EMPLOYEE HANDBOOK

for

OKANAGAN SIMILKAMEEN SD53

Okanagan Similkameen SD53

www.sd53.bc.ca

Expectations for Employees

Updated September 2, 2025

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District Mission and Vision (Updated Sept 14, 2023)

Introduction

(Last Updated prior to September 1, 2025)

Welcome to School District No. 53 (Okanagan Similkameen). We are pleased to have you on our team and hope you find your employment rewarding. Student success depends on your commitment and contributions, your ability to be solution focused and adapt to student needs. Your efforts are essential to the collective success of every student in our district.

This employee handbook contains valuable information for employees. Review this handbook carefully and discuss any questions with your supervisor.

Our District

(Last Updated prior to September 1, 2025)

School District No. 53 serves approximately 2, 400 students living in Okanagan Falls, Oliver, Osoyoos, Keremeos, Cawston, Ollala and Hedley. Our district employs approximately 500 employees who work in our nine schools, our board office and our maintenance / transportation departments.

Our employees have the support of district staff and principals/vice-principals (administrators). Our students are supported by approximately:

- 175 support staff including education assistants, child/youth care workers, Indigenous education advocates, clerical, custodians, bus drivers and trades workers
- 200 teachers including elementary and secondary classroom teachers, and online learning (OL) teachers, counsellors, inclusion support teachers (IST), learning support teachers (LS)
- 100 relief (casual) support staff and teachers teaching on call (TTOCs)

More information about our district can be found on our district website at *www.sd53.bc.ca*

Contact Us: (Last Updated prior to September 1, 2025)

School District No. 53 (Okanagan Similkameen)
Box 1770 – 6161 Okanagan Street
Oliver BC V0H 1T0
250-498-3481

Board of Education:

(Last Updated prior to September 1, 2025)

Our school district has seven elected trustees including two from Oliver, two from Osoyoos and one each from Okanagan Falls, Keremeos and Cawston. Trustees and their contact information is available on our district website at Board Members.

District Contacts: District staff contact information is on our website in the *District Staff* area.

(Last Updated prior to September 1, 2025)

School Contacts:

(Last Updated prior to September 1, 2025)

A current list of school contacts (address, administrators, clerical staff and contact information) is attached as *Appendix A*.

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GENERAL – ALL STAFF

This handbook is a 'Living Document' and will be updated continuously throughout the year, it also contains many links (identified with an underline and italicized font in a color other than black); it is recommended you access the on-line version as opposed to printing the document.

The updated date on the cover page and updated dates in the table of contents shows the most current updates and changes. This handbook supersedes all previous employee manuals and memos.

1. Confidentiality and Privacy

(Last Updated prior to September 1, 2025)

Confidentiality in a school district is of utmost importance and is governed by District Policy G-2 Public Access to Information and Protection of Privacy, the *Freedom of Information and Protection of Privacy Act*, the *School Act*, and *Personal Information Protection Act*. Employees may receive, learn about, be acquainted with or have access to confidential information regarding students, families, staff, the school and district. The management and safekeeping of confidential information is the responsibility of all employees. It is expected that employees do not use or disclose confidential information inappropriately.

You have an obligation to protect the privacy of students, families, staff, the school and district including:

- restrict access of confidential information on a need-to-know basis; and
- disclose confidential information to meet its intended purpose, to support work activities.

Proper handling and protection of confidential information remains in effect after the employment relationship ends.

If you are in doubt as to whether certain information is confidential, ask your supervisor before disclosing, releasing, or transmitting the information.

2. District Philosophy of Inclusion

(Last Updated prior to September 1, 2025)

Our district promotes an inclusive education system, where all students are fully participating members of our community of learners and are provided with additional supports to achieve inclusion. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms and goes beyond placement to include meaningful participation and thepromotion of interaction with others. Specially funded education programs and services enable students requiring additional supports to have equitable access to learning and opportunities to pursue the goals of their educational programs. There are universal and essential supports available to students. Further information is available in the Ministry of Education's Special Education Services: Inclusive education resources - Province of British Columbia developing, delivering, and monitoring programs and services for students requiring additional supports.

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3. Acknowledgement of Territory

(Last Updated prior to September 1, 2025)

(click here to view)

4. District Website

(Last Updated prior to September 1, 2025)

Our district website at *www.sd53.bc.ca* provides district, school and employee information as well as links to various resources relevant to staff and education. Use the top blue menu bar to access information for *Staff* and *Outlook* (your district email) and *Atrieve Login* (absence, dispatches, expense claims).

Access our 'All Staff Portal' in the *Staff* webpage using the username: **staff** and the password: **53welcome** to sign in.

5. District Achievement Plan

(Last Updated prior to September 1, 2025)

The District Achievement Plan is developed to support and increase student achievement. The connection between the district and schools is illustrated by the relationship between the District Achievement Plan and the School Plans. Each School Planning Council builds their school plan to address the schools individually identified needs. The District Achievement

Plan is prepared to reflect the School Plans and the outcomes of the district visioning process. This allows the district to align its resources to support schools' efforts in working to increase student achievement.

Our District Achievement Goals:

Goal #1: To improve the health, social, and emotional well-being of all students.
Goal #2: To create welcoming school environments where students, parents and staff belong and feel connected.
Goal #3: To increase transition and completion rates for all students.
Goal #4: To maintain the focus and success established for the foundational skills of literacy and numeracy.
Goal #5: To increase students' contributions to the local and global communities.

6. Team Inquiry Model (TIM Time)

(Last Updated prior to September 1, 2025)

TIM Time (Team Inquiry Model) is dedicated and protected time set aside in the school calendar (usually the last Wednesday of the month excluding December, March and June) for school staffs throughout the district to focus on collaborative inquiry related to student achievement and success. Using the Spirals of Inquiry framework as a guide to propelling each school's innovative practices, inquiry teams utilize the Seven Principles of Learning from the OECD. The First Peoples Principles of Learning are also utilized throughout this process. Within every inquiry we continue to ask the three big questions:

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- What is going on for our learners?
- How do we know?
- Why does it matter?

These three questions keep learners at the centre of the inquiry. We continue to ask our learners for input as we navigate and monitor our inquiries. It is suggested these four questions be asked of our learners on a regular basis:

- Can you name two people in this setting who believe you will be a success in life?
- What are you learning and why is it important?
- How is it going with your learning?
- What are your next steps?

Using the spirals of Inquiry framework, school teams begin with a review of evidence on what is going on with the learners in their buildings to identify areas of strength and areas of concern. Areas are prioritized to develop action and learning plans. Finally, it is important not to lose focus of the inquiry question. Sticking to the framework, knowing where the team is at, and ensuring that the phases of the process are being met are all extremely helpful. The six phases of the framework are:

- ✓ Scanning – What is going on for our learners
- ✓ Focusing – What will have the biggest impact
- ✓ Developing a hunch – What is leading to this situation? How are we contributing to it?
- ✓ Engaging in new professional learning – What will we need to learn? How will we learn this?
- ✓ Taking action – What can we do to make a meaningful difference?
- ✓ Checking – Have we made enough of a difference? How do we know?

All staff members should have access to or have a copy of the Spiral Playbook that will help outline phases to the framework and provide some excellent examples of transformative change being made. Link to Spirals Playbook - http://c21canada.org/playbook/

7. The School Learning Plan

(Last Updated prior to September 1, 2025)

The school plan is developed through the School Planning Council with the focus of achieving both the school goals and district priorities. The plan is developed using information from classroom, school, district, provincial data and school and parent priority. The most important aspect of the plan is the expected student outcomes and the resources required to support them.

A provisional school plan is established by the School Planning Council in late spring and is reviewed and approved by the Board before June 30. These plans are published on each Schools Website. A review of the school plan occurs in May of each school year.

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8. District Committees

(Last Updated prior to September 1, 2025)

District Technology Advisory Committee provides advice to the district regarding learning and operational technology issues.

District Curriculum Implementation Committee advises the district on curriculum implementation or significant educational change initiatives. Appointment of teachers to the committee is through the union. The committee meets 3 to 4 times or as needed throughout the school year. Meetings are scheduled in and outside of instructional time.

District Committees are formed to address specific board or district concerns.

District Health and Safety Committee – details are in *Section 12*.

9. Absence/Dispatch System and Leave Request Process

(Last Updated prior to September 1, 2025)

Our Absence/Dispatch System (ADS) is an online system used by employees to request a leave, to book unavailability, to view absence/dispatch history, or make changes to future absences/dispatches. The system automatically forwards leave requests to the appropriate supervisor for review, and depending on the leave type, to district staff for final review. Entering the leave with as much notice as possible will give the system an opportunity to secure a replacement.

For ADS instructions go to our All Staff Portal from the *Staff* webpage or *click here*. For further assistance, see your school secretary, administrator or supervisor.

10. Pay Schedules

(Last Updated prior to September 1, 2025)

Pay statements are emailed directly to your district email address. To view your pay schedule, see:

- Teachers (Monthly) – *Appendix B*
- Support Staff & TTOC (Bi-Weekly) – *Appendix C*

11. Emergency Preparedness Plans

(Last Updated prior to September 1, 2025)

Staff are responsible for knowing the procedures outlined in their school's Emergency Preparedness Plan (EPP). This plan has been developed to prepare the employees at each site to respond to a sudden emergency. At the beginning of each school year, the school administration team will review the procedures with all employees. The teacher will prepare the students in his/her charge to respond appropriately to a variety of emergencies through classroom practice and participation in school emergency practice drills.

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Each room should have posted the EPP information including emergency exit routes and the School District No. 53 Emergency Management Guidelines booklet (pink, yellow and green). If you notice this information is not posted, please advise your supervisor immediately (Reference: Policy B-3).

12. Health and Safety

(Last Updated prior to September 1, 2025)

It is the duty of all staff to follow proper work procedures, to observe all regulations pertinent to their work, and to cooperate in attaining the objective of an environment free from industrial accident and disease. To support workplace safety, please be familiar with:

- School District No. 53 *Health and Safety Program Manual* found in the *All Staff Group* in the *Health And Safety.url* folder;
- Policy D-2 Health and Safety Program
- *Provincial Legislation; and*
- *WorkSafeBC Occupational Health & Safety Regulations*.

The District Health and Safety Committee has representation from all employee groups and acts as an advisory to district management. The committee meets on a regular basis throughout the school year.

Per Bill 14, each school/site is to have a site-based health and safety committee or health and safety representative which are responsible for carrying out duties outlined in the legislation and detailed in the district's Health and Safety Program (Reference: *Bill 14 and Provincial Legislation*).

Per Bill 14, there is no smoking in any school or in any school district building or on district grounds (Reference: *Bill 14 and Provincial Legislation*).

13. Health and Safety Orientation

(Last Updated prior to September 1, 2025)

Employees in assignments participate in a health and safety orientation every September. All employees receive the health and safety orientation when new to the district or new to a site. Please check the school office regarding participating in an orientation. For more information see the *Health And Safety.url* in the *All Staff Group* of *Office 365*.

14. WHMIS

(Last Updated prior to September 1, 2025)

The Workplace Hazardous Materials Information System (WHMIS) is a response to Canadian workers' right to know more about safety and health hazards of materials used in the workplace.

Provincial legislation requires that employees receive education on controlled products, workplace labelling and identification, and material safety data sheets (MSDS).

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Employees are expected to complete WHMIS training when hired. This is done through online instruction as part of your Health & Safety Program Orientation. If you have not yet received WHMIS training, contact *employment@sd53.bc.ca*.

The *Health and Safety Program Manual* is available in each staffroom and in the *All Staff Group Health And Safety.url* folder of *Office 365*.

15. Violence Prevention

(Last Updated prior to September 1, 2025)

If staff receive information regarding a potential risk (including threats of violence), that risk must immediately be reported to the supervisor who will assess the situation and provide appropriate information. Incidents or threats of violence must be reported to the supervisor and a Violent Incident Report completed for investigation purposes. Violent Incident Reports are available in every school/site office (*Reference: Policy D-3 Workplace Violence Prevention*)

16. Snow Days

(Last Updated prior to September 1, 2025)

Schools normally remain open for students and staff during inclement weather conditions and staff are expected to make every effort to attend work. If you believe conditions are such that your site may be closed, contact your supervisor to confirm. If you choose to be absent due to road conditions and weather, you are required to put a leave into the system as soon as possible and ensure your supervisor is aware of the absence. The leave reason would be a vacation day, discretionary day, or unpaid leave.

17. Telus Health: Confidential, Professional Support

(Last Updated May 2023)

TELUS Health is our employee and family assistance program designed to help you in your personal or work life. All staff have access to a safe, confidential resource to manage stressful circumstances and personal issues.

To access TELUS Health, go to our SD53 website Staff page, select 'All Staff Portal' and scroll down to click on the TELUS Health Employee Assistant Plan icon and login (username: sd53 and password: healthy).

18. Expense Claim Instructions

(Last Updated Nov 8, 2023)

All employee expenses are submitted electronically. For instructions to complete an expense form click here.

The Employee Travel Expense Claim form can be accessed by clicking on the *Atrieve Login* area located at the bottom of the menu bar on our SD53 Home Page. Once you have signed in, click on the 'My Info' tab, then 'Documents & eForms' / 'eForms' / 'My eForms List', under the 'Expense Reimbursement' folder.

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19. Purchasing

(Last Updated prior to September 1, 2025)

Sites receive an allocation from the budget annually to maintain an inventory of equipment and supplies, obtain services such as contracting resources for in-service training or making repairs to equipment. Sites may involve staff in certain aspects of purchasing decisions. The buying process is controlled by the need for security and clear documentation when purchasing with public money.

The employee researches and specifies needs, presenting these in requisition form to the principal.

The principal reviews requisitions and approves based on appropriate need and available funding.

The school office selects the appropriate method of purchase - MasterCard, quick-pay purchase voucher, petty cash reimbursement or purchase order in accordance with purchasing instructions.

Technology equipment: The purchase of technology equipment must be cleared through one of the district technicians prior to finalizing a purchase order. This is to facilitate a standardized process for acquisition of this type of equipment.

20. Transportation of Student – Policy No. C-2

(Last Updated prior to September 1, 2025)

If you transport students in connection with school activities or to/from school, review Policy and Regulations Policy C-2 Transportation of Students.

21. Fund Raising

(Last Updated prior to September 1, 2025)

The principal's approval is required prior to the initiation of a fundraising effort. Funds raised by student, parent and staff efforts are maintained by the school office. All money earned is deposited into the school's trust account, withdrawn to pay appropriate bills by cheque, and reported to the board office for the district's financial statements.

22. School Calendar

(Last Updated prior to September 1, 2025)

The current year school calendar is located on our website.

23. Bell / Student Break Schedule – All Schools (updated Aug 2024)

(Last Updated August 2024)

Click Here to view current school start and dismissal / bell schedule.

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24. Physical Restraint and Seclusion

(Last Updated prior to September 1, 2025)

Our district expects positive and least restrictive approaches regarding interactions with problematic behaviours. Respect for student rights, maintaining student dignity, and the safety of all involved is paramount.

Every effort should be made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary. It is expected that all staff implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.

There is no evidence that using restraint or seclusion is effective in reducing the occurrence of problematic behaviours. In fact, there is a growing body of knowledge that supports continued use of these techniques can cause harm. Restraint and/or removal of a student should always be a last resort by a Crisis Prevention Intervention (CPI) trained school district employee.

25. Reporting Child Abuse or Neglect

(Last Updated prior to September 1, 2025)

Please ensure you review and understand your obligation to report child abuse and neglect.

B.C. Handbook for Action on Child Abuse and Neglect (2017)

26. Reporting Threat of Suicide/Self Harm

(Last Updated prior to September 1, 2025)

Any information indicating a student is threatening harm to self should be reported to the school principal. This information could come directly from the student or from another source. Persistent thoughts about suicide signal that help is needed. Our *Threat of Suicide/Self Harm Communication* form can be used to share this information.

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TECHNOLOGY

1. Office 365 & Communication

(Last Updated prior to September 1, 2025)

Microsoft Office 365 and Outlook are our platform for email. On hire, you will have signed our Office 365 permission form and received a copy back. The form provides your email and password. You now have access to Microsoft Office 365 and Outlook which you can access on the top right of our www.sd53.bc.ca website.

Go to the 'hamburger' menu icon: 

All communication to you from the district is electronic including pay statements, T4's, and correspondence. To support communication and connections, Office 365 also provides conference groups such as SD53 Indigenous Education, SD53 Secretaries Group, All Staff Group, SD53 EA Group, and school location groups.

To maintain confidentiality and privacy, use your district email for work related communication only, not for personal communications.

Check your district email on a regular basis to ensure you are not missing important emails.

Questions on Office 365? Ask a school secretary, a co-worker, your supervisor or contact the district at 250-498-3481 ext. 80101 for reception.

2. Username and Login to Various Apps

(Last Updated prior to September 1, 2025)

Office and Outlook require the @sd53.bc.ca on your username such as jsmith@sd53.bc.ca but most other applications and windows logins just require the username such as jsmith. Your login is linked in our systems so it's the same username and password for these systems:

- Windows login on school computers
- Outlook and Office 365 (add the @sd53.bc.ca to username)
- Atrieve (for absence and dispatch logging via 'hamburger'-Atrieve link on the district website)
- Spaces (add the @sd53.bc.ca to username)
- MyBlueprint (add the @sd53.bc.ca to username)
- Moodle (Youlearn and SD53 Moodle servers)
- Overdrive and Sora (ebooks) (add the @sd53.bc.ca to username)
- Google Workspace (requires a permission form signed…. And add the @sd53.bc.ca to username)

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3. Passwords

(Last Updated prior to September 1, 2025)

Your password expires every 225 days. It is suggested you change your password before leaving for summer break.

Also note that passwords need to be 12 characters long.

To change your password: while at a school, log into any school windows computer and press <ctrl><alt><del> keys together and it will bring up a few options including Change Password.

Another option to change your password is the Self-Service Password page at https://ssp.sd53.bc.ca. You need to register the first time you use it and create a few security questions for future use. It is recommended that staff use the Self-Service Password page to register at least once, this will allow you to reset your password in the future.

4. School Phone System

(Last Updated prior to September 1, 2025)

DIAL 7 First

When making calls from school landlines, **dial 7 first** and then the phone number.

Only staff with dedicated phones, such as office staff, have voicemail. However, if you believe you require voicemail for your position, discuss with your principal/vice-principal.

Those who have a dedicated phone and get a voicemail receive an email in their district Outlook email box from our 3CX phone system with your initial information. If you haven't received an email, talk to the school office and they will investigate with IT.

5. Wireless for Personal Devices (BYOD)

(Last Updated prior to September 1, 2025)

Students and staff who are registered in our systems with a windows account choose the wireless labeled **53BYOD**. Staff and students are allowed 2 devices in use at one time on 53BYOD. (NOTE: All other users and visitors use the **53GUEST** wireless network).

How to access 53BYOD:

1. On your device, go to your wireless connection icon/tool and select 53BYOD.
2. Once it connects it should automatically take you to a web login page *(if that doesn't happen automatically, open your web browser and go to any page and it should then redirect to the login page. Going to an internal page such as destiny.sd53.bc.ca works best to get to the ClearPass login).* ClearPass is the server managing our wireless access.

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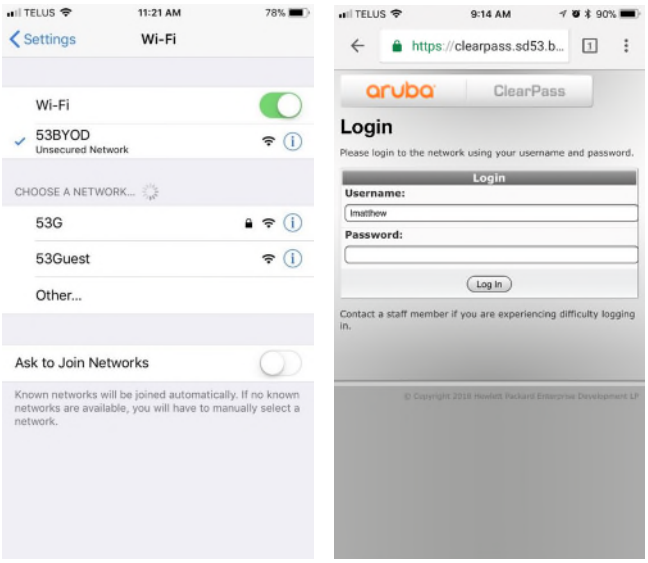
3. Once you get the Aruba ClearPass login page enter your userid (the same one you use for windows or the Atrieve portal login) and password:



4. 53BYOD registrations expire after 6 months. You can then just login again to get another 6 months.

District iPads: 53BYOD is used for some district owned iPads. There are extra steps to get district iPads registered so they don't expire and don't use up a staff members device count. We set up most district owned iPads to use Intune device management which will then push out a new Wi-Fi to them.

6. Privacy

(Last Updated prior to September 1, 2025)

All school districts are governed by the BC Freedom of Information and Protection of Privacy Act.

Our district's **Information and Privacy Management Plan** is located on our website..

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TEACHERS

1. Professional Standards for BC Educators

(Last Updated prior to September 1, 2025)

The Professional Standards for BC Educators apply to all our teachers. They guide and advance the work of educators and communicate the knowledge, skills, attitudes and values that define educators' work. BC educators' practice is governed by the ethics and principals as outlined in the Professional Standards. You can review the *Professional Standards for BC Educators* *in its entirety* or review in *Summary Format*.

2. Professional Growth Program

(Last Updated prior to September 1, 2025)

Professional Growth Plans are completed by all teachers and administrators and are created to develop plans for individual professional growth that will enhance schools, the district and most importantly student success. This program is designed to provide an environment of support, inquiry, and respect and thereby encourages risk taking, growth, ownership and learning.

Professional Growth Plan – Expectations & Timeline

June-September

- Choose and define a topic which will form the basis of an individual professional growth plan, which is focused on an area of need, i.e. new curricular or instructional strategies, developing new interests, extending strengths.
- Professional growth plans are to focus on student learning and should be directly related to improvement of instruction, curriculum implementation, or more effective teaching/learning strategies.
- Select a colleague or group of colleagues with whom you will work. This colleague might be another teacher or an administrator and is usually someone in the same school.
- Professional growth plans could support the school plans, school inquiry and district vision where possible to avoid duplication of effort and focus, relieving the workload for teachers and providing other available funding.
- Funding to support a teacher's professional growth plan may be available through the school plan.

By October 15

- Meet with a school administrator to discuss your plan.

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By October 31

- Complete the *Professional Growth Plan* form and submit to the school administrator mid-year (school administrator's responsibility to schedule).
- Review progress with school administrator, individually or with a group.

By May 31

- Complete the *Professional Growth Status Report – Self Evaluation Form*.

June

- Review the status report with the school administrator and have plan signed-off and filed. Discuss plans for the following year.

Professional Growth Plans – Criteria for Excellence

Last Updated prior to September 1, 2025)

Goal: Focus on improving student learning including rationale for goal selection.

Collegiality: Work with a group committed to the same goal. In situations where teachers have individual plans, they must work with another teacher or school administrator.

Strategies: Clearly outlined, relevant to the goal and include resources needed with a timeline.

Indicators of Success: Congruent with the goal – specific and clearly indicate progress toward goal achievement and include data focused on student learning from more than one source.

Portfolio: Include a collection of activities and experiences related to goal and, where possible, include specific data to show impact on student learning and/or peer/administration observations.

Follow Through: Complete all strategies – constantly evaluate progress and adjust plan to make optimum use of available resources.

3. Teachers' Responsibilities

(Last Updated prior to September 1, 2025)

Be familiar with the *School Act 17 (1), (2)*

- A teacher's responsibilities include designing, supervising and assessing educational programs and instructing, assessing and evaluating individual students and groups of students.
- Teachers must perform the duties set out in the regulations.

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4. District Expectations for Teachers

(Last Updated prior to September 1, 2025)

In addition to the duties outlined on page C-30 in the *School Act 17 (1), (2)* and *School Regulation 265/89. Sec.4*, our district expects teachers to:

- be accountable for professional conduct;
- be professional, courteous, fair, consistent and honest in working with students, parents/guardians, other teachers, support staff, administrators and district staff;
- be responsible for your personal growth and professional development;
- be on task while performing assigned duties and meeting deadlines;
- be in the school 15 minutes prior to class beginning and 15 minutes after class dismissal and be on time to class, to supervision and to meetings;
- be dressed appropriately for the school setting;
- implement the Ministry of Education's prescribed learning outcomes;
- plan major learning outcomes, timelines, assessment and evaluation strategies;
- inform parents/guardians of program concepts, skills and expectations in the classroom;
- establish clear expectations for students in and out of the classroom;
- prepare for students and their classes during time provided for this purpose in your schedule, or in other non-instructional time;
- emphasize positive student work habits, organizational skills, note taking abilities, study and listening skills, and goal setting (this includes incorporating study skill units in previews or overviews);
- use the districts' internet service according to Policy E-3 Technology Access and Use, be proactive in contacting all parents/guardians about student success, including a variety of areas and beyond the required formal and informal reporting;
- post and maintain a current timetable schedule in your classroom; and
- be well-prepared for times when a teacher-on-call is required.

5. Work Related Activities – Off Site

(Last Updated prior to September 1, 2025)

Teachers on work-related activities are expected to conduct themselves in the same manner they would while on school district property. This applies to activities involving students as well as non-student activities such as professional development.

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District expectations for teachers' conduct while away from work ("off-duty conduct") have been set out by the B.C. Court of Appeal:

> *"The behaviour of the teacher must satisfy the expectations which the British Columbia community holds for the educational system. Teachers must maintain the confidence and respect of their superiors, their peers and, in particular, the students, and those who send their children to our public schools. Teachers must not only be competent, but they are expected to lead by example. Any loss of confidence or respect will impair the system and have an adverse effect upon those who participate in or rely upon it. That is why a teacher must maintain a standard of behaviour which most other citizens need not to observe because they do not have such public responsibilities to fulfill."*

6. Instructional Planning

(Last Updated prior to September 1, 2025)

When planning, it is important to begin with a broad understanding of the curriculum being used. Teachers are encouraged to create courses, modules, thematic units or learning experiences that go beyond learning area borders to focus on students' needs and interests or local contexts.

Teachers are expected to demonstrate long-term planning. Planning includes major learning outcomes, timelines, resources, and assessment and evaluation strategies. Purposeful planning, which reflects curricular learning standards and considers the students' learning styles, is the central component of effective instruction.

All areas of learning are based on a "Know-Do-Understand" model to support a concept-based competency-driven approach to learning. Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning. British Columbia's curriculum design enables a personalized, flexible and innovative approach at all levels of the education system.

Overviews, unit/thematic plans, and lesson plans should be consistent with school and district expectations and curricular learning standards. School guidelines for communicating teaching, learning and assessment procedures to parents and students are to be followed.

7. District Philosophy of Inclusion

(Last Updated prior to September 1, 2025)

Our district promotes an inclusive education system in which all students are fully participating members of our community of learners and are provided with additional supports to achieve inclusion. It is important that all employees review and understand our *District Philosophy of Inclusion*. If you have questions regarding inclusion, please ask!

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8. Communicating Student Learning

(Last Updated prior to September 1, 2025)

Please refer to the attached documents for assessment and reporting of student learning:

- *Reporting & Communicating Student Progress – K-9*
- Grade 10 – 12, Communicating Student Learning

9. Leave / Absence Preparation for Teachers

(Last Updated prior to September 1, 2025)

It is expected that teachers use 'My Info/Time & Attendance' in the Absence/Dispatch System to request a leave and replacement (note: a TTOC is not to be requested when the teacher does not have instructional duties unless specifically approved by your administrator). For more details on the leave request process, please see *Section 9* in the General (All Staff) portion of this handbook.

In preparation for absences, it is expected that teachers:

- plan for absences by providing a completed daybook or set a detailed plan in a visible or obvious place along with materials needed. Note any special events happening at the school on the day you are absent;
- let the TTOC know if a daybook plan on your return is required;
- provide a current seating plan, timetable, fire drill procedure, assembly seating plan and a supervision duty schedule;
- leave a few blank class lists;
- provide directions regarding assignments that should be marked and to what criteria and standards;
- provide a list of students who may require special consideration such as medical, social, behavioural, and appropriate action to take should an issue arise;
- provide a schedule with information about students who leave the room for other services like ELL, learner support, speech and language;
- provide information on where keys can be obtained; and
- contact the dispatched TTOC directly with concerns that cannot be expressed in the dispatch message or daybook.

It would be to your and the TTOC's advantage to have all the above information in a folder along with a contingency file of productive teaching/learning activities to cover unexpected absences.

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10. Expectations for Teachers Teaching On Call (TTOC)

(Last Updated prior to September 1, 2025)

The TTOC is expected to fulfill the duties and responsibilities of the absent teacher.

On arrival at the school, the TTOC must report to the school office and be provided with pertinent information such as:

- sign-in instructions,
- fire drill and other emergency procedures,
- health and safety program information,
- bell schedule,
- supervision duty schedule,
- student code of conduct information, and
- key(s) and directions to the classroom.

Once the assignment is complete, the TTOC returns all keys and pertinent information to the school office.

It is a district expectation that the TTOC:

- sign in at the school office at least 15 minutes prior to the start of class, and stay at least 15 minutes after dismissal;
- fulfill any scheduled supervision duties of the absent teacher;
- follow the plans left by the teacher as closely as possible and leave a detailed list of what was accomplished noting any adaptations that were necessary;
- plan for the following day (unless advised otherwise by the absent teacher) and complete preliminary work such as putting up board work and photocopying;
- mark work assigned/collected during the day (unless advised otherwise by the absent teacher);
- if the assignment includes scheduled preparation time, the TTOC is expected to use this time to complete planning related to the assignment, and mark long-term assignments (if requested by absent teacher), when planning is not required the TTOC is expected to ask the administrator how to best use his/her teaching skills during this time; and
- contact the absent teacher or school administrator if you have any questions or concerns and leave your name and phone number in the daybook in case the teacher needs to contact you.

Students can be a helpful source of information on usual practice but be aware of students who capitalize on your unfamiliarity with the class routine.

It is important not to allow disruptive behaviour to persist, if necessary, consult with the administrator or send a message to the office for administrative assistance. It is helpful to leave the teacher a list of issues that occurred, including student names and actions taken.

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11. Mentor Program

(Last Updated prior to September 1, 2025)

The Mentor Program supports teachers new to the district. The program is based on the rationale that:

- teachers continue to grow and learn with peer support;
- teachers have a wealth of knowledge and experience they are willing to share;
- we can learn from each other;
- mentoring decreases teacher isolation; and
- students will benefit.

The matching of the beginning and mentor teacher at the school will be the responsibility of the principal. New teachers to the profession will receive 2 days of release time to support mentoring activities and experienced teachers will receive 1 day. This time may be used for partner meetings during the school day or for the mentee teacher to observe other classrooms.

12. Funding for In-Service & Professional Development

(Last Updated prior to September 1, 2025)

For the purposes of staff development and professional growth, each teacher and school has access to a variety of funds.

Professional Development Funds are provided through the *Teacher Collective Agreement*. Further information is available from school based professional development representatives.

Staff Development Funds are provided to the school by the district to support all school level staff development activities as outlined in the School Plan. This fund can provide up to half of a TTOC day for teachers to work on their Professional Growth Plans. Further information is available from your school administration.

13. Guidelines for Parent-Teacher Conferencing and Reporting

(Last Updated prior to September 1, 2025)

Each principal is responsible for assuring that procedures are established within the school for parent-teacher conferencing and other means of informal reporting of student progress to parents/guardians. Informal reports initiated by the teacher may include telephone calls, conferencing and journals.

All parents/guardians of Kindergarten to Grade 12 students will be provided with opportunities to conference with the classroom teacher each year. Parent-teacher conferences may be arranged for a variety of reasons such as establishing growth plans for a child and communicating student progress. Early dismissal dates have been established for such conferencing (see *School Calendar* for details). Teachers are also expected to provide other opportunities for conferencing with parents/guardians as necessary.

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EDUCATION ASSISTANTS (EAs)

1. District Philosophy of Inclusion

(Last Updated prior to September 1, 2025)

Our district promotes an inclusive education system in which all students are fully participating members of our community of learners and are provided with additional supports to achieve inclusion. It is important that all employees review and understand our *District Philosophy of Inclusion*. If you have questions regarding inclusion, please ask!

2. Who are Education Assistants?

(Last Updated prior to September 1, 2025)

EAs are valued members of the school community and make a significant contribution to the work of the school and toward the education of all students.

EAs work within school and district policies and practices. Their roles are determined by the needs of students. Their day-to-day activities are supervised by the school principal and guided by other professionals under whose supervision they work.

3. What do Education Assistants do?

(Last Updated prior to September 1, 2025)

EAs assist in keeping students engaged in the range of activities that take place in the learning environment. These activities may be academic, social, or related to other specific student needs. EAs work in collaboration with other school professionals to foster and support an environment of inclusion whereby all students can participate in a meaningful way to the best of their ability.

The classroom can be an active, fast-paced work environment. EAs respond to the needs of the students as well as the teacher and/or school team in a timely and appropriate way. By keeping the lines of communication open with members of the school staff, sharing information, and giving and receiving feedback, EAs support teachers in the high volume of activity and change that takes place in a typical workday.

The day-to-day tasks of EAs often involve several responsibilities. They may be expected to operate and maintain specialized devices, equipment and technologies, create or organize support materials as directed by the teacher.

Sometimes students require practice, time, or support to perform a task. EAs assist students by explaining, demonstrating, and modeling the skills and attitudes necessary to encourage and support learning as facilitated by the teacher. EAs should be familiar with students' specific learning needs and preferences to build positive relationships with students and increase the effectiveness of student learning support.

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EAs help classroom teachers with the supervision of students, which involves following supervision timetables and plans based on school guidelines and procedures. It also involves contributing to student safety, reinforcing a positive, welcoming environment, and resolving situations that may pose a risk to students or compromise their educational opportunities. EAs also identify safety issues and take preventive measures, by following established safety policies and procedures. The supervision of students also involves providing support in everyday activities and encouraging positive student interaction.

Under the direction of teachers and other professional staff, EAs assist students who require ongoing, long-term support through plans developed specifically for them by an in-school team. EAs may be called upon to work together with members of an individual student's in-school team. While the composition of this team will vary according to the individual student's needs, it typically consists of those people who are involved with the student on a daily basis at school.

Students with specific plans work toward outcomes that are specific to their learning needs. Examples of these specific plans include:

- IEPs (Individual Education Plans)
- AIPs (Annual Instructional Plans)
- Care Plans
- Positive Behavior Support Plans

Being familiar with the purpose and the terminology of these plans will help clarify education assistants' responsibilities and supports more effective communication with the students, teachers, and supervisors with whom they work.

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UNIVERSAL SUPPORT EXAMPLES These are building level supports and strategies that promote a positive effective learning environment. Universal Supports foster greater inclusion in the classroom. While some students need these supports to be successful or to access the curriculum, they are available to all students.		
Multiple Means of *Engagement* Why we are doing this: self-regulation, the engagement, the persistence and the grit.	**Multiple Means of *Representation*** How we present information: symbols, visuals, written, videos.	**Multiple Means of *Expression and Action*** How students can express their learning: what goals they need to set and how will they approach a problem.
ASSESSMENT / RESPONSE		
• Partner/Group work • Regular student feedback • Self-Assessment **Social Emotional** • Calm space in the classroom • Check & Connect • Check-ins **Timing** • Additional time for tasks and assignments • Additional time to process oral information and directions • Front loading • Return to assignments at a later date • Use of a timer (visual, auditory) or countdown	• Alternative to print such as audiobooks, movies, videos, digital media • Graphic organizers/visual supports/ outlines • High-contract materials with minimal visual clutter • Large Print • Lesson Outlines • Oral Instructions/reader • Sound field system in classroom/ gymnasium • Use of a calculator, table of math facts, number line, manipulative, formulae • Use of a spelling dictionary, proof reading, checklist, etc. • Use simplified language/directions. • Visual presentations of verbal material word webs, visual organizers	• Alternate ways of responding such as oral, dictation, scribe, written, drawing, word processor, media • Alternatives to assessments/essays such as conferences, demonstrations, projects • Note taking apps
CONTENT PROCESS		
• Allow self-selected content/opportunities to pursue individual interests • Differentiated content process product and learning environment • Flexible pacing • Increase complexity/abstractness of content • Reduce complexity of content - more concrete, simplified vocabulary etc. • Reduce workload - fewer questions, shorter assignments etc.	• Alternative to note-taking such as scribe, audio recording, teacher notes provided, photo, PowerPoint • Audio/video recordings • Differentiated content process product and learning environment	• Alternative to note-taking such as scribe, audio recordings, teacher notes provided, photo, PowerPoint

ENVIRONMENTAL	INSTRUCTION PRESENTATION / REPRESENTATION	
• Ability to move around indoor and outdoor spaces easily to access materials • Classroom zones/alternative work spaces (i.e. quiet spaces, collaborative spaces) • Good sight lines and placement and illumination to facilitate communication for oral and visual language • Preferential/flexible seating • Sensory tools such as fidget items, wiggle cushion, standing desks • Separate Settings • Sound field system • Special lighting (dark/light spaces) or acoustics (quiet/noise spaces) • Vertical surfaces Scheduling • Additional time • Calendars with special events • Choice zone • Front-Loan schedule changes • Personal visual schedule such as First/Then; First/Next • Provide breaks • Provide choice • Scheduled sensory/movement breaks • Visual classroom schedule • Weekly, daily schedules • Work/Break schedule Self / Management / Organization • Calendars/planners • Checklists • Classroom visual supports • Digital storage (folders) • Highlighters • Planner • Post-it notes • Study space • Work organization system such as colour coded files, binder	• Alternatives to print such as audiobooks, movies, videos, digital media • Calculator • Described videos • Graphic organizers/visual supports • High-contract materials with minimal visual clutter • Large print • Lesson Outlines • Oral instructions/reader • Provide captioning - open and closed captioning • Sound field system in the classroom/gymnasium • Technology - specify - such as text-to-speech, speech to text, pdf to speech, BrailleNote Touch, iPad, laptop • Text-to speech and speech-to-text • Use simplified language/directions • Visual presentations of verbal material (word webs, visual organizers)	• Alternative to note-taking such as scribe, audio recording, teacher notes provided, take a photo • Alternative to print such as audiobooks, movies, videos, digital media • Assignment options • Calculator • Graphic organizers/Visual Supports • Technology - specify - text-to speech, speech-to-text, pdf to speech, BrailleNote Touch, iPad, laptop

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ESSENTIAL SUPPORTS EXAMPLES These are supports identified through hearings, vision, medical, or psycho-educational testing and are necessary in order for the student to access the curriculum.		
Multiple Means of *Engagement* Why we are doing this: self-regulation, the engagement, the persistence and the grit.	**Multiple Means of *Representation*** How we present information: symbols, visuals, written, videos.	**Multiple Means of *Expression and Action*** How students can express their learning: what goals they need to set and how will they approach a problem.
ENVIRONMENTAL		
• Alternative personal workspace Specialized seating (Source of sound to stronger ear, individual wedges, etc.)	• Alternative personal workspace Specialized seating (Source of sound to stronger ear, individual wedges, etc.) • Guide dog	• Orientation and Mobility Support (lift, walker, standing frame, cane, GPS, etc.) • Specialized equipment (Slant board, switch interface, Powerlink, audio hub, etc.) • Guide Dog
SCHEDULING	**INSTRUCTION AND PRESENTATION / REPRESENTATION**	
• Choice Zone • Personal visual schedule such as First/Then: First/Next • Scheduled sensory / movement breaks • Work/Break schedule Social-Emotional • Calm space • Scheduled Check-ins • Service Dog Timing • Personal countdown script / visual timer • Personal visual timer Content/Process • Acceleration • Interactions with peers who have similar ability Self-Management / Organization • Learning Contract • Personal communication intent dictionary • Personalized Visual or tactile supports • Work organization system (basket system)	• ASL Interpreter • Personal hearing aid(s) • Designated reader or scribe • Personal FM/RMT (Remote Microphone Technology) system • Video magnifier • Alternative formats such as Braille, large print, auditory, specialized assistive technology • Low vision tools such as monoculars and magnifiers • Technology - specify - such as text-to-speech, speech-to-text, pdf to speech, BrailleNote Touch, iPad, laptop Assessment/Response • Alternate formats such as Braille, specialized assistive technology • Alternative and Augmentative Communication Device such as Talking Board, PECS, Hip Talk, Big Mac, Step-by-Step, PODDS, Touch Chat, Prologquo2go, Lamp Works for Life, Let me Talk, Eye Gaze • ASL/Signing/Interpreter • Assessment over several timed sessions • Hand-held microphone for RMT (Remote Microphone Technology)	• Designated reader or scribe • Personal hearing aid(s) • Personal FM/RMT (Remote Microphone Technology) system • ASL Interpreter • Alternative formats such as Braille, large print, auditory, specialized assistive technology • Low vision tools such as monoculars and magnifiers • Technology specify such as text-to-speech, speech-to-text, pdf to speech, BrailleNote Touch, iPad, Laptop

4. Education Assistant – Personal Care Duties

(Last Updated prior to September 1, 2025)

There are three EA job descriptions which differ depending on the frequency of duties related to lifting and personal care (see chart below and review *Job Descriptions* available on our website (www.sd53.bc.ca).

Personal care training is on-the-job training by an occupational therapist (OT) or a physiotherapist (PT), is student-specific and is provided by the district to those working with students requiring this care.

Coverage for personal care: Since coverage only requires once in a while, not always and not every day personal care duties, coverage is paid at the regular EA rate of pay (not PC1/2) (eg assignment is regular EA and includes 15 minutes of PC2 coverage per day, is paid at regular EA rate). It is expected that, when possible, personal care duties are complete prior to breaks.

Personal Care 1 and 2 Assignments (Job Descriptions #104A & 104B): EAs assigned to 'often, several times daily, almost every day' personal care duties are assigned/paid as personal care for all hours worked with the student who requires this care (eg all morning is working with the student requiring PC2, all morning paid as PC2).

Personal Care Duties		
	Lifting	Assisted Feeding, dependent toileting & other duties involving bodily fluids such as diabetic care and feeding tubes.
EA Regular	Once in a while, such as while doing break coverage, not always and not every day.	
EA Personal Care 1 (PC1)	Once in a while, such as while doing break coverage, not always and not every day.	Often, several times daily, almost every day.
EA Personal Care 2 (PC2)	Lifting required several times daily, almost every day, such as jockeying wheelchairs and lifting demands in assisting a student with toileting.	Often, several times daily, almost every day.

5. Ethical Considerations for Education Assistants

(Last Updated prior to September 1, 2025)

It is expected that all education assistants:

- engage in instructional activities only under the direction of the supervising classroom teacher or Consulting Inclusion Teacher (CIT),

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- engage in strategies which are consistent with philosophy and standards established by the British Columbia Ministry of Education as detailed in the Inclusive education resources - Province of British Columbia also located in every school special education department and online on the Ministry website.

- respect the confidential nature of information concerning children and discuss a child's progress, limitations, and/or educational program only at the school-based team meeting or with individual members of the team when the case manager is present,

- express differences of opinions privately with the involved teacher, administrator or co-worker but recognize the role of the teacher and principal who ultimately may make the decision which is to be followed,

- respect the dignity and self-worth of all students including being mindful of their diverse needs, rights and sensibilities, as well as their race, sexual orientation, ancestry, religion, cultural and economic background, and

- serve as a positive role model in all communications and interactions.

6. Universal Precautions

(Last Updated prior to September 1, 2025)

Universal Precautions are steps we should take to protect ourselves when we come into contact with the blood or body fluids of other people. Universal precautions are intended to stop the spread of germs.

The basics of universal precautions:

Blood and body fluids – treat blood and body fluids as potentially infectious. Clean up spills promptly using absorbent material first and then clean more thoroughly with a disinfectant.

Gloves – wear latex, vinyl, or rubber disposable gloves when handling blood, bodily fluids, or when cleaning cuts, scrapes or wounds. After use, remove and dispose of gloves in a plastic bag and wash hands thoroughly.

Needle sticks injuries – place needles and syringes in safe container. ***NEVER*** re-cap, bend, or break off used needles! Place them in a puncture-proof metal or plastic container with a lid, such as an empty coffee tin and then place in the garbage.

Personal articles – ***NEVER*** share personal articles such as toothbrushes or razors. They can transmit small amounts of blood from one user to the next. Dispose of razors carefully. Wrap sanitary napkins before disposing. Handle bloody bedding or clothing cautiously, and wash in hot soapy water.

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Hand washing is the best single way to prevent the spread of germs from one person to another. Wash hands thoroughly with soap and water for at least 15 – 20 seconds.

Always wash hands:

- before preparing food
- before mealtimes
- after toileting or diapering
- before and after providing first aid and
- after handling blood or body fluids

When you cough or sneeze, cover your mouth and nose with your sleeve or a tissue, then wash your hands.

Teach others, particularly children, about healthy cough/sneeze etiquette and hand washing procedures and potential risks and how to deal with them safely.

How can you keep yourself safe?

Blood or other body fluids splashed on your skin may cause infection by getting into cuts, nicks, or raw chapped areas. Protect yourself by wearing gloves if you are going to be exposed to blood or other body fluids. For example, if you help someone who has a bleeding nose you should wear vinyl or latex disposable gloves to protect your skin. If this is not possible, continue to help the person and then wash immediately afterwards.

How to safely clean up spill of blood or other body fluids?

1. Protect yourself by wearing disposable vinyl or latex or rubber gloves. If there is a risk of splashing use protective eye wear.

2. Use disposable absorbent material such as paper towels to remove most of the spill. Place these in a plastic bag and deposit in the garbage.

3. Wipe the floor, or any contaminated surfaces with a disinfectant solution. Soak mops or brushes that have been used for cleaning in a disinfectant for 20 minutes.

4. When you are finished, wash your hands thoroughly with soap and water.

What should you do if you find a used syringe or condom?

A needle that someone else has used contains a small amount of their blood, which may carry a virus. Used condoms can also contain infectious body fluids. Teach children ***NEVER*** to touch needles, syringes, or condoms, and to tell an adult about them immediately.

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If you find a used syringe or condom – especially in a park, school, or playground – it is important to dispose of them promptly and carefully.

1. Use tongs or pliers, or sturdy gloves to pick up these items.

2. Discard condoms in a plastic bag and syringes or needles in a puncture-proof container.

3. When you have finished, wash your hands carefully with soap and water.

While the risk of infection from used condoms and syringes is very low, it is best to limit this risk as much as possible.

<u>What should you do if you accidentally prick yourself with a dirty needle?</u>

1. If possible, put the pricked area low to the ground to promote bleeding.

2. Wash the area well with soap and water.

3. Go to your nearest local health unit or hospital Emergency Department.

7. Lifting

(Last Updated prior to September 1, 2025)

It is important that you protect your own body while moving students. Improper lifting can tire and injure your back. The muscles in your back are small and are easily strained by heavy loads. Your legs have large, heavy muscle groups that are better designed to do the work required in lifting.

LIFTING PRINCIPLES To protect your back when moving students or equipment, remember these principles:	
Plan ahead	First think through exactly how you want to do the lift
Keep the load close	Ensure the load is kept as close to your center of gravity as possible
Never Twist	The back is not designed to take loads when twisting
Use your legs	Use your legs rather than your back to take the load because your legs are designed to take loads
Never lift higher than your chest height	Lifting too high will make your back arch backwards into a vulnerable position
Check your posture	
Feet	Place them wide apart for good solid base of support
Knees	Ensure they are bent so you will use your thigh muscles for lifting instead of your back

Back	Tighten your abdominal and buttock muscles to flatten your lumbar curve and put your back in a position of strength for lifting
Head and Shoulders	Keep them upright
Abdomen	Keep your stomach muscles tight because this takes the pressure off your back

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Appendix A – School List – 2025/2026

Okanagan Similkameen SD53

School (Location Code)	Principal	Vice Principal	Secretary
Cawston Primary (CPS) (21) 517 School Road, Cawston, BC V0X 1C1 Tel. 250-499-5617 / Fax 250-499-5288	**Amanda Palmer** apalmer@sd53.bc.ca Extension: 83101		Tammy Sparkes - 83100
Okanagan Falls Elementary (OKF) (02) Box 6 (1141 Cedar St.) Okanagan Falls, BC V0H 1R0 Tel. 250-497-5414 / Fax 250-497-8279	**Katie Poole** kpoole@sd53.bc.ca Extension: 82101		Julia Fernandes - 82100
Oliver Elementary (OES or OLES) (03) Box 989 (809 School Ave) Oliver, BC V0H 1T0 Tel. 250-498-3468 / Fax 250-498-0339	**Scott Tremblay** strembla@sd53.bc.ca Extension: 84121	**Nikki Hutchison** nhutchis@sd53.bc.ca Extension: 84132	Margie Mathieson- 84123 Amanda Urry - 84100
Osoyoos Elementary (OSE or OSES) (06) Box 580 (8507 – 68 Ave) Osoyoos, BC V0H 1V0 Tel. 250-485-4444 / Fax 250-495-2855	**Jason McAllister** jmcallis@sd53.bc.ca Extension: 85103	**Amanda-Lynn Jones** ajones@sd53.bc.ca Extension: 85104	Karie Rempel - 85101 Debbie Wilkinson - 85102
Osoyoos Secondary (OSS) (08) 5800 – 115 Street Osoyoos, BC V0H 1V4 Tel. 250-485-4433 / Fax 250-495-2669	**Dave Foster** dfoster@sd53.bc.ca Extension: 88124	**Sarah Browning** sbrownin@sd53.bc.ca Extension: 88123	Annette Grob - 88121 Michelle Vrabel - 88122
Similkameen Elementary Secondary (31) 830 2nd Ave **(SESS)** Keremeos, BC V0X 1N2 Tel. 250-499-2727 / Fax 250-499-2411	**Stacey Smith** ssmith@sd53.bc.ca Extension: 86102	**Katie Anderson** kanderso@sd53.bc.ca Extension: 86103	Julie Rooney - 86100 Choayb Boultif - 86101
Southern Okanagan Secondary (SOSS) (01) Box 990 (6140 Gala Street) Oliver, BC V0H 1T0 Tel. 250-498-4931 / Fax 250-498-6957	**Bev Young** byoung@sd53.bc.ca Extension: 81815	**Cameron Adam** cadam@sd53.bc.ca Extension: 81814	Colleen Koffler - 81801 Sarah Wilkie - 81802
Tuc-el-Nuit Elementary (TEN) (07) 6648 Park Dr Oliver, BC V0H 1T4 Tel. 250-498-3415 / Fax 250-498-0388	**Shannon Miller** smiller@sd53.bc.ca Extension: 87002		Leanne Sanders - 87001
YouLearn.ca-OL, CE (YL.ca) (41) (Oliver, Osoyoos & Keremeos Locations) Box 940, 762 Fairview Road OLIVER, BC V0H 1T0 Tel. 250-498-4597 Fax 250-485-4438	**Brad Burns - 89100** bburns@sd53.bc.ca		Jessica Matthews - 89001 Shana Cachola - 89000
Student Support Services (SSS) (09) PO Box 1770 (6161 - Okanagan St.) Oliver, BC V0H 1T0 Tel. 250-498-3481 / Fax 250-485-4439	**Heather Rose** hrose@sd53.bc.ca Extension: 80106	**Early Learning Contact: Melia Dirk** mdirk@sd53.bc.ca Extension: 80112	Pars Yorston - 80104

Maintenance Shops: (250) 498-0617 (Oliver
(250) 499-5306 (Keremeos)

Bus Garages: (250) 498-2181 (Oliver)
(250) 499-2311 (Keremeos)

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Appendix B – Teachers Payroll Calendar (2025/26) Updated June 18, 2025

School District No. 53 (Okanagan Similkameen)
2025-2026 School Year

Semi-Monthly Pay Periods
Teachers

Pay Period	Period Start Date	Period End Date	Pay Date
202517	1-Sep-25	15-Sep-25	15-Sep-25
202518	16-Sep-25	30-Sep-25	26-Sep-25
202519	1-Oct-25	15-Oct-25	15-Oct-25
202520	16-Oct-25	31-Oct-25	30-Oct-25
202521	1-Nov-25	15-Nov-25	14-Nov-25
202522	16-Nov-25	30-Nov-25	27-Nov-25
202523	1-Dec-25	31-Dec-25	18-Dec-25
202601	1-Jan-26	15-Jan-26	15-Jan-25
202602	16-Jan-26	31-Jan-26	29-Jan-26
202603	1-Feb-26	15-Feb-26	13-Feb-26
202604	16-Feb-26	28-Feb-26	26-Feb-26
202605	1-Mar-26	15-Mar-26	13-Mar-26
202606	16-Mar-26	31-Mar-26	30-Mar-26
202607	1-Apr-26	15-Apr-26	15-Apr-26
202608	16-Apr-26	30-Apr-26	29-Apr-26
202609	1-May-26	15-May-26	15-May-26
202610	16-May-26	31-May-26	28-May-26
202611	1-Jun-26	15-Jun-26	15-Jun-26
202612	16-Jun-26	30-Jun-26	29-Jun-26

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Appendix C – Support Staff & TTOC Payroll Calendar (2025/26) updated June 19, 2025

2025-2026 School Year - Pay Periods
Support Staff (CUPE & Casual) & TOCs

PAY PERIOD	ACCOUNTING PERIOD	PERIOD START DATE	PERIOD END DATE	PAY DATE	Weekly Adjustments Due at Noon
202514	202601	22-Jun-25	5-Jul-25	11-Jul-25	**7-Jul-25**
202515	202601	6-Jul-25	19-Jul-25	25-Jul-25	**21-Jul-25**
202516	202602	20-Jul-25	2-Aug-25	8-Aug-25	**5-Aug-25**
202517	202602	3-Aug-25	16-Aug-25	22-Aug-25	**18-Aug-25**
202518	202603	17-Aug-25	30-Aug-25	5-Sep-25	**2-Sep-25**
202519	202603	31-Aug-25	13-Sep-25	19-Sep-25	**15-Sep-25**
202520	202604	14-Sep-25	27-Sep-25	3-Oct-25	**29-Sep-25**
202521	202604	28-Sep-25	11-Oct-25	17-Oct-25	**14-Oct-25**
202522	202604	12-Oct-25	25-Oct-25	31-Oct-25	**27-Oct-25**
202523	202605	26-Oct-25	8-Nov-25	14-Nov-25	**10-Nov-25**
202524	202605	9-Nov-25	22-Nov-25	28-Nov-25	**24-Nov-25**
202525	202606	23-Nov-25	6-Dec-25	12-Dec-25	**8-Dec-25**
202526	202606	7-Dec-25	20-Dec-25	24-Dec-25	**19-Dec-25**
202601	202607	21-Dec-25	3-Jan-26	9-Jan-26	**5-Jan-26**
202602	202607	4-Jan-26	17-Jan-26	23-Jan-26	**19-Jan-26**
202603	202608	18-Jan-26	31-Jan-26	6-Feb-26	**2-Feb-26**
202604	202608	1-Feb-26	14-Feb-26	20-Feb-26	**17-Feb-26**
202605	202609	15-Feb-26	28-Feb-26	6-Mar-26	**2-Mar-26**
202606	202609	1-Mar-26	14-Mar-26	20-Mar-26	**16-Mar-26**
202607	202610	15-Mar-26	28-Mar-26	3-Apr-26	**30-Mar-26**
202608	202610	29-Mar-26	11-Apr-26	17-Apr-26	**13-Apr-26**
202609	202611	12-Apr-26	25-Apr-26	1-May-26	**27-Apr-26**
202610	202611	26-Apr-26	9-May-26	15-May-26	**11-May-26**
202611	202611	10-May-26	23-May-26	29-May-26	**25-May-26**
202612	202612	24-May-26	6-Jun-26	12-Jun-26	**8-Jun-26**
202613	202612	7-Jun-26	20-Jun-26	26-Jun-26	**22-Jun-26**
202614	202701	21-Jun-26	4-Jul-26	10-Jul-26	**6-Jul-26**

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