



2026–2027 School Year

ACKNOWLEDGMENT

We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.



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1. WELCOME

About This Handbook

This handbook has been developed by School District No. 8 (Kootenay Lake) (“SD8” or “the district”) and reflects the district’s procedures, professional expectations, and employment requirements for Teachers Teaching On Call (TTOCs). It is intended both as an orientation resource for teachers new to the district and as a practical reference for experienced TTOCs throughout their employment.

While no handbook can anticipate every situation encountered in schools, the guidance provided here is intended to support professional judgment in most circumstances. TTOCs are valued members of our educational community, and the district appreciates the professionalism, flexibility, and commitment required in this important role.

This handbook provides practical guidance to help teachers succeed in a variety of situations by clarifying expectations, procedures, and effective practices across SD8 schools.

Introduction

TTOCs play a vital role in maintaining continuity of learning and ensuring that classrooms remain safe, respectful, and productive learning environments when regular teachers are absent. Students benefit when routines continue, expectations remain consistent and learning progresses with minimal disruption.

Working as a TTOC offers unique professional opportunities. Teachers experience a wide variety of schools, grade levels, instructional approaches, and communities throughout the district. Many teachers develop professional relationships through TTOC work.

At the same time, TTOC work can be challenging. Teachers regularly enter unfamiliar classrooms where routines, expectations, and student needs differ significantly. Successful TTOCs establish respectful learning environments quickly while maintaining continuity for students during a teacher’s absence.



2. PROFESSIONAL EXPECTATIONS

Professional Responsibilities and Governance

Teachers Teaching On Call are certificated teachers and employees of the district. As professional educators, TTOCs are expected to exercise professional judgment and carry out their duties in accordance with provincial legislation, professional standards, Board policies, district administrative procedures, and the collective agreement.

This handbook summarizes many of the expectations that apply to TTOCs. It is intended to support successful practice across all district schools. It does not replace legislation, Board policy, Administrative Procedures, or professional standards. Where differences arise, those governing documents take precedence.

Professional practice is guided by several complementary sources. Together, these establish both the legal obligations and the professional expectations of teachers employed by the district.

Professional Framework for Teachers Teaching on Call

Governing Document	Purpose
School Act	Establishes the legal duties and responsibilities of teachers and principals.
Teachers Act and TRB Professional Standards	Defines the ethical and professional standards expected of all certificated teachers in British Columbia.
Human Rights Code	Establishes the SD8's duty to provide equitable and inclusive learning environments and the obligation to implement accommodations for students.
Freedom of Information and Protection of Privacy Act (FIPPA)	Governs the collection, use, protection, and disclosure of personal information.
School District No. 8 Board Policies and Administrative Procedures	Establish SD8 expectations, operational procedures, and employee responsibilities.
Code of Conduct	Establishes behavioural expectations for students, staff, and visitors and supports safe, caring, and orderly schools.
Collective Agreement	Defines employment rights, working conditions, salary, benefits, and other contractual provisions.

Role and Professional Responsibilities of TTOCs

When accepting an assignment, the TTOC assumes the professional duties of the absent teacher for the duration of the assignment. This includes delivering instruction, supervising students, maintaining classroom routines, recording attendance, and ensuring that learning continues safely and respectfully. More information on the duties of teachers can be found in [Section 4 of the School Regulations](#). If you have questions about your assignment or the school, please contact the principal right away.

Throughout this handbook, references to the “principal” include the principal, vice-principal or designate unless otherwise specified.

TTOCs are also expected to know and comply with the [District Code of Conduct](#) and the School Code of Conduct where they are assigned, at all times during their employment. Codes of conduct are available on SD8 school and district websites and displayed in the district office and in each school.

Confidentiality regarding student information must always be maintained, and interactions with students and staff must reflect professional standards expected of educators in British Columbia.

Professional Conduct and Confidentiality

TTOCs are expected to conduct themselves in accordance with the Professional Standards for B.C. Educators and with relevant district policies and administrative procedures. This includes demonstrating professional conduct, maintaining professional relationships and boundaries, and exercising sound professional judgment in all interactions with students, staff, and families.

- Professional expectations include:
- Arriving on time and prepared for assignments
- Maintaining safe, respectful, and inclusive learning environments
- Following school and district procedures
- Communicating professionally with staff, students, families, and administration
- Safeguarding the privacy and confidentiality of students, families, and staff
- Demonstrating flexibility, professionalism, and sound judgment
- Using technology and social media responsibly and professionally

Teachers should become familiar with SD8’s administrative procedures that support these expectations, including those related to professional conduct, privacy, information and communications technology, and social media. School administrators can assist teachers in locating and understanding applicable procedures. All district policies and administrative procedures are available on the [SD8 website](#).

Reliability and professionalism are valued qualities that contribute to a successful and rewarding TTOC experience.

Maintaining Professional Relationships in Schools

Professional interactions with staff, students, and families help build positive relationships and support effective collaboration within school communities. Teachers are encouraged to communicate respectfully, seek clarification when unsure, and demonstrate flexibility when unexpected situations arise.

Reliability, professionalism, and positive communication contribute to strong working relationships with schools.

Assignment Feedback and Communication with Human Resources

School principals may provide feedback following assignments when concerns or particularly strong performance are observed. Feedback may address classroom management, instructional delivery, professionalism, and/or adherence to district expectations.

Principals are typically the first point of contact and will, where appropriate, discuss feedback directly with the TTOC. Feedback is intended to support professional growth, recognize effective practice, and help maintain safe, respectful, and effective learning environments for students.

When appropriate, principals may also consult with or share relevant information with Human Resources to support ongoing communication and professional growth. In some situations, Human Resources may follow up with the TTOC to provide additional guidance, clarification, or support.

Teachers are encouraged to view feedback as an important component of professional learning and continuous improvement.

Professional Development Opportunities

TTOCs are encouraged to participate in district and school-based professional development activities whenever possible. Participation supports professional growth and helps teachers become familiar with district learning priorities and practices.

Professional development participation may also increase familiarity with district instructional priorities, school communities, and effective instructional practices.

Teachers are encouraged to remain informed about district initiatives relating to curriculum, indigenization, inclusion, and student well-being.



3. EMPLOYMENT INFORMATION

Applying to Become a TTOC for SD8

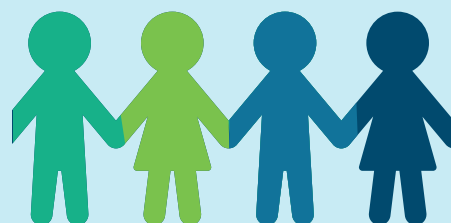
Teachers wishing to work as a TTOC for SD8 must apply through [Make a Future](#) and submit all required documentation. Applicants must hold valid BC Teacher Regulation Branch certification and provide proof of academic qualifications and teaching experience.

Applications typically require submission of:

- BC Teacher Regulation Branch certification
- TQS category documentation
- University transcripts
- Resume and cover letter
- Professional references, including the most recent supervisor/instructor
- Record of teaching experience where applicable

Shortlisted applicants may be interviewed by district staff, principals or vice principals. Hiring decisions are based on qualifications, professional experience, references, interview results and district staffing needs.

Employment as a TTOC must be renewed annually. Teachers must apply to renewal postings each spring in order to remain eligible for employment in the following school year.



Employment Documentation and Requirements

Prior to working for the district, teachers must ensure that all employment documentation is complete and current. This includes maintaining valid TRB certification, ensuring TQS category documentation is on file, completing payroll documentation, and maintaining accurate contact information within SD8 systems. All staff must also participate in an annual orientation session, in which important regulations, APs, safety procedures and operational guidelines are reviewed. For TTOCs this is offered first in June at the end of the school year, then once again in the fall for those who missed the June session.

Teachers are also responsible for maintaining accurate availability information within SmartFindExpress (SFE), the district's dispatch and absence management platform. Teachers who do not maintain required documentation or availability information may be removed from assignment eligibility until documentation is updated.

Employee Benefits and Insurance Coverage

Eligibility for employee benefits varies depending on days worked and assignment type. Teachers working as TTOCs may be eligible for:

- Employment Insurance benefits during non-working periods
- WorkSafeBC coverage while on assignment
- Participation in the Teachers' Pension Plan when eligibility thresholds are met
- Other benefit programs depending on assignment duration and collective agreement provisions

Teachers with questions about benefits eligibility or pension contributions should contact Human Resources. Understanding benefit eligibility helps teachers make informed decisions about their employment plans in SD8.

Payroll Procedures

TTOCs are paid according to salary rates established within the collective agreement. Salary placement is determined based on TQS category and recognized teaching experience.

Payment is issued through direct deposit, and teachers must ensure payroll information is accurate and current. Teachers are encouraged to regularly review pay information through the district's payroll access system to ensure assignments have been recorded correctly and that salary category and experience placement are accurate.

Payment is generally issued twice monthly. A mid-month advance payment is normally issued, with final payment adjustments processed at month-end. Teachers should review pay statements carefully and contact payroll staff promptly if discrepancies occur.

Because payroll processing timelines are tight, corrections sometimes occur in subsequent pay periods. Early communication helps ensure issues are resolved efficiently.

Collective Agreement Awareness

TTOCs are covered by provisions within the [collective agreement](#) between School District No. 8 (Kootenay Lake) and the Kootenay Lake Teachers' Federation (KLTF), as well as provincial agreements negotiated through the British Columbia Public School Employers' Association (BCPSEA) and the BC Teachers' Federation (BCTF).

Teachers are encouraged to familiarize themselves with provisions relating to:

- Salary and category placement
- Experience recognition and increments
- Preparation time considerations
- Assignment expectations
- Evaluation provisions
- Professional rights and responsibilities

Questions regarding interpretation of collective agreement provisions may be directed to union representatives or Human Resources.

Understanding agreement provisions supports professional awareness and helps teachers advocate appropriately when questions arise.

Communication and Contacts

School schedules, contact information, and operational procedures may change during the year. Current information regarding schools, programs, and district initiatives is available through the [SD8 website](#).

Teachers requiring assistance regarding assignments, payroll, or employment questions may contact Human Resources or payroll staff for guidance.

Maintaining communication with district staff supports smooth employment experiences.



4. ASSIGNMENTS AND DISPATCH

Assignment and Dispatch Procedures

All TTOC assignments in SD8 are managed through the district's automated dispatch system, [SmartFindExpress \(SFE\)](#). TTOCs are responsible for maintaining accurate availability, locations, and classifications within the system to ensure they receive assignment opportunities.

Assignments are offered in the following order:

1. **Specified TTOCs:** where a principal may request a particular TTOC in certain circumstances.
2. **Qualification- and location-based dispatch:** where assignments are offered to TTOCs whose qualifications match the position and who have indicated they are willing to work within the Family of Schools where the assignment is located.
3. **General location dispatch,** where assignments may be offered to TTOCs who have selected the relevant Family of Schools, even when their classifications do not match the job.

The system automatically contacts available TTOCs for same day and future absences during scheduled dispatch periods. Because administrators may request specific TTOCs for assignments, opportunities are not always distributed evenly among all available teachers.

TTOCs are encouraged to maintain current availability information and respond promptly to assignment offers to support efficient dispatching.

Receiving Assignment Calls or Notifications

Assignment callouts happen starting at 6:00 a.m. Mondays through Fridays; evening callouts start at 5:30 p.m. Mondays through Thursdays. Teachers should respond promptly and confirm assignment details before arrival.

Assignment information typically includes:

- School name and location
- Start time and expected end time
- Teacher being replaced
- Grade or subject assignment
- Duration of assignment

If circumstances arise that prevent fulfillment of an accepted assignment, teachers must notify dispatch or the school as soon as possible so alternate arrangements can be made.

Managing Availability and Declining Assignments

Maintaining professional reliability supports both effective school operations and continuity of learning for students.

Teachers must update availability in SmartFindExpress whenever they are unable to work. Acceptable reasons for declining assignments include illness, family responsibilities, prior commitments, travel conditions, or assignments outside a teacher's expertise.

Teachers anticipating extended periods of unavailability must notify Human Resources so dispatch records remain accurate.

Dispatch System Practical Guidance

SmartFindExpress provides teachers with the ability to manage availability, receive assignment notifications, and review assignment history.

Teachers should regularly update availability and review accepted assignments. Availability settings should reflect actual working intentions to support efficient dispatching.

When declining assignments, teachers should provide accurate reasons when prompted by the system. Accurate information assists dispatch staff in managing staffing needs.

Teachers should ensure contact information within the system remains current, so notifications are received without delay.

Teachers encountering technical difficulties with dispatch systems should contact [SD8 Dispatch](#) or [Human Resources](#) for assistance.



5. TEACHING AND SUPERVISING STUDENTS

Arrival at School - First Steps

Teachers, including TTOCs, are responsible for arriving at their assigned worksite fully prepared to begin instruction at the scheduled start of the school day. This requires arriving sufficiently in advance of students to review lesson plans, become familiar with classroom routines and student support information, prepare instructional materials, and ensure they are ready to provide a safe, engaging, and effective learning environment from the beginning of the school day.

Upon arrival, teachers must report directly to the school office and introduce themselves as the TTOC for the day. Office staff will provide classroom location, keys, review attendance procedures, supervision schedules, and emergency information.

Teachers must confirm:

- Classroom location and access procedures
- Bell times and daily schedule, including assemblies or other special events
- Attendance reporting procedures
- Supervision responsibilities
- Emergency procedures and evacuation routes
- Location of lesson plans and teaching materials
- Medical Alerts, Safety Plans and Learning Plans for students

Preparing for the Instructional Day

Once in the classroom, teachers must review lesson plans or daybooks provided by the regular teacher. These materials typically include lesson instructions, seating plans, routines, and important notes regarding student needs.

Teachers must familiarize themselves with classroom expectations, materials required for instruction, and technology needed for lessons. If instructions are unclear, assistance must be sought from neighbouring teachers or the principal.

Whenever possible, the routines established by the regular teacher should continue, as consistency supports student success.

Classroom Operations Guidance

When a TTOC accepts an assignment, they assume responsibility for maintaining the instructional program and classroom environment established by the absent teacher. Maintaining continuity for students is essential, and wherever possible the routines, expectations, and procedures normally followed in the classroom should continue.

Lesson plans are usually left in a daybook, on the teacher's desk, within an online platform, or provided through the office. Teachers should review plans as soon as possible to understand instructional goals, materials required, and the sequence of activities for the day. If plans are unclear or missing, assistance must be sought from nearby teachers or the principal.

Attendance procedures vary slightly among schools, but attendance must always be recorded accurately and submitted according to school practice. Attendance must be taken promptly at the start of each instructional block or period. Office staff can provide guidance on attendance systems or submission procedures.

Students must remain meaningfully engaged in learning throughout the instructional day. Teachers, including TTOCs, are responsible for maintaining continuity of the instructional program and providing a high-quality learning environment in which students are actively supported, challenged, and encouraged to learn. When students complete assigned work before the end of a lesson, teachers are expected to provide appropriate extension activities or other meaningful learning opportunities that maintain student engagement and support continued learning.

During instructional time, teachers must be actively engaged with students. This includes moving throughout the classroom to observe learning, provide timely instruction and feedback, answer questions, check for understanding, support individual learners, reinforce expectations, and respond proactively to student needs. Active teacher engagement promotes student achievement, strengthens classroom relationships, and helps prevent behavioral concerns before they arise.

Teachers are responsible for establishing and maintaining learning environments that are safe, caring, respectful, inclusive, and orderly. In accordance with Section 4 - Duties of Teachers of the School Regulation ([B.C. Reg. 265/89](#)), teachers must exercise appropriate supervision of students and take reasonable steps to ensure that classroom activities, equipment, materials, and student conduct support both learning and safety. Teachers are expected to address concerns promptly and seek assistance from the principal when student behaviour, safety, or learning is significantly affected.

Attendance Procedures

Taking accurate attendance is an important safety and administrative responsibility. Teachers are expected to understand and apply the procedures outlined in [AP 3305 Student Attendance](#).

In elementary schools, attendance is typically taken once in the morning and once after lunch. Secondary schools usually require attendance for each class period. Teachers should confirm expectations with the office staff or the principal.

When students are absent and their names do not appear on absence lists, teachers must notify the office promptly. If a student leaves class unexpectedly or requests early dismissal, the office must be contacted immediately for instructions.

Attendance records support student safety and are relied upon in emergency situations. Accurate attendance reporting is therefore essential.

The Learning Environment and Student Conduct

Teachers, including TTOCs, are responsible for establishing and maintaining a positive, safe, caring, respectful, inclusive, and orderly learning environment in which all students are supported to learn. High-quality instruction, clear expectations, active teacher engagement, and positive relationships contribute significantly to student success and help prevent behavioural concerns from arising.

At the beginning of each assignment, TTOCs must introduce themselves, establish clear expectations for learning and behaviour, and communicate how the instructional day will proceed. Consistent expectations, respectful communication, and purposeful learning activities help create a positive classroom climate and support student engagement.

Throughout the instructional day, teachers must remain actively engaged with students by providing instruction, checking for understanding, offering feedback, supporting individual learners, reinforcing positive behaviours, and responding promptly to emerging concerns. The focus should remain on maintaining student engagement and promoting learning while addressing concerns proactively and respectfully.

Student behaviour is governed by the [District Code of Conduct](#) and School Code of Conduct and other applicable school and district procedures. At the beginning of an assignment, TTOCs must familiarize themselves with the school's expectations for student conduct and the procedures for responding to behavioural concerns. Questions regarding behavioural expectations or consequences must be directed to the principal.

When behavioural concerns occur, teachers must respond in accordance with the school's Code of Conduct and established procedures. Where behaviour significantly disrupts learning or presents a safety concern, the principal must be notified immediately so appropriate support and intervention can be provided. Decisions regarding the removal of a student from the classroom or referral to the office must be consistent with school procedures and administrative direction.

Significant behavioural, safety, or student welfare incidents must be documented and reported to the principal as soon as reasonably possible. TTOCs must also leave clear documentation for the classroom teacher describing the incident, the actions taken, and any follow-up that occurred or may be required.

Practical Classroom Strategies for TTOCs

Experienced TTOCs often develop strategies that help establish productive learning environments quickly.

Introducing oneself clearly and confidently at the beginning of class helps establish rapport. Writing the daily agenda on the board helps students understand expectations and provides a visual map of the day or block.

Maintaining routines similar to those of the regular teacher supports continuity and reduces anxiety for students. Teachers should avoid making unnecessary changes to classroom systems.

Circulating while students work allows teachers to provide assistance and promotes a positive learning environment. Learning and using student names, when possible, supports positive interactions.

Teachers should aim to keep transitions efficient and maintain a steady pace of instruction. Idle or unstructured time often leads to behavioural challenges.

When Lesson Plans Are Missing or Incomplete

If lesson plans are missing, incomplete, or unclear, TTOCs must consult office staff or the principal for guidance. Continuing previously assigned work, using available classroom resources, or implementing prepared substitute lessons can help maintain instructional continuity and support a productive learning environment.

Regardless of the approach taken, the priority should be maintaining meaningful learning activities and classroom stability. At the end of the assignment, TTOCs must leave clear notes outlining how instructional time was used and any significant events or accomplishments to help the classroom teacher resume instruction smoothly.

Providing Specialized Support for Learners

School District No. 8 (Kootenay Lake) (SD8) is committed to providing inclusive learning environments in which every student has equitable access to learning. TTOCs are responsible for supporting this commitment by implementing the accommodations, adaptations, strategies, and supports identified for students in their care.

At the beginning of each assignment, TTOCs must familiarize themselves with any student-specific information necessary to provide safe, effective, and inclusive instruction. This may include Individual Education Plans (IEPs), Medical Support Plans, Safety Plans, Positive Behaviour Support Plans, FAIRS Plans, and other learning or support plans identified by the school. These plans provide essential information to support student learning, safety, well-being, and participation, and must be implemented throughout the instructional day.

Education Assistants (EAs) and other support staff play an important role in supporting students and assisting teachers in implementing these plans. TTOCs are expected to collaborate respectfully with EAs and other members of the school-based team while recognizing that responsibility for the instructional program and supervision of students remains with the teacher.

Specialist teachers, learning support teachers, counsellors, and school administrators may also provide guidance and support. Questions regarding student supports, accommodations, behavioural strategies, or the implementation of student plans must be directed to the principal.

Implementing student support plans is an important professional responsibility and contributes to equitable access to learning for all students. Consistent implementation of accommodations and supports also assists the district in meeting its obligations under the British Columbia Human Rights Code, [Ministry policy respecting inclusive education](#) and district administrative procedures.

End of Assignment Procedures

At the conclusion of an assignment, teachers are expected to ensure classrooms are left organized and ready for the next instructional day. Materials should be returned to appropriate locations, technology logged out, and classroom spaces left tidy.

Teachers must ensure attendance records have been submitted and supervision responsibilities completed.

Keys, access cards, or borrowed materials must be returned to the office. Teachers must sign out before leaving the building.

Leaving clear notes for the classroom teacher is an essential professional responsibility.

If unresolved concerns remain, teachers should inform administration before leaving.

Professional conduct at the end of an assignment contributes to effective communication, continuity of learning, and an orderly transition back to the regular classroom teacher

Instruction, Assessment and Documentation Responsibilities

TTOCs are responsible for delivering instruction in accordance with the lesson plans provided and for supporting students in achieving the intended learning outcomes. Teachers must make reasonable efforts to ensure learning continues with minimal disruption and that students remain actively engaged throughout the instructional day.

TTOCs are expected to assess and mark student work completed during the assignment, including work they have assigned or work identified for marking by the classroom teacher. Where assessment criteria, answer keys, rubrics, or other guidance have been provided, these must be followed. If additional clarification is required, TTOCs must consult the principal.

Where work cannot reasonably be assessed or completed during the assignment, TTOCs must leave clear notes for the classroom teacher identifying the work completed, any assessment undertaken, and any work requiring follow-up. This information supports continuity of instruction and informed assessment by the classroom teacher.

At the conclusion of each assignment, TTOCs must leave clear planning notes or update the classroom daybook, as appropriate, to document the learning activities completed, student progress, significant observations, and any matters requiring the classroom teacher's attention. Clear documentation supports continuity of learning and assists the classroom teacher in resuming instruction.

Supervision Responsibilities

TTOCs assume supervision duties assigned to the absent teacher and may be otherwise assigned. These duties may include playground supervision, hallway monitoring, lunch supervision, and/or bus supervision.

Supervision schedules are usually provided by the office or included in lesson plans. If responsibilities are unclear, teachers should confirm expectations with the office.

During supervision periods, teachers are expected to actively monitor student safety. This involves circulating through supervision areas, observing student interactions, and intervening early when concerns arise.

Teachers are not to be distracted by personal tasks while supervising students. This includes not using cell phones when on active supervision. Attentive and active presence helps prevent conflicts and supports student safety.

Students must never be left unsupervised. If a teacher must leave an area due to emergency, another staff member or administrator must be notified immediately.

Technology and Digital Learning

Technology is an integral part of teaching and learning in SD8. TTOCs are expected to use the digital resources, learning platforms, and instructional materials provided by the classroom teacher to support continuity of learning and deliver the planned instructional program.

The use of technology must be consistent with district administrative procedures, the [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#), and other applicable legislation governing the collection, use, disclosure, and protection of personal information. TTOCs are responsible for protecting the privacy and confidentiality of student, family, and staff information at all times. Student information must be accessed only as required to fulfill professional responsibilities and must never be shared, photographed, copied, or used for personal purposes.

Where digital lesson plans or online learning platforms, such as Google Classroom or Microsoft Teams, form part of the instructional program, TTOCs must make reasonable efforts to implement the planned learning activities. If technology issues prevent instruction from proceeding as planned, teachers must adapt instruction using available resources while maintaining meaningful learning opportunities for students.

Teachers must log out of all district systems before leaving the classroom and must not leave district or personal accounts open on classroom computers or other devices.

District technology and networks are provided to support teaching, learning, communication, and other authorized SD8 business. Personal use of technology during instructional time is not permitted. Personal electronic devices, including mobile phones, must not be used in a manner that interferes with instruction, supervision, professional responsibilities, or student learning.

Questions regarding technology, access to digital resources, or the appropriate use of district technology should be directed to the principal.



6. EMERGENCIES & SAFETY

Emergency and Safety Procedures

Every school maintains specific emergency procedures. Upon arrival, teachers must familiarize themselves with emergency plans and evacuation routes. Office staff or posted materials typically provide this information.

Emergency procedures include:

- Fire evacuation procedures
- Lockdown procedures
- Hold and Secure procedures
- Earthquake or environmental emergency procedures

For more details see [AP 1600 Emergency Preparedness](#).

Students must remain supervised during emergencies. Teachers must follow directions provided by the principal, and ensure students remain calm and accounted for.

Attendance lists or class lists must accompany teachers during evacuations whenever possible. Teachers must report missing or extra students immediately to the principal.

Following emergency situations, teachers and students must await instructions from the principal before returning to classrooms.

Safety procedures are practiced regularly in schools, and teachers are expected to participate in drills as directed.

Medical Alerts and Student Safety Considerations

Some students have medical conditions requiring awareness or emergency response. Teachers may receive information regarding allergies, medical alerts, or support plans.

Teachers must familiarize themselves with medical information provided and follow procedures established in the care plan. Principals can provide guidance where needed.

If a medical emergency occurs, teachers must notify the office immediately and follow emergency response procedures.

Student safety must always take priority over instructional activities.

Accident, Injury, and Safety Incident Reporting

If a student or staff member is injured during the day, the incident must be reported immediately according to district and school procedures. Office staff or the principal will provide guidance regarding completion of incident reports.

Teachers must not delay reporting injuries or safety incidents. Prompt reporting ensures appropriate care is provided and required documentation is completed.

Teachers may be asked to provide written descriptions of incidents for documentation purposes.

7. HELPING STUDENTS THRIVE

Adaptability, Flexibility and Professionalism

Working as a TTOC requires adaptability, professionalism, and a strong classroom presence. Each assignment presents new opportunities to support students and build professional experience.

Teachers who approach assignments with preparation, flexibility, and professionalism contribute significantly to school communities and student success.

SD8 appreciates and relies on the important contributions made by TTOCs in schools and communities across the district.

TTOCs are a key part of supporting each learner to thrive in a caring learning environment.

We are glad you're here.

