LGBTQ2+ teachers and students. Taking a LGBTQ2+-inclusive approach to education is a shared responsibility and school leaders, colleagues, and parents all play an important role in understanding how to best support and learn from the experiences and perspectives of LGBTQ2+ teachers and students.

For online resources and references please visit:
www.edcan.ca/facts-on-education

Author,
 Dr. André P. Grace | www.andregrace.com

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SOGI-Inclusive Classroom

SOGI 1 2 3 partners believe that all schools should be inclusive places where students feel safe, accepted, respected, and welcome. This checklist is designed to help educators ensure all students see themselves reflected in their classrooms and empower them to be the best versions of themselves. Make your classroom lessons and discussions more inclusive of diverse sexual orientations and gender identities (SOGI) by using this checklist!

Here are five ways to make lessons more SOGI-inclusive:

Examine Your Resources

Are your teaching resources inclusive of diverse lived experiences? Scan your resources to see if there are ways that you can share multiple perspectives, identities, and viewpoints.

Here's how...

- Ensure SOGI-inclusive books and novels available in your school or classroom library. Use textbooks, magazines, novels, films, and images that include examples of diverse sexual orientations and gender identities.
- When giving examples of role models or people who have been successful in a given field, include members of the LGBTQ2S+ community.
- Make sure the posters and visual representations on classroom walls reflect diverse sexual orientations and gender identities.

Use Gender-Inclusive Language

Do your lessons and classroom conversations use gender-inclusive language? Break the binary by finding ways to include all students in your language.

Here's how...

- When addressing students, avoid using gendered terms. Instead, consider using "Hey, everyone," "Hello, friends," "Listen up, all", or "Hi, people." Be creative!
- Ask for and use a students' chosen names and their pronouns (e.g. she/her; he/him; they/them).
- Question whether gender is important to include in an example or test. If not, use a gender-neutral pronoun such as "they" or use gender-neutral names.
- Group your students based on non-gendered categories (e.g. by birthday, number of letters in their name, or colour of their shoes).
- When you do have to reference gender, avoid reinforcing idea that everyone fits into two strict gender identities and make students aware that you mean to include people of all genders

Challenge Stereotypes

Are your lessons reinforcing or challenging common stereotypes? Find ways to challenge misinformation and the status quo so all students feel valued and included in their classrooms.

Here's how...

- Display examples of people doing things that are not traditionally seen for their gender (e.g., male nurses, female soldiers, female scientists).
- Avoid categorizing activities, colours, clothes, or toys by gender. There are no “girls’ sports” or “boys’ sports,” just sports that anyone can play.
- Post pictures depicting gender diverse individuals or cultures in which gender is expressed differently than traditional perspectives (e.g., two-spirit people, men holding hands in other cultures).

Challenge Heteronormativity

When teaching, ask how is heteronormativity normalized? Do we unintentionally categorize students into groups that they may not identify with? Focus more on addressing the behaviour of students and focus less on bodies and binaries.

Here's how...

- Make room for students to be themselves. Use phrases like, “that may be true for some people, but not for all people.” Avoid generalizing or using the term “normal” to describe any behaviour.
- Hold students to a high standard of behaviour regardless of their gender identity or sexual orientation. Avoid using language which excuses behaviour and reinforces gender stereotypes (e.g. “boys will be boys.”)
- Ensure your classroom communications to parents and caregivers are inclusive of all kinds of different family structures.

Celebrate Diversity

How is diversity reflected in your lessons, classroom, and school? Think of creative ways to celebrate the beauty in diversity.

Here's how...

- Find ways to bring in LGBTQ2S+ classroom speakers and guests who come from diverse backgrounds. LGBTQ2S+ people come in different shapes, ethnicities, classes, ability groups, and religions.
- Consider how you can recognize and authentically celebrate different cultural holidays, beliefs, and practices in your classroom

This checklist was developed by the Alberta SOGI Educator Network with support from ARC Foundation and Edmonton Community Foundation.

Learn more at SOGIeducation.org

