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## GLOSSARY OF TERMS

<b>Board-wide Placement Meetings</b>	Meetings to consider placement and bumping of Teachers on a Board-wide basis.
<b>Bumping</b>	The process by which a more senior qualified Teacher replaces a more junior Teacher, who then becomes surplus.
<b>Certificated</b>	Qualifications according to the Teacher's Ontario College of Teachers' Certificate of Qualification.
<b>Closings</b>	A school closure is the closure of a school. A program closure is limited to TDSS (Section 23), Alternative Attendance Programs, Caring and Safe Schools – Alternative Programs.
<b>Cone of Silence</b>	Staffing information is confidential to the Central Staffing Table, school Principals and Staffing Committee Teacher Co-chair during the time period May 16 to June 7, 2019.
<b>Experienced But Not Certificated (“EBNC”) (“successfully taught”)</b>	Successful teaching of a complete course in the TDSB for which the Teacher does not have certification, as indicated on his/her seniority verification form.
<b>Extreme Geographic Criteria</b>	During the placement meetings there will be an occasional situation where a Teacher is placed in a position for which the Teacher is qualified but the placement creates extreme hardship based on geographic considerations.
<b>Facilitated Transfer</b>	A transfer arranged for a list of Teachers (approved by OSSTF TTBU and the Board), for whom there are very special circumstances.
<b>Half Time Status</b>	A Teacher whose permanent contract status is full time and whose request for a half time leave of absence has been granted.
<b>Hold Back</b>	Amount of Full Time Equivalent (FTE) staff withheld from the allocation to schools, which may be released either during the staffing process to resolve particular staffing needs or in September/October once enrolments are finalized.
<b>Home School</b>	The school to which a Teacher is assigned for surplus/staffing purposes.
<b>Human Rights Accommodation</b>	An accommodation in accordance with the Ontario Human Rights Code duty to accommodate as may be amended from time to time.

<b>Learning Centre Placement Meetings</b>	Meetings to place surplus Teachers and to fill vacancies, on Learning Centre basis.
<b>“Massaging” of Placements and Transfers</b>	Opportunity for reconsideration of placements and/or transfers during the Learning Centre and/or Board-wide Placement Meetings, subject to seniority and qualifications.
<b>Mutually Agreed Position Switch (MAPS)</b>	A Teacher-initiated switch of teaching positions agreed to by both Teachers and both Principals, resulting in the new designation of home school for both Teachers.
<b>Part Time Status</b>	A Teacher whose permanent contract status is less than full time.
<b>“Placement To Be Reviewed”</b>	A placement that will be reconsidered if it is deemed necessary.
<b>POR</b>  <b>Acting POR</b>  <b>Interim POR</b>	Position of Responsibility.  An acting POR is created when the current holder of the POR is absent from the position and expected to return for the following school year.  An interim POR is a position that has been posted in the school for the balance of the school year.
<b>Pull Back</b>	The return of a school surplus Teacher to a vacancy in his/her home school.
<b>Recall</b>	The right of a Teacher who has been terminated as of August 31 to be placed in a vacant teaching position in the secondary schools of the TDSB that occurs in the school year immediately following the date of termination, subject to seniority and qualifications.
<b>Secondary Teachers’ Qualifications Review Committee</b>	Committee to consider requests, in very extraordinary circumstances, to have a subject(s) listed on the Certificate of Qualification set aside from consideration for staffing/surplus procedures only.
<b>Seniority</b>	A Teacher’s seniority according to the Collective Agreement (clause L45.0. and following).
<b>Seniority Verification Placement Preference Form</b>	The form completed by Teachers as part of the verification process in which they indicate preference for subjects and locations for staffing/surplus purposes.

<b>Severance Pay</b>	Payment under the terms of the Collective Agreement to a Teacher whose contract has been terminated, in accordance with the conditions as described in the Collective Agreement .
<b>School Staffing Committee</b>	The Committee composed of up to 4 OSSTF TTBU members, the Principal and timetabling Vice-Principals who develop and propose the school staffing model and monitor usage of coverage and supervision.
<b>School Surplus</b>	Teachers declared surplus to the needs of the school.
<b>Staff Allocation</b>	Numbers of Full Time Equivalent (FTE) Teachers determined centrally and allocated to each school.
<b>OSSTF TTBU</b>	Toronto Teachers' Bargaining Unit, OSSTF, District 12 Toronto.
<b>Surplus to Board</b>	Teachers declared surplus to the needs of the Board at the Board's last meeting in June.
<b>Transfer</b>	A change of school in which the Transfer Committee approves the placement of a Teacher into a school and timetable which matches the request on the Transfer Form resulting in a new home school.
<b>Try-On</b>	A proposed placement, based on seniority and qualifications, in which either the Teacher or the Principal may indicate that the proposed placement is inappropriate.
<b>Vacancy</b>	A teaching vacancy is a timetable to which a Teacher has not been assigned.

# INTRODUCTION

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# **SECONDARY STAFFING PROCEDURES**

## **INTRODUCTION STAFFING BINDER COMMITTEE**

The Collective Agreement establishes a Secondary Consultative Committee, composed of representatives from the Board's administrative staff and from the Bargaining Unit. Included in that Committee's mandate is the establishment of a joint sub-committee (herein after referred to as the Staffing Binder Committee), with the purpose of "refining the procedures for surplus, transfers and placement procedures" [Clause L20.13]. Also present in the Collective Agreement is a Letter of Understanding which outlines the principles to be considered by the sub-committee.

The members of the Joint Board-OSSTF Staffing Sub-Committee are:

- OSSTF TTBU Representatives:
  - Michelle Teixeira, Vice-President (Co-Chair)
  - Chris Chandler, Executive Officer
  - Danica Izzard, Executive Officer
  - Hayssam Hulays, Executive Officer
- TDSB Representatives:
  - David Moore, Senior Manager, Secondary Teaching (Co-Chair)
  - Alisa Cashore, Centrally Assigned Principal, Secondary Teaching
  - Sandi Tierney, Staffing Officer
  - Lynda Brewer, Staffing Officer
  - Nadia D'Ambrosio, Staffing/Seniority Analyst
  - Martyna Adamczyk, Assistant Staffing Administrator
  - Gillian Gibbons, Northern S.S.
  - Grant Fawthrop, Secondary Alternative Schools West

## SECONDARY PRINCIPALS ADVISORY COMMITTEE

Supporting the TDSB representatives is the Secondary Principals Advisory Committee, an advisory group of secondary school Principals, who provide valuable input by identifying issues, responding to concepts and keeping the school focus on the issues under discussion. The members of that advisory group are:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• TSAA Executive           <ul style="list-style-type: none"> <li>Ralph Nigro (TSAA Chair) T.S.A.A. Office – Fairmeadow Centre</li> <li>John Hunter (TSAA Vice-Chair) T.S.A.A. Office – Fairmeadow Centre</li> </ul> </li> </ul> |  |
| <ul style="list-style-type: none"> <li>• Learning Centre 1           <ul style="list-style-type: none"> <li>Suzana Greenaway</li> <li>To be Announced</li> </ul> </li> </ul>  | Thistletown C.I.   |
| <ul style="list-style-type: none"> <li>• Learning Centre 2           <ul style="list-style-type: none"> <li>Tamara Grealis</li> <li>Peter Paputsis</li> </ul> </li> </ul>   | Georges Vanier S.S.<br>A.Y. Jackson S.S.   |
| <ul style="list-style-type: none"> <li>• Learning Centre 3           <ul style="list-style-type: none"> <li>Karen Hume</li> <li>Marios Tenentes</li> </ul> </li> </ul>  | Woburn C.I.<br>Sir Wilfrid Laurier   |
| <ul style="list-style-type: none"> <li>• Learning Centre 4           <ul style="list-style-type: none"> <li>Georgia Gallagher</li> <li>Cynthia Abernethy</li> </ul> </li> </ul>   | Ursula Franklin Academy<br>Harbord C.I.  |
| <ul style="list-style-type: none"> <li>• Alternative Schools           <ul style="list-style-type: none"> <li>Rizwana Jefferies</li> <li>Denis Lopes</li> </ul> </li> </ul>   | Alternative Schools (West) & Year Round<br>Alternative Schools (East) & Year Round |
| <ul style="list-style-type: none"> <li>• Caring And Safe Schools           <ul style="list-style-type: none"> <li>Rodrigo Fuentes</li> </ul> </li> </ul>  | Centrally Assigned Principal LC2   |
| <ul style="list-style-type: none"> <li>• School Services – Central           <ul style="list-style-type: none"> <li>Ron Felsen</li> </ul> </li> </ul>   | Centrally Assigned Principal   |
| <ul style="list-style-type: none"> <li>• Special Education Department           <ul style="list-style-type: none"> <li>Cynthia Zwicker-Reston</li> </ul> </li> </ul>  | Centrally Assigned Principal LC3   |
| <ul style="list-style-type: none"> <li>• Special Needs Schools           <ul style="list-style-type: none"> <li>Colin Dye</li> </ul> </li> </ul>  | Bendale B.T.I.   |
| <ul style="list-style-type: none"> <li>• Adult/Continuing Education           <ul style="list-style-type: none"> <li>Eric Dallin</li> </ul> </li> </ul>   | Yorkdale S.S.  |
| <ul style="list-style-type: none"> <li>• Senior Manager           <ul style="list-style-type: none"> <li>David Moore</li> </ul> </li> </ul>   | Secondary Teaching   |
| <ul style="list-style-type: none"> <li>• Centrally Assigned Principal           <ul style="list-style-type: none"> <li>Alisa Cashore</li> </ul> </li> </ul>   | Secondary Teaching   |



Feedback on the Staffing Binder process to both the Board and OSSTF TTBU for the staffing process 2018-2019 validated the commitment to keeping Teachers in their home schools or, if they become surplus, finding ways to return them to their home schools, subject, of course, to their seniority and qualifications. The changes to the 2019-2020 staffing process will make the staffing process even more efficient and more effective while helping Teachers obtain placements and timetables that will enhance their success.

## **THE BOARD AND LEARNING CENTRE OFFICES**

Included in this binder are maps showing the four Learning Centres and a listing of the schools in each Learning Centre indicating semester/combined/full year.

## TDSB Secondary Staffing - Learning Centre (LC) Directory

	Learning Centre 1		Learning Centre 2		Learning Centre 3		Learning Centre 4
	Staffing Officer: Lynda Brewer		Staffing Officer: Sandi Tierney		Staffing Officer: Sandi Tierney		Staffing Officer: Lynda Brewer
Q	Burnhamthorpe SS (EDV)	*	AY Jackson SS	*	ASE 1 (ALT)		Alpha II Alternative School (ALT)
*	Central Etobicoke HS	◆	Avondale Alternative (ALT)	◆	Agincourt CI (F)	◆	Bloor CI
*	Etobicoke CI	*	C.W. Jefferys CI	*	Albert Campbell CI	Q	CALC (EDV)
*	Forest Hill CI	◆	Dr. Norman Bethune CI	*	Birchmount Park CI	*	Central Technical School
∞	Frank Oke SS	*	Don Mills CI	*	Cedarbrae CI (F)	*	Central Toronto Academy
∞	George Harvey CI	*	Downsview SS	*	David & Mary Thomson CI	*	City School (ALT)
*	John Polanyi CI	*	Drewry SS	*	Delphi (ALT)	Q	Contact School (ALT)
*	Kipling CI	◆	Earl Haig SS	*	Lester B Pearson CI	◆	Danforth C & Tl
◆	Lawrence Park CI (F)	*	Emery CI	*	Maplewood HS	*	East York Alternative (ALT)
*	Leaside HS (F)	Q	Emery Edvance (EDV)	◆	Native Learning Centre - East	*	East York CI
*	Marc Garneau CI	∞	George S Henry A.	*	RH King Academy	*	Eastdale CI
◆	Martingrove CI	*	Georges Vanier SS	*	SATEC @ WA Porter CI	◆	Etobicoke School of the Arts
*	North Albion CI	*	L'Amoreaux CI (F)	Q	SCAS (EDV)		Etobicoke Year-Round Alternative Centre (ALT)
◆	North Toronto CI	Q	NE Year - Round Alternative Centre (ALT)	Q	SE Year-Round Alternative Centre (ALT)	*	Greenwood SS
◆	Northern SS	*	Newtonbrook SS (F)	*	Sir Oliver Mowat CI	◆	Harbord CI (F)
◆	Richview CI (F)	∞	Northview Heights SS	*	Sir Wilfrid Laurier CI	*	Heydon Park SS
*	S.E.E. (ALT)	Q	NW Year-Round Alternative School (Bathurst) (ALT)	◆	West Hill CI	◆	Humberside CI (F)
*	Silverthorn CI	*	Parkview Alternative SS (ALT)	*	Wexford Collegiate School for the Arts	*	Inglennook CS (ALT)
*	Thistletown CI	◆	Sir John A Macdonald CI	*	Winston Churchill CI	◆	Jarvis CI
*	West Humber CI	*	Sir William Osler HS	◆	Woburn CI	*	Lakeshore CI
◆	Weston CI	*	Stephen Leacock CI			◆	Malvern CI (F)
*	York Humber HS	∞	Victoria Park CI			*	Monarch Park CI
◆	York Memorial CI	*	Westview Centennial SS			*	Native Learning Centre
*	York Mills CI (F)	*	Wm. Lyon Mackenzie CI			◆	Oakwood CI (F)
Q	Yorkdale SS (EDV)					*	Oasis Alternative SS (ALT)
						∞	Parkdale CI
						◆	Riverdale CI (F)
						◆	Rosedale Heights SA
						*	Runnymede CI
<p>* Semestered School                      ∞ Combination School</p> <p>F French (Immersion/Extended)      ⊗ Section 23</p> <p>ALT Alternative Schools                  ◆ Full Year school</p> <p>EDV EdVance                                  Q Quadmester</p> <p>For additional information School Profiles may be accessed on the TDSB website:  <a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a> under School/Secondary/Secondary School List</p> <p>A. Please note that you may NOT transfer to an adult program.</p> <p>B. Please consider the timetable format of your selected schools if you are requesting both part time and a transfer.</p>							* SEED Alternative School (ALT)
							* SOLE (ALT)
							* Subway Academy I (ALT)
							* Subway Academy II (ALT)
							* THESTUDENTSCHOOL (ALT)
							◆ Ursula Franklin Academy
						*	West End Alternative (ALT)
						*	Western Tech-Commercial

**For staffing purposes, the Learning Centre placement of secondary schools/programs is as indicated in this directory.**

## Alternative Programs – Staffing Officer: Lynda Brewer

TORONTO DISTRICT SECONDARY SCHOOL PROGRAMS			
Learning Centre 1	Learning Centre 2	Learning Centre 3	Learning Centre 4
Delisle (Merge) Thistletown CI 20 Fordwich Cres. M9W 2T4	Aptus Treatment Centre 111 Anthony Rd M3K 1B7	East Metro Youth Services- LGTTQ Winston Churchill CI 2239 Lawrence Ave. E M1P 2P7	Central Toronto Youth Services (New Outlook) 65 Wellesley St. E. Suite 300, M4Y 1G7
Delisle George Harvey George Harvey CI 1700 Keele St. M6M 3W5	Griffin Centre (Kenton Sec) Kenton Public School 34 Kenton Drive M2R 2H8	East Metro Youth Services Cedarbrae CI 200 Poplar Rd., Portable 30 M1E 1Z7	Centre for Addiction & Mental Health Services (REACH) 80 Workman Way Beamish Family Wing Entrance M6J 1H4
Griffin Centre (H.Y.T.S.) 17 Fairmeadow Ave. Rm. 202 M2P 1W6		Fernie House 2 Island Road M1C 4B3	Centre for Addiction & Mental Health Services (Clarke) 250 College Street M5T 1R8
Griffin Centre Path and Central Etobicoke (Pilot Alternative Therapeutic Holistic) Central Etobicoke 10 Denfield St. M9R 3H1		Griffin Centre (Maplewood) Maplewood HS 120 Galloway Rd., Rm 101 M1E 1W7	George Hull: Day Program and Clear Directions Western Tech. 160 Glendownynne Rd. M6P 0A5
Griffin Centre (Valta) York Humber HS 100 Emmett Ave., Rm. 204 M6M 2E6		Griffin Centre Sir Wm. Osler HS 1050 Huntingwood Drive M1S 3H5	Sick Kids CCMH Jarvis 440 Jarvis Street M4Y 2H4
Humewood House 40 Humewood Drive M6C 2W4		Kennedy House Youth Serv. Winston Churchill CI 2239 Lawrence Ave. E., Rm104 group 102 M1P 2P7	Sick Kids CCMH CTA Central Toronto Academy 570 Shaw St. M6G 3L6
Jerome D. Diamond 196 Keewatin Avenue M4P 1Z8		Rosalie Hall 3020 Lawrence Avenue East M1P 2T7	Hospital for Sick Children (Eating Disorder–Day, Medical, Substance Abuse) 555 University Ave. M5G 1X8
TRE-ADD (Rexdale) Rexdale Learning Centre 30 Barrhead Cres. M9W 3Z7		Rouge Valley Centenary - Shoniker -Day Program 2877A Ellesmere Rd., 8th FL. M1E 4B9	Jessie's and June Callwood Centre for Women and Families c/o Nelson Mandela PS 205 Parliament St. M5A 2Z4
Sunnybrook Sciences (Fresh Start) 2075 Bayview Ave. M4N 3M5		Springboard (Attendance) 2568 Lawrence Ave. East M1P 2R7	Massey Centre for Women 1102 Broadview Avenue M4K 2S5
		Turning Point – Wexford Wexford Collegiate SA 1176 Pharmacy Ave., Rm 225 M1R 2H7	Springboard (Jones) Jones Avenue Adult Centre 540 Jones Ave M4J 3G9
			Springboard -Terry Fox House Jones Avenue Adult Centre 540 Jones Ave M4J 3G9
			Youthdale Central Toronto Academy 570 Shaw St., Room 318 M6G 3L6
			Youthdale Crisis 227 Victoria St. M5B 1T8
			Youthdale-Covenant House 21 McGill Street M5B 1H3
			Egale Youth Outreach 185 Carlton St Toronto, ON M5A 2K7
			Turning Point Everett 67 Everett Cres. Toronto, ON M4C 4P4

**Note:** Program names and locations are as known at the time of publication of the Staffing Binder.

## Alternative Programs – Staffing Officer: Sandi Tierney

<b>CARING AND SAFE SCHOOLS – SUSPENSION/EXPULSION PROGRAMS</b>			
<b>Learning Centre 1</b>	<b>Learning Centre 2</b>	<b>Learning Centre 3</b>	<b>Learning Centre 4</b>
*BARRHEAD Suspension & Expulsion Program Barrhead Cr. Learning Centre 30 Barrhead Cres. M9W 3Z7	*PHARMACY Suspension & Expulsion Program 1641 Pharmacy Ave. M1R 2L2	*MIDLAND Suspension & Expulsion Program 720 Midland Ave. M1K 4C9	* JONES Suspension & Expulsion Program Jones Avenue Adult Centre 540 Jones Ave. M4J 3G9
<b>CARING AND SAFE SCHOOLS – ASSESSMENT AND SUPPORT PROGRAMS</b>			
<b>Learning Centre 1</b>	<b>Learning Centre 2</b>	<b>Learning Centre 3</b>	<b>Learning Centre 4</b>
*Assessment & Support – <u>Experiential Learning</u> – WEST 529 Vaughan Rd. M6C 2R1	* Assessment & Support –SOUTH - Arrow 995 Arrow Road M9M 2Z5  *Assessment & Support –SOUTH- Location: TBD	*A/S Operation Springboard 2568 Lawrence Ave. E. M1P 2R7  *East Metro Youth Services 1200 Markham Road M1H 3C3	*A/S Jones Jones Av. Adult Centre 540 Jones Av. M4J 3G9  *Assessment & Support – <u>Experiential Learning</u> –EAST Eastdale CI
<b>ALTERNATIVE ATTENDANCE &amp; SAL PROGRAMS</b>			
<b>Learning Centre 1</b>	<b>Learning Centre 2</b>	<b>Learning Centre 3</b>	<b>Learning Centre 4</b>
*BARRHEAD Alt Att. Program 30 Barrhead Cres. M9W 3Z7 (Barrhead Cr. Learning Centre)  *Flemington Alt Att Program Flemington PS 10 Flemington Rd M6A 2N4  *WRAP Alt Att. Program Barrhead Cr. Learning Centre 30 Barrhead Cr. M9W 3Z7  *PASS Alt Att. Program 24 Silverview Dr. M2M 2B3	*ACCESS Alt Att. Program Terraview 1641 Pharmacy Ave. M1R 2L2	*CAP – HEATHER Alt Att. Program Heather Heights PS 80 Slan Ave. M1G 3B5	*D.A. MORRISON Alt Att. Program DA Morrison 271 Gledhill Av. M4C 4L2  *FAIRBANK ALT ATT Program Fairbank Memorial 555 Harvie Ave. M6E 4M2  *SALC Cloverdale PS 160 Silverhill Dr. M9B 3W7
<b>CONTINUOUS INTAKE CO-OP PROGRAMS (CIC)</b>			
<b>Learning Centre 1</b>	<b>Learning Centre 2</b>	<b>Learning Centre 3</b>	<b>Learning Centre 4</b>
*CIC - Thistletown Thistletown CI 20 Fordwich Cres. M9W 2T4	*CIC – EAST G. Vanier SS 3000 Don Mills Rd. M2J 3B6		*CIC –Eastdale Eastdale CI 701 Gerrard St. E. M4M 1Y4
* Semester site			

**Note:** Program names and locations are as known at the time of publication of the Staffing Binder.

# **SECONDARY SCHOOL/PROGRAM CLOSING STAFFING PROCEDURES**

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## SECONDARY SCHOOL/PROGRAM CLOSING STAFFING PROCEDURES

OSSTF TTBU and Board representatives will visit schools earlier in the school year or within one month of the Board's decision to close a school if close to the staffing process.

A school closure is the closure of a school. A program closure is limited to TDSS (Section 23), Alternative Attendance Programs, Caring and Safe Schools – Alternative Programs.

### A. Teachers:

- All Teachers, including Curriculum Leaders and Assistant Curriculum Leaders on the staff list of a secondary school/program that is scheduled to close effective the following September will complete a Transfer Request Form. **This form is due 12 noon on March 1.**
- A meeting date will be set with the teaching staff between the date when school surplus is declared across the system and the date of the first Transfer meeting. **In 2019, this meeting will take place at the closing school/program location on Tuesday, April 23, 2019.**
- At that meeting, all Teachers, will be able to examine the vacancies available in the secondary schools/programs as of that date. It may not be possible to provide specific timetables, but rather general timetable subjects, e.g. Math/Chemistry, English/Geography, with an indication of intermediate and/or senior level.
- Teacher will be able to indicate their interest in any of the vacancies listed, regardless of what they requested on their Transfer Request Forms. They will be asked to rank their choices, for as many positions as they are interested in. They may consider vacancies for which they have qualifications or for subjects they are Experienced But Not Certificated (EBNC), as recorded on the seniority verification form.
  - (a) Teachers with fewer than twenty (20) completed years of secondary school teaching experience with the TDSB and any of its legacy boards will only be considered for:
    - (i) vacancies for which they have qualifications, or
    - (ii) vacancies for which they are Experienced But Not Certificated ("EBNC") (to a maximum of three sections), all as recorded on the seniority verification form.
  - (b) Teachers with twenty (20) or more completed years of secondary school teaching experience with the TDSB and any of its legacy boards will only be considered for:
    - (i) vacancies for which they have qualifications, or
    - (ii) vacancies for which they are EBNC (to a maximum of four sections), all as recorded on the seniority verification form.

- (c) Where Teachers are considered under (a), (ii) above by virtue of being EBNC in respect of three sections or are considered under (b), (ii) above by virtue of being EBNC in respect of either three or four sections, the Teacher will be assigned to the vacancy as a “try on” provided that any such Teacher will only be considered for one such “try on” vacancy. If the “try on” is not a fit, the Teacher shall still be considered and may be placed under the School/Program Closing Procedure in a vacancy for which they have qualifications or for which they are EBNC to a maximum of two sections.
- Teachers will be given 2 school days by which time they must provide a list of their choices to the school Principal, who will forward the information to the appropriate Staffing Officer by Thursday, April 25, 2019 (noon).
  - If any Teacher does not want to indicate a preference for any of the listed vacancies, the information on their Transfer Request Form will be used for their placement.
  - Any Teacher who is displaced by a School/Program Closing who chooses not to use the School/Program Closing Procedure or is not placed through this Procedure shall go through the process described in the Staffing Rules section, page 1, 2(b), The Placement of Surplus Teachers Into Vacancies, or who is placed through the School/Program Closing Procedure shall be subject in their new school to surplus procedures and timetable adjustments, provided that if a timetable adjustment is necessary, the majority of original subjects on the timetable will be maintained.
  - If more than one Teacher is interested in a specific position and is qualified for the position, seniority will determine which Teacher is placed in that vacancy.
  - The Senior Manager, Secondary Teaching Office, will be responsible for chairing a meeting where the placements for any closing school/program Teachers will be discussed.
    - Present at the meeting will be the same persons as those listed as present for the Facilitated Transfer Committee Meetings, with the addition of the Principal of the school/program scheduled to be closed:
      - Senior Manager, Secondary Teaching
      - OSSTF TTBU representative
      - Principal
    - This meeting will take place before the posting round and the first regular Transfer Meeting. **In 2019, this meeting will take place on April 29.**
    - The purpose of the meeting is to place as many of the closing school's/program's Teachers in available vacancies as possible, in accordance with their preferences as indicated as a result of their examination of the list of vacancies. The closing school's/program's Teachers placed at this meeting will be informed about their placements by their school/program Principal at the conclusion of the meeting.

- Teachers who are placed as a result of their preference for a position on the vacancy list will be deemed to have withdrawn their transfer request if the placement matches the criteria on their transfer form.
- If the placement does not match the criteria on the Transfer Request Form, the Transfer Request Form will remain in effect, unless the Teacher requests that it be withdrawn. The deadline for withdrawal of the transfer form is May 16, 2019 (noon).
- The Teachers in closing schools/programs who are not placed at this special meeting will be considered for placement at every Transfer Committee Meeting, as per the order of operations in central staffing:
  - Facilitated Transfers
  - School/Program Closing
  - Transfers
- The Teachers who are placed as a result of their preference for a position on the vacancy list become a member of that school/program staff and are subject to bumping and other staffing rules as are all other Teachers. If a timetable adjustment is necessary, the majority of original subjects on the timetable will be maintained.
- If any of the closing school/program Teachers are not placed once the Learning Centre Placement Meetings commence, their names will be added to the surplus list for their Learning Centre. The rules for placement will be the same rules for placement that apply to all other surplus Teachers.

**B. Teachers in Positions of Responsibility (POR):**

- All Teachers holding a Position of Responsibility at the closing school or program will have the allowance grand-parented for 2019/2020.
- All Teachers holding a Position of Responsibility at the closing school or program may apply for any POR that is posted in 2019/2020.
- A Teacher holding a POR at the closing school or program who is successful in obtaining a new POR will be paid the grandparented allowance only (i.e. no more than the eligible grandparented allowance), subject to the following exception:

If an ACL eligible for the grandparented allowance is successful in obtaining a CL position, the Teacher will be paid the CL allowance for the corresponding term of the new POR assignment.

**C. Late Program Closures - TDSS (Section 23)**

TDSS (Section 23) is comprised of Ministry funded Teacher positions. The Ministry determines the number of positions that will be funded, when programs will close, and when staffing will be increased or decreased. Therefore, any Teacher(s) affected by a late program closure after April 18 due to program closure or staff reduction will be handled as follows:



- When there is a late program closure within TDSS, Section 23, the Board will inform the OSSTF TTBU.
- Subject to seniority and qualifications, the affected Teacher(s) will first be offered any vacancies within TDSS (Section 23). If the Teacher(s) accepts such a vacancy, the new TDSS placement then becomes the Teacher's home school.
- Should the affected Teacher(s) decline the offered vacancies or if there are no TDSS (Section 23) vacancies available, the Teacher(s) will be placed into the next available teaching vacancy, subject to seniority and qualifications and subject if possible to the preferences recorded on the Seniority Verification form. Such a Teacher will (by March 1, 2019 noon) have the option of requesting that this placement be designated as the Teacher's home school, subject to staffing and surplus procedures.
- If there are no teaching vacancies for which the Teacher(s) is qualified, the Teacher will be assigned, subject to qualifications and to the preferences recorded on the Seniority Verification form, to a supernumerary position in another location within the TDSB for the following school year, but this assignment will not be designated as the home school.
- For the subsequent school year, displaced Teachers without a home school will be subject to the School/Program Closing staffing procedures.

**D. Unforeseen Circumstances**

- In the event of any unforeseen circumstances the Staffing Binder Committee will reconvene.

# FULL TIME TEACHING REQUESTS

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## FULL TIME TEACHING REQUESTS

Part time secondary school contract Teachers wishing to become full time must complete the appropriate application form (Request For An Increase To A Full Time Teaching Assignment) and return it to the Principal **by 12 noon, May 1**, in time for full consideration in this year's staffing process.

Completion of the application is not a guarantee that a position will be available.

In the second teaching posting process part time secondary school contract Teachers may apply for full time positions.

After the second teaching posting process has been completed, part time Teachers who have applied for a full time position will be contacted by a Staffing Officer and offered appropriate placements as described on the Request For An Increase To A Full Time Teaching Assignment form. A part time Teacher will have until noon of the following day to confirm whether he/she wishes to accept the placement. If at that time a Teacher declines a position for which he/she is qualified, he/she will be assumed to have withdrawn the application.

If a Teacher declines a position that has sections that would have required mutual consent, the Teacher may be considered for one subsequent placement which requires mutual consent. The Teacher will have until noon of the following day to confirm whether he/she wishes to accept the placement.

If a Teacher accepts a full time position they are not eligible to have the new placement reviewed for geographic or inappropriate placement purposes.

Note: Part Time Teachers on Approved Unpaid Leave of Absence:

- Part time Teachers on an approved leave of absence may apply for and be considered for an increase to full time contract;
- Such Teachers will be placed on the part to full rescind leaves of absence list as described in the order of operations in central staffing in the Overview section;
- Should a Teacher be offered and wish to accept an increase to a full time contract, they may apply for a leave of absence from their new school subject to the provisions in the Leave of Absence section;
- If the leave is granted the Teacher will have their contract status increased to 1.0 and their home school, for staffing purposes, will be the new school;
- If the leave is denied, in order to have their contract status increased to 1.0, the Teacher will be required to rescind their leave of absence. Should they elect not to do that, they will not be increased in contract status and will no longer be considered for an increase to a full time contract for the current staffing year.

## SECONDARY STAFFING AND SURPLUS PROCEDURES REQUEST FOR AN INCREASE TO A FULL TIME TEACHING ASSIGNMENT

- In order to be considered for the staffing process this form must be submitted by:

**12:00 noon on May 1  
to the Senior Manager  
Secondary Teaching Office  
Fax: 416-397-3484**

- **This form must be completed annually.**

### A. PERSONAL IDENTIFICATION

Teacher Name: \_\_\_\_\_  
Surname Preferred First Name

School: \_\_\_\_\_ Employee #: \_\_\_\_\_

### B. REQUEST DETAILS

- ☐ I am requesting an assignment at any school within the Toronto District School Board.

**or**

- ☐ I am requesting an assignment only within the following Learning Centre(s):  
**[Please make sure you check school profiles in the Learning Centre(s)]**

☐ Learning Centre 1

☐ Learning Centre 2

☐ Learning Centre 3

☐ Learning Centre 4

**or**

- ☐ I am requesting full time only at the school to which I am currently assigned.

**Please note that the more restrictive your request, the less likely the request will be able to be accommodated.**

**All subjects on the verification document, whether Certificated or Experienced but not Certificated, may be reflected on a Teacher's timetable during the staffing process.**

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Acknowledgement of Application: \_\_\_\_\_ Date: \_\_\_\_\_

# LEAVES OF ABSENCE PROCEDURES

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## MEMORANDUM

**TO: ALL SECONDARY PRINCIPALS  
ALL SECONDARY TEACHERS**

**FROM: David Moore, Senior Manager, Secondary Teaching**

**DATE: February 3, 2019**

**RE: Secondary Staffing 2019-2020  
LEAVES OF ABSENCE PROCEDURES (Full Time and Half Time Leaves)**

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### **1. Approved Leaves of Absence:**

- Leaves of absence without pay will have a limit of 24 consecutive months, exclusive of statutory leave (e.g. pregnancy/parental leave under the Employment Standards Act). At the end of the leave, the Teacher must return to work, subject to any statutory entitlement to additional leave.
- If the return date occurs during the school year, an alternate mutually acceptable return date may be agreed upon by the Teacher and the appropriate Senior Manager. This date will not extend beyond the beginning of the next school year.
- Leaves of absence without pay will not be granted for more than one school year at a time. Applications must be made in accordance with the dates set out in the appropriate Collective Agreements.
- Exceptions to the two year limit may be approved by the Executive Superintendent – Employee Services or designate, only for reasons that arise from extraordinary circumstances.
- The deadline for applying for a full time leave of absence without pay is **12 noon, March 1, 2019**.
- **Full time Teachers who submit their requests for a full year leave by the 12 noon, March 1, 2019 deadline will have their leaves approved automatically. Teachers on a .5 contract who submit their requests for a full year leave by the March 1 deadline will also have their leaves approved automatically.**
- Teachers applying for a full year leave under this provision must complete the Application for Leave Of Absence (Full Time or Half Time) form. The Principal's signature, under these circumstances, is for information purposes only, not for the purpose of a recommendation.
- Teachers at a school/program scheduled to close the following September, who ask for a leave of absence without pay by the deadline, will be granted the leave. Their home school for return to work will be determined by the staffing procedures under "Secondary School/Program Closing Procedures" in the Secondary Staffing Binder.
- Applications for **Family Medical Leave** will be approved in accordance with clause L44.0 of the Collective Agreement.

### **2. Half Time Leaves of Absence:**

- Full time Teachers who wish to apply for a half time leave (full semester or half time all year) or wish to extend their half time leave in the next school year must complete the Application for Leave of Absence (Full Time or Half Time) form. Teachers wishing to apply for a half time leave of absence should refer to the clauses of the Collective Agreement regarding:
- the number of half time Teachers in any one school;
- a return to full time;

- the application for an extension.
- After March 1, 2019, Teachers requesting leaves of absence without pay for semester 2 or the period beginning January 1, 2020 or February 1, 2020 and ending August 31, 2020, must submit the application form to their Principal by **12 noon, October 15, 2019**. Principals will submit these forms to the appropriate Staffing Officer, by 4:00 p.m. October 15, 2019.
- **According to The Ontario Teachers' Plan Pension Board rules, selecting "Half Time All Year" is considered a voluntary reduction of workload and as such, is non-pensionable. Buy-back options are not available.**
- It is the responsibility of the Teacher to follow up with the TDSB Benefits and Pension Departments (telephone (416) 395-9642) and the Ontario Teachers' Pension Plan Board (telephone (416) 226-2700) regarding possible impact on the Teacher's pension plans.
- It is also the responsibility of the Teacher to follow up with OTIP Benefits Services (telephone 1-866-783-6847) regarding possible impact on their Health, Dental, Life Insurance and Accidental Death and Dismemberment benefits. Teachers can view a tutorial video and find answers to the most commonly asked questions about the benefit plan at [www.otip.com/loginhelp](http://www.otip.com/loginhelp).
- **Long Term Disability Coverage:**  
Teachers with long term disability coverage must contact Teachers' Life, telephone number (416) 620-1140, to clarify their coverage.
- Generally, there is no limit on the number of years a Teacher may apply for a half time leave of absence. However, the ability to accommodate a half time leave request is dependent upon staffing and program needs in the Teacher's home school.
- Teachers in a Position of Responsibility (POR) who are approved for a half time leave of absence all year are required to relinquish their POR for that school year.

<p><b>Teachers who change schools for any reason during the staffing process must re-apply for a half time leave with their new Principal.</b></p>
--

### **3. Pregnancy/Parental/Extended Parental Leaves**

- A Teacher has a statutory entitlement to 17 weeks of pregnancy leave and up to 61 weeks of parental leave.
- Under the Collective Agreement, a Teacher may request an extended parental leave (unpaid) and an additional leave of absence without pay, immediately after the extended parental leave. There is a cap of two years on the combined length of the extended parental leave/additional leave of absence without pay.
- Teachers on an extended parental leave gain experience for salary purposes and for seniority purposes, subject to Collective Agreement conditions. Teachers on a leave of absence without pay gain experience only for seniority purposes.

### **4. Other Provisions Affecting Leaves of Absence:**

- For the purposes of staffing, the Teacher's home school will remain the same.
- Teachers whose leave year on **the Self-Funded Leave Plan** is scheduled to commence September 1, will automatically be granted that leave.
- **Teachers whose leaves are approved will not be able to rescind their leave requests until such time as there are no surplus Teachers who have rights to a position that the Teacher requesting the rescission would fill.**

- The **Application for Leave Of Absence (Full Time or Half Time)** form must be used by all Teachers applying for a full or half time leave including Teachers requesting statutory leaves (i.e. pregnancy leaves).

This form is available in school offices and on [www.tdsb.on.ca](http://www.tdsb.on.ca).

- Teachers requesting leaves without pay after the above deadlines **may not** have their leaves approved.
- Whole or part year leaves of absence without pay will not be granted to enable a Teacher or a school administrator to take permanent employment with the exception of a leave to assume political office (e.g. MP, MPP etc.).

Note: Secondments approved by the TDSB are not considered to be leaves without pay.

- A Teacher on a leave without pay can enter into temporary employment relationships with other employers except as a contract Teacher in the Province of Ontario. Teaching experience for salary purposes cannot be accrued while on a leave of absence without pay. Related experience for salary purposes cannot be accrued while on a leave of absence without pay.
- **Principal's Signature:**
  - Is for information only, for requests for a full year leave of absence, as described above, received by the noon, March 1, 2019 deadline;
  - **Indicates, for all other leaves, whether or not the Principal recommends the request be granted. If the approval is not recommended, the Principal will provide reasons.**
- Teachers, Principals and Staffing Officers will be notified in writing of the decision concerning the leave request.

## 5. Request To Rescind A Leave Of Absence:

- Requests to rescind a leave of absence must be submitted in writing to the appropriate Staffing Officer, Secondary Teaching Office, with a copy to the Principal.
- A rescission of an approved leave of absence will be considered only if there are no surplus Teachers who have rights to a position that the Teacher requesting the rescission would fill.
- **If an approved leave of absence without pay is rescinded, the Teacher will be offered the first available vacancy, subject to the Teacher's seniority and qualifications. If the offer of placement is accepted, the Teacher will be placed accordingly subject to the same "pull back" provisions that apply to other Teachers. If the Teacher is not pulled back the new school becomes the home school. If the offer of placement is declined, the request to rescind the approved leave of absence will be withdrawn.**

## 6. Part Time Teachers on an Approved Unpaid Leave of Absence:

- Part time Teachers on an approved leave of absence may apply for and be considered for an increase to full time contract;
- Such Teachers will be placed on the part to full rescind leaves of absence list as described in the order of operations in central staffing in the Overview section;
- Should a Teacher be offered and wish to accept an increase to a full time contract, they may apply for a leave of absence from their new school subject to the provisions in the Leave of Absence section;



- If the leave is granted the Teacher will have their contract status increased to 1.0 and their home school, for staffing purposes, will be the new school;
- If the leave is denied, in order to have their contract status increased to 1.0, the Teacher will be required to rescind their leave of absence. Should they elect not to do that, they will not be increased in contract status and will no longer be considered for an increase to a full time contract for the current staffing year.

## **7. Return To Teaching:**

- Clause L31.3 of the Collective Agreement states: "If a Teacher decides not to return to the Board following a leave of absence, the Board shall be notified, in writing, as soon as possible of this decision and not later than May 15 for the following September or November 30 for the following January."
- Clause L31.4 of the Collective Agreement states: "The Board shall reassign a Teacher who notified the Board in writing by March 1 of the Teacher's intention to return from a leave ending on August 31 and by October 15 from a leave ending December 31 or at the end of the first semester, to the school from which the Teacher went on leave but final placement shall be subject to the surplus procedures. A Teacher who does not so notify the Board shall be assigned subject to the surplus procedures to a teaching position which may be elsewhere in the system."



# APPLICATION FOR LEAVE OF ABSENCE (FULL TIME or HALF TIME) Secondary Teaching Staff Only

NAME: \_\_\_\_\_ EMPLOYEE NUMBER: \_\_\_\_\_

SCHOOL NAME: \_\_\_\_\_

Please complete Section A or Section B or Section C

## **SECTION A – FULL TIME, SEMESTERED AND FAMILY MEDICAL LEAVE OF ABSENCE WITHOUT PAY**

Commencing:

Day Month Year

Ending:

Day Month Year

If currently on a Leave of Absence, please provide start date of current leave:

Day Month Year

Teachers who change schools for any reason during the staffing process must reapply for a semestered leave of absence with their new Principal.

Reason and Details for this request: \_\_\_\_\_

It is important to be aware of how a leave of absence affects your Employee Benefit coverage, Long Term Disability coverage, Pension Plan options, and/or Ontario College of Teachers membership status. Please read the reverse side of this form for additional information and direct any questions you may have to the appropriate contact numbers provided prior to submitting this form.

## **SECTION B – HALF TIME ALL YEAR LEAVE OF ABSENCE WITHOUT PAY for the 20\_\_\_\_ to 20\_\_\_\_ School Year**

☐ I am a full time Teacher requesting to teach half time all year (alternating days, ½ days all year)

Teachers who change schools for any reason during the staffing process must reapply for a half time leave of absence with their new Principal.

It is important to be aware of how a leave of absence affects your Employee Benefit coverage, Long Term Disability coverage, Pension Plan options, and/or Ontario College of Teachers membership status. Please read the reverse side of this form for additional information and direct any questions you may have to the appropriate contact numbers provided prior to submitting this form.

## **SECTION C – PREGNANCY/PARENTAL/EXTENDED PARENTAL/EXTENSION OF EXTENDED PARENTAL**

In accordance with the Pregnancy/Parental Leave provisions of the Employment Standards Act, and/or the Extended Parental Leave provisions of the current Collective Agreement regarding Leaves of Absence, I am applying for:

( DD / MM / YYYY )

( DD / MM / YYYY )

Pregnancy (17 weeks) from \_\_\_\_\_ to \_\_\_\_\_ only/and

Parental (up to 61 weeks) from \_\_\_\_\_ to \_\_\_\_\_ only/and

Extended Parental from \_\_\_\_\_ to \_\_\_\_\_ only/and

Maximum leave for pregnancy/parental is 78 weeks. Teachers are required to submit proof of birth date of the child to Employee Services, Secondary Teaching.

Included with this application is:

☐ Pregnancy Leave – Medical Certificate stating the Expected Birth Date

Or ☐ Parental leave – Proof of Birth Date or a Statement from the Adoption Agency

It is important to be aware of how a leave of absence affects your Employee Benefit coverage, Long Term Disability coverage, Pension Plan options, and/or Ontario College of Teachers membership status. Please read the reverse side of this form for additional information and direct any questions you may have to the appropriate contact numbers provided prior to submitting this form. Teachers on this leave are subject to staffing and surplus procedures and if surplus to Board, Recall Rights.

Before Signing and Dating, please ensure that Section A or B or C are completed.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

Recommended by:

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

Approved by:

\_\_\_\_\_  
Staffing Officer, Secondary Teaching Office

\_\_\_\_\_  
Date

DISTRIBUTION by Employee Services: Employee; Principal; Payroll

RETURN TO: Employee Services, Secondary Teaching, 5050 Yonge Street, 2<sup>nd</sup> Floor, Route NE-10 or FAX (416) 397-3484

## ADDITIONAL INFORMATION FOR LEAVES OF ABSENCE

- Your Leave of Absence **cannot** be processed unless Section A or B or C and all other sections of the Leave of Absence (Full Time or Half Time) are completed.
- All requests for a **full time leave** must be submitted to the Principal by **12 NOON on March 1**.
- Application for a half time leave of absence is subject to the needs of the school and approval of the Principal.
  - All requests for a **half time leave commencing the following school year** must be submitted to the Principal by **12 NOON on March 1**.
  - All Requests for a **half time leave commencing semester two** of the current school year must be submitted to the Principal by **12 NOON on October 15**.
  - Full time Teachers requesting a half time leave will automatically return to a full time teaching assignment commencing the following school year unless they apply and are approved for another half time leave of absence.
- If you are approved for a leave of absence while you are enrolled in the T.D.S.B. Self-Funded Leave Plan, the leave year of the Self-Funded Leave Plan will be deferred. Please note that the Self-Funded Leave Plan can only be extended by one year and no further extensions can be made to the Plan. If you have any questions, please contact the Secondary Teaching Records Administrator at (416) 397-3247.
- Teachers on an approved leave of absence should maintain a current password for their TDSB email account to ensure they may access communications that are sent from the Board.
- To return early from a pregnancy/parental leave, Teachers are required to provide their Principal with at least four (4) weeks notice, in writing, prior to the date of the expected return.
- To rescind an approved leave of absence a request must be submitted in writing to the appropriate Staffing Officer, Secondary Teaching Office, with a copy to the Principal. **Requests to rescind an approved leave of absence are not automatically granted.** Please contact your Staffing Officer for details.

### **Employee Benefit Coverage**

As of April 01, 2017 TDSB Employee benefits were transferred to the OSSTF Employee Life and Health Trust (ELHT) benefit plan. Your benefit plan administrator is the Ontario Teachers Insurance Plan (OTIP). OTIP Benefits Services Representatives are available to assist you with benefit enrolment and ongoing benefit plan administration. You can also access and make changes to your benefits and submit claims through OTIP's secure member website at [www.otip.com](http://www.otip.com). For information about your benefit plan please contact OTIP Benefits Services at 1-866-783-6847.

Employees who are covered through the OTIP Employee Benefit Plans prior to the start of a leave, are eligible to continue coverage during the leave period. The monthly cost of retaining benefit coverage during a Pregnancy and/or Parental Leave is the same as if the employee were actively at work. For all other leaves, the Teacher must pay the full cost to maintain employee benefits.

Employees who are covered through the OTIP Employee Benefit Plans and where the request to teach **half time all year** has been approved, will have their benefit cost sharing arrangement adjusted accordingly. If opting out of benefits during this type of leave, please contact OTIP at 1-866-783-6847.

Upon notification of the approval of your leave application, OTIP will send you an email to your TDSB email address giving you the choice to continue, suspend or terminate benefits during the length of the leave.

If you have any questions, please contact the Employee Benefits Department at (416) 395-9642.

### **Long Term Disability Coverage**

To obtain information on your long term disability coverage during your leave please contact Teachers' Life directly at (416) 620-1140.

### **Pension Plan Coverage**

The Ontario Teachers' Pension Plan (O.T.P.P.) allows Teachers to purchase/contribute to ensure all credited service is counted toward pension payable.

According to O.T.P.P., selecting "Half Time All Year" is considered a voluntary reduction of workload and as such, is non-pensionable – buy back options are not available.

To obtain information on the pension plan during your leave please contact the O.T.P.P. directly at (416) 226-2700 or at [www.otpp.com](http://www.otpp.com).

### **College of Teachers**

**Teachers are responsible for payment of their College of Teachers membership fees.** As per Clause L26.4: "When a Teacher is not in receipt of regular earnings in the month in which the Ontario College of Teachers' fee is collected by the Board, the Teacher shall be responsible for making arrangements for payment of the Ontario College of Teachers' fee."

If you have any questions, please contact the Ontario College of Teachers at (416) 961-8800.

# OVERVIEW OF THE SECONDARY STAFFING PROCESS

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## OVERVIEW OF THE SECONDARY STAFFING PROCESS

### A. Seniority Verification:

- Information required for seniority lists will be collected on or before February 6, 2019.
- All Teachers will complete the Placement Preference Information Section as part of the verification process, to assist in the placement of Teachers should they be surplus at any time in the staffing process.
- The data included for each Teacher on the lists shall be made available to the Teacher in the Teacher's school by January 16, 2019, and the Teacher shall verify the data by February 6, 2019.
- New hires in February will complete seniority form information as part of the documentation process.
- Principals will clearly communicate the following with Teachers:
  - that data on the seniority verification form must be accurate;
  - **all subjects on the seniority verification form, whether certificated or experienced but not certificated, may be reflected on a Teacher's timetable during the staffing process.**
  - If you do not wish to be considered for a code listed as experienced but not certificated on your seniority verification form you must delete the code from this area by circling and marking "delete".

### B. Seniority Lists:

- **Seniority lists will be available in the schools on February 26, 2019.**
- Schools will receive an alpha list for their Teachers and a list of staff in seniority order. OSSTF TTBU and the Staffing Officers will receive a full master seniority list and a full alpha list.
- Complete list and qualifications will be forwarded to OSSTF TTBU, prior to tentative surplus declaration.

### C. Enrolment Projections:

- Enrolment projections for the coming school year will be prepared by Planning staff, in consultation with school Principals, and will be finalized by mid-February each year.
- These projections will be used by the Business Services and Planning staff to determine the staffing numbers for the secondary schools in the TDSB.
- The enrolment projections for the school will be provided to the School Staffing Committee when they are received in the school.

#### **D. Staffing Allocations and Staffing Binder Reviews:**

- The Senior Manager, Secondary Teaching, will conduct an information session, for new Administrators, on the 2019-2020 Staffing Binder materials on February 27, 2019. Representatives of OSSTF TTBU will be invited to attend.
- Staffing will be allocated to secondary schools by Planning staff, based on formulae that have been designed in consultation with Employee Services (ES) and the Principals. Included in the staff allocation numbers will be:
  - A flex holdback, to meet local program needs and to address anomalies in the staff allocations prior to the commencement of the staffing process in late March. Part of this holdback will be retained to address staffing problems that arise as the school staffing process progresses in the spring;
  - A mandatory holdback that will not be released prior to September;
  - No later than March 31 of each school year, following the release of the Student Focused Funding – Legislative Grants to school boards and prior to the initial allocation of secondary Teachers for the upcoming school year, the Executive Superintendent of Employee Services or designate will review with the Secondary Consultation Committee the generation of the proposed total secondary Teacher allocation for all programs [clause L24.2]. The date of this meeting for 2019–2020 will be March 18, 2019 (tentatively).
- Staffing allocations on a school-by-school basis will be distributed to the schools by Employee Services. This date will be March 18, 2019 (tentatively). Representatives of OSSTF TTBU will be invited to attend.
- After staff allocation, and before surplus declaration, allocations will be reviewed to identify anomalies. Flex holdback may be distributed to address these circumstances.

#### **E. Development of the Staffing Model:**

- The process is outlined in the School Staffing Committee section of the Binder.

#### **F. School Surplus Declaration:**

- Refer to Surplus Declaration section of the Binder for full details on the process. Important dates to remember:

Teachers Tentatively Identified:	April 5, 2019
Teachers Informed By Letter:	April 18, 2019

#### **G. School/Program Closing Procedures:**

- Prior to the commencement of the transfer process and the second posting process, Teachers at closing schools/programs will have an opportunity to be

transferred to fill any of the school vacancies listed by the Secondary Teaching Office.

- In this year's process a meeting will take place on **April 23, 2019 and preferred vacancies will be identified by April 25 by noon.**
- The procedures for Teachers and Teachers holding Positions of Responsibility in schools/programs that are being closed by the commencement of the next school year are described in the Staffing Binder, under "Secondary School/Program Closing Staffing Procedures".

#### **H. Posting of Teaching Vacancies:**

- Refer to the Posting of Teaching Vacancies section in the Binder for full details on the process. Important dates to remember:

First Teaching Posting: April 30, 2019

Second Teaching Posting: June 10, 2019

#### **I. Pull Backs:**

- When a vacancy occurs in a school, the Principal will consider pull backs of surplus Teachers in order of seniority. Timetable changes will be considered to accomplish a pull back of a more senior surplus Teacher based on qualifications. Those changes will take into consideration other Teachers' timetables and the impact on school/program needs.
- The rules regarding pull backs fall into three time frames:

Prior to May 16

May 16 to May 24

May 27 to August 31

#### **J. Order of Operations in Central Staffing:**

- 1) Facilitated Transfers
- 2) School/Program Closing
- 3) Transfers
- 4) Placement of School Surplus Based On Learning Centre Preference
- 5) Placements of Surplus/Placements to be Reviewed  
(combined in seniority order)
- 6) Bumping
- 7) Extreme Geographic Criteria
- 8) Part Time to Full Time Requests/Rescind Leaves of Absence  
(combined in seniority order)
- 9) Eligible Replacement Teachers

Not all apply to each phase of the Central Staffing Process. Refer to individual sections in the Staffing Binder for specific details.

**K. Transfer Committee Meetings:**

- The requests for transfer will be considered at Transfer Committee Meetings, chaired by the Senior Manager, Secondary Teaching.
- After consideration of Teachers on the **Facilitated Transfer List** and unplaced Teachers in **schools/programs scheduled for closure**, transfer requests from other Teachers will be dealt with by the Committee.
- All secondary Principals must be available by telephone when Transfer Committee Meetings are being held. The Principals representing the Learning Centre Offices will be responsible for contacting other Principals from their Learning Centre Offices should questions arise during the Transfer Committee Meetings.
- Other secondary Principals and Superintendents of Education may attend as observers for all Transfer Committee Meetings, with the exception of those meetings dealing with Teachers on the Facilitated Transfer List. Observers will not participate in the discussions.
- The transfer requests will be considered in accordance with the procedures outlined in the "Transfer Procedures" document, found in this binder.
- **The Board-wide Transfer Committee Meetings will take place on May 21 (morning – facilitated transfers; afternoon – all other transfers). The final Transfer Meeting will take place on May 24, 2019.**
- Teachers will be informed if their transfer has been granted on June 7, 2019.

**L. Learning Centre Placement Meetings:**

- Learning Centre Placement Meetings will place surplus Teachers into available vacancies through a Learning Centre placement process. Updated information about transfers will be given to these meetings on a daily basis.
- As a guiding principle, the staffing rules that govern the Learning Centre Placement Meetings will also govern the Board-wide Placement Meetings.
- All Principals will participate in their Learning Centre's meetings, which will be chaired by the Senior Manager, Secondary Teaching, assisted by the Staffing Officers. Representatives from OSSTF TTBU will also participate in the process.
- **The Learning Centre Placement Meetings will take place May 23 to May 24, 2019.**
- Superintendents of Education may attend these meetings as observers.

**M. Board-wide Placement Meetings:**

- Board-wide Placement Meetings will be held on, May 27, 29, 30, June 3, 2019, as needed.



- Present at the table will be:
  - Senior Manager, Secondary Teaching (Chair)
  - Centrally Assigned Principal, Secondary Teaching
  - 2 Staffing Officers
  - 2 Principals from each of the Learning Centre Offices
  - Representatives from OSSTF TTBU
  - Staffing/Seniority Analyst
  - Support Staff
- Principals and Superintendents of Education may attend the Board-wide Placement Meetings as observers.
- The Staffing Officers will ensure that up-to-date staffing information is coordinated from the Learning Centre Placement Meetings and the Transfer Committee Meetings.
- As a guiding principle, the staffing rules that will govern the Learning Centre Placement Meetings will also govern the Board-wide Placement Meetings.
- The Board-wide Placement Meetings will continue until their purpose has been met.

**N. Declaration of Board Surplus:**

- Refer to Surplus Declaration section of the Binder for full details on the process. Important dates to remember:

Teachers Tentatively Identified:	June 7, 2019
Teachers Informed By Letter:	June 28, 2019

- At the last Board meeting in May, the Board will be notified of the Teachers tentatively identified as surplus to the Board for the following school year. The Board-wide Placement Committee will continue its work.
- The Collective Agreement requires that Teachers shall be advised, on or before June 8, that they are tentatively surplus to the Board or remain surplus to their school but have been tentatively assigned to a position in another school, with the location of that placement. This notification will be given by the school Principals in a letter prepared by the Secondary Teaching Office.
  - The Branch President or designate will be present when the surplus Teachers, including those on a leave of absence, are informed of their status.

See notification process in the Surplus Declaration section.

- On June 7, 2019 the “cone of silence” on the staffing process is lifted.
- At the last Board meeting in June, the Board will terminate the employment of Teachers still surplus to the Board, effective August 31.

- On or before June 28, Principals must inform Teachers that they are surplus to the Board, and their contracts terminated as of August 31. They will present the surplus Teachers with a letter from the Secondary Teaching Office stating this. **In 2019, this notification will be given on June 28.**
  - The Branch President or designate will be present when surplus Teachers, including those on a leave of absence, are informed of their status.

See notification process in the Surplus Declaration section.

- Recall rights for Teachers, whose contracts are terminated because the Teachers are surplus to the Board, are contained in the Collective Agreement and are summarized under “Recall Rights and Procedures”.

#### **O. Staffing Processes in late June, July and August:**

- **Prior to Board-wide Placement Meetings, a separate meeting is held to consider Teachers remaining on the:**

- Facilitated Transfer list;
- Closing School/Program list.

**At the Board-wide Placement Meetings,** Teachers will be considered in the following order:

- Unplaced (Surplus) Teachers list/Placements to be Reviewed list (combined in seniority order);
- Extreme Geographic Criteria list;
- Part Time to Full Time list/Rescind Leave of Absence list (combined in seniority order).
- **Board-wide Placement Meetings will adjourn after July 10, 2019. The meetings will re-commence on August 21, 2019.**
- The pull back procedures, described in the “Pull Back Procedures” section apply to the Teachers who obtain a school placement **up to 12 noon, August 31.**
- As noted in the “Recall Rights and Procedures” section of the binder, Teachers who are declared surplus to the Board and whose employment with the Board is terminated as of August 31, 2019, must complete and fax (416-397-3484) the Teacher Contact Information form provided by the Board **by 12 noon, July 8, 2019.**

#### **P. Staffing Processes in September/October:**

- The Senior Manager, Secondary Teaching will oversee the staffing process across the TDSB in the fall and will meet with the Staffing Officers regularly. The major responsibilities of the Senior Manager and the Staffing Officers at this time will be:
  - To ensure the appropriate recalls and placements of surplus Teachers.

- To adjust staff allocations where needed.
  - To fill vacancies.
  - To identify needs requiring the release of holdback.
  - To provide updates to the Executive Superintendent of Employee Services, on a weekly basis.
  - To provide updates on a weekly basis to OSSTF TTBU.
  - To review with the Secondary Consultation Committee adjustments to enrolment and Teacher allocation.
- Learning Centre Staffing meetings will be held with the Principals and OSSTF TTBU as required, to review vacancies, enrolments, staffing allocation adjustments and requests for holdback considerations. Superintendents of Education will be invited to these meetings.
  - Requests for leaves without pay of significant duration or mutual consent resignations must be forwarded to the Senior Manager, Secondary Teaching Office, for approval.

**Q. Placement Meetings for Teachers on the Recall List:**

- In a year when there are Teachers on the recall list meetings will be organized by the senior manager when vacancies arise. The Board will advise OSSTF TTBU of such meetings as soon possible and invite them to attend.

# POSITIONS OF RESPONSIBILITY (POR)

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## POSITIONS OF RESPONSIBILITY (POR)

### 1. Procedures for Submitting Vacancies to be Posted:

Principals will inform their Staffing Officer of the vacancy and the need for a posting by completing the *Submission of Vacancy* form found on the Principals' Site. Click on the pull down menu entitled Quick Links and choose Positions of Responsibility.

#### Posting Process:

- Positions of Responsibility will be posted electronically on the TDSBweb and provided to OSSTF TTBU. Clause L11.7: "Positions of Responsibility vacancies shall be posted electronically."
- Teachers will be eligible to apply under the following conditions:
  - Only full time secondary school Teachers, both probationary and permanent will, be eligible to apply, subject to having the qualifications as noted below.  
**All Positions of Responsibility are full time and may not be shared during a school year.**
- All Positions of Responsibility will require specialist qualifications, if such are available, in one of the areas/subjects/programs.
- All Positions of Responsibility will require three years experience as a Teacher as of August 2019.
- The first posting will include the requirement that candidates have specialist qualifications in one of the areas taught in the department. If there are no specialist qualifications offered in the area/subject/program identified in the posting, then candidates must have specialist qualifications in any area/subject/program.
- If no candidate is appointed from that first posting, a second posting will be distributed, with the requirement that the successful candidate have appropriate specialist qualifications by August 31, 2019.
- If no candidate is appointed from that second posting, the third posting will have an acting term of one year and will be open to all candidates who have certification in one of the areas/subjects/programs taught in the department.
- Teachers who have been granted a leave of absence for the following school year may not apply for a one year POR.
- **As part of the application process, applicants will be required to include a copy of their Certificate of Qualification with their resumes.**
- During the application process, applicants may view job descriptions for the POR position(s) to which they are applying on the Secondary Teaching website on the TDSBweb. If the job description is unavailable on the website they will be provided it upon request from the school.

- The schedule of postings applies to all Positions of Responsibility one full year or longer. Once the school year calendar is approved by the Ministry of Education for the next school year the Board and OSSTF TTBU will establish posting timelines for the next school year. The schedule of posting timelines will be sent to all schools in the fall to be made available to Teachers. All Positions of Responsibility will be posted for five days.

#### **Application Process:**

- Candidates will fax, e-mail or hand-deliver to the Principal of the school with the vacant POR an up-to-date resume/curriculum vitae, a covering letter, and **a copy of their most current certificate of qualification**, by the deadline indicated on the posting. For clarity of the print, please submit this material on white paper.

#### **Interview Process:**

- The interview team may short-list if there is a large number of candidates. The criteria for the short-listing will be established by the interview team in advance. Where candidates are short-listed, a minimum of 4 candidates must be interviewed.
- If there are fewer than 5 qualified applicants, than all applicants will be interviewed.
- **Only candidates with the qualifications indicated on the posting are to be interviewed.**
- There must be at least two people on the interview team.
- All candidates will be asked the same questions. The questions will be given to the candidates in print form during the interview as well as having them read aloud to them.
- When a POR is posted for the third time, any applicant who holds appropriate specialist qualifications will be given an interview. All applicants interviewed will have equal opportunity to be recommended for the POR.
- Portfolios will not be part of the interview process. Written essays will also not form part of this interview.
- At least one reference must be checked for the interviewed candidates and that referee must be a Vice-Principal, a Principal or a Supervisory Officer. Teacher colleagues or Teachers in Positions of Responsibility cannot be named as referees for this process.
- Candidates are to be told the number of candidates being interviewed, if they ask.
- Principals will ask the interview team to help create feedback notes for the unsuccessful candidates and will keep those notes on file for 12 months. In some circumstances it may be necessary to keep the notes for a longer period of time.

### **Recommended Candidate Procedures:**

- Principals will submit either by fax or through the TDSBweb to their Staffing Officer the names of the first and second recommended choices for the POR.
- Should a candidate be recommended for more than one POR, the Senior Manager – Secondary Teaching Office or designate will contact:
  - the candidate, who will indicate his/her preference;
  - the Principals who had recommended the same candidate;
  - the Staffing Officer(s) concerned.
- Principals will not contact any candidates until they have been given approval by their Staffing Officer or designate.
- The Staffing Officers, or their designates in Employee Services, will then contact the receiving Principal to indicate that they will now proceed to contact all candidates, both successful and unsuccessful, and welcome the successful candidate to their school. The receiving Principals will also contact the sending Principal to inform him/her of the appointment.
- Letters of appointment will be sent to the successful candidates from the Secondary Teaching Office and announcements to the system will be distributed from the Secondary Teaching Office, soon after the notification of the candidates.
- For purposes of staffing, the recommended candidate will be placed on the staff list where the POR exists and will be treated as a Teacher holding a continuing Position of Responsibility for the staffing process.

### **Feedback for Unsuccessful Candidates:**

- If unsuccessful candidates wish feedback, they should contact the Principal of the school that had the vacancy for which they had applied, and the chair of the interview team will set an appointment for feedback.

## **2. Process for Filling Interim Positions of Responsibility 2019-2020:**

- The Principal will:
  - request approval from the Senior Manager, Secondary Teaching Office to fill the interim POR for the remainder of the 2019-2020 school year;
  - post the interim POR as prepared by the Secondary Teaching Office among the members of his/her school staff, for five school days, with the requirement for specialist qualifications;
  - share the posting electronically to the TDSB email address of all secondary Teachers in the school;
  - interview qualified candidates from among the school staff;

- if no candidate is appointed from the first posting, the interim POR will be re-posted among the staff with the requirement that the position will be open to staff who have certification in one of the subjects/areas taught in the department.
- If there is no successful candidate and the Principal feels that the interim POR needs to be filled immediately and posted across the system, the Principal will contact his/her Staffing Officer. The Staffing Officer will consult with the Senior Manager, Secondary Teaching Office to determine if approval to post the interim POR will be given.

**3. Approved Leaves from a Position of Responsibility (POR):**

- Teachers in a Position of Responsibility who are approved for a half time leave of absence all year are required to relinquish their POR for that school year.
- A POR that becomes vacant by virtue of an approved Leave of Absence for part of a school year will be filled in accordance with the process for filling Interim Vacancies.
- Any Teacher who holds a POR and who is on an approved Leave of Absence will be returned to their POR upon return from their leave unless the approved Leave of Absence occurs in the final year of the termed appointment.





**APPLICATION COVER SHEET  
FOR  
FIRST and SECOND TEACHING POSTINGS  
&  
POSITIONS OF RESPONSIBILITY POSTINGS**

**SECONDARY TEACHING VACANCIES  
2019 – 2020**

Posting # \_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_ EMPLOYEE NUMBER: \_\_\_\_\_

CURRENT SCHOOL: \_\_\_\_\_

SCHOOL PHONE NUMBER: \_\_\_\_\_

**CURRENT CONTRACT STATUS:**

- ☐ 1.0 Full Time
- ☐ 0.5 Part Time (not eligible to apply for POR Postings)

**I am enclosing the following required information:**

Completed Application Cover Sheet  
Up-to-Date Resume  
Covering Letter  
Certificate of Qualification

\_\_\_\_\_  
Signature

**Please ensure all required information is enclosed with your application in order for your application to be given consideration.**

**Only Secondary regular contract Teachers are eligible to apply for these positions.**

# POSTING OF TEACHING VACANCIES

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## POSTING OF TEACHING VACANCIES

### 1. The First Teaching Posting Process:

- Vacancies that are identified on **April 5, 2019** will first be offered to Teachers at any school/program identified for closing. Please refer to the “Secondary School/Program Closing Staffing Procedures” section of this binder for a description of the process.
- All remaining vacancies will then be posted and will be open to current secondary school Teachers in the TDSB who have not been granted a leave of absence for the upcoming school year and those on their Self-Funded leave year.
- Teachers who were declared surplus to school/program on April 18, 2019 will be eligible to apply for these vacancies.
- Qualified part time Teachers may only apply for part time positions.
- Qualified full time Teachers may only apply for full time positions.
- **The posting will be distributed on April 30, 2019 and will close noon on May 6, 2019. Interviews will be held on May 7, May 8, May 9 and May 10, 2019.**
- Teachers at Year Round Alternative Schools who will be on vacation at the time of the posting will be notified by an email to their Board email address prior to the beginning of their break from Employee Services on how to access information.
- Principals may short list candidates for interviews if there are more than 4 applicants.
- Principals will inform the Secondary Teaching Office of the successful candidates on May 13, 2019.
- Teachers who are successful in the interviews will be considered as part of that school’s staff for the remainder of the staffing/surplus procedures and subject to the bumping procedures. Letters will be sent by the Secondary Teaching Office to those Teachers indicating their new home schools.

### 2. The Second Teaching Posting Process:

- The second teaching postings are vacancies which are identified as “true vacancies”. These are vacancies that cannot be filled by a surplus Teacher or a Teacher requesting a transfer.
- When vacancies have been identified as “true vacancies”, the positions will be posted across the TDSB. **The posting will be distributed on June 10, 2019 and will close noon on June 14, 2019. Interviews will be held on June 17, June 18, and June 19, 2019.**
- All secondary school Teachers may apply including those identified as surplus to the Board for the following school year.

- Teachers on leave for the following school year are eligible to apply for these posted positions. If they are selected, their leaves will be automatically rescinded and the new school becomes their home school.
- In the Second Teaching Posting process part time secondary school Teachers may apply for part time and/or full time positions. Full time Teachers who accept part time will have their contract status changed to 0.5 permanently.
- In the second Teaching Posting process Principals may consider applicants' certification based on 2 EBNCs or mutual consent to a maximum of 2 sections for a 1.0 timetable.
- Principals will inform the Secondary Teaching Office of the successful candidates on June 20, 2019.
- The Board may hire Teachers to a teaching pool in identified subjects where a shortage is anticipated. They will be placed in accordance with the Collective Agreement.

**3. Term Postings for Year Round Alternative Schools, TDSS (Section 23), Caring & Safe Schools – Alternative Programs and Alternative Attendance Programs:**

- In order to give Teachers the opportunity to see whether working in a program that is significantly different from that of a regular secondary school is a good fit, the Board and the Union have agreed to a posting process that will provide Teachers with an opportunity to try teaching in Year Round Alternative Schools, TDSS (Section 23), Caring and Safe Schools – Alternative Programs and Alternative Attendance Programs.
- All postings for teaching vacancies in Year Round Alternative Schools, TDSS (Section 23), Caring and Safe Schools – Alternative Programs, and Alternative Attendance Programs will note that the position is for one full school year only, and that the successful candidate will remain on the staffing list of the home school for the following school year, subject to staffing and surplus procedures.
- Teachers who are declared surplus to their school and who apply to and win a term position through the teacher postings, will remain “unplaced” for home school purposes only until Central Staffing locates a home school for the Teacher, subject to pull back procedures.
- If a Teacher has been declared surplus to their school and is placed into a vacancy at Year Round Alternative Schools, TDSS (Section 23), Caring and Safe Schools – Alternative Programs and Alternative Attendance Programs, in the Central Staff process, the school becomes the Teacher's home school, subject to pull back procedures. Teachers in this circumstance may access the placement to be reviewed process specifically designed for placement in a vacancy that is normally a term assignment. See Staffing Rules for more information.
- Teachers who are in a Term Position and subsequently win a home school Position of Responsibility, will have that school become their home school, subject to staffing and surplus procedures.

**During the first or second year:**

- If the Principal chooses not to extend a term position the Principal will notify both the Teacher and the Staffing Officer on or before January 15. The Staffing Officer will notify the appropriate OSSTF TTBU Staffing Officer.

**During the first year:**

- If the Principal supports the extension of a Teacher in a Term Position then that Teacher will receive an email to their Board email address from their Staffing Officer advising them of the extension process during the first week of February, 2020. The Teacher must reply by email, indicating whether he/she is requesting an extension of the term appointment or a return to his/her home school, no later than March 1 (noon).
- The request for extension will be held until all of the following have been confirmed:
  - Staff Allocation is released and confirmation that the term position will continue into the next school year;
  - Confirmation that a Teacher on leave, secondment or central assignment is not returning the following year;
  - Surplus declaration has taken place to ensure that the term Teacher will not be displaced.

Once all of the above have been confirmed, the term Teacher's extension will be approved. If any one of the items above is not confirmed then the Teacher will return to their original home school position, subject to staffing and surplus procedures.

**During the second year:**

- If the Principal supports that the Term Position will become the Teacher's new home school then that Teacher will receive an email to their Board email address from their Staffing Officer advising them of the process to request that this position become their new home school. The Teacher must reply by email, indicating whether he/she is requesting that the term position placement become the new home school or whether he/she wishes to return to his/her current home school, no later than March 1 (noon).
- The request for a new home school designation will be held until all of the following have been confirmed:
  - Staff Allocation is released and confirmation that the term position will continue into the next school year;
  - Confirmation that a Teacher on leave, secondment or central assignment is not returning the following year;
  - Surplus declaration has taken place to ensure that the term Teacher will not be displaced.

Once all of the above have been confirmed, the Teacher's new home school designation will be approved. If any one of the items above is not confirmed then the Teacher will return to his/her original home school position, subject to staffing and surplus procedures.

**NOTE:** A Teacher who is in a term position placement through this process is **not** protected from bumping during the central staffing process.

#### **4. Term Postings for Developmental Disabilities (DD):**

The term of centrally posted Developmental Disabilities (DD) positions shall be 3 (three) years, commencing September 2018 and ending August 31, 2021.

##### **During the third year:**

- If the Principal chooses not to support the extension of a teacher in a centrally posted DD term position the Principal will notify both the Teacher and the Staffing Officer on or before January 15. The Staffing Officer will notify the appropriate OSSTF TTBU Staffing Officer.
- If the Principal supports the extension of a Teacher in a centrally posted DD term position the Teacher will receive an email to their Board email address from their Staffing Officer advising them of the extension process during the first week of February. The Teacher must reply by email, indicating whether he/she is requesting an extension of the term appointment or a return to his/her home school, no later than March 1 (noon).
- The request for approval for extension will be held for approval until Staff Allocation is released and confirmation that the term position will continue into the next school year. If the Allocation is not confirmed the Teacher will return to his/her original home school position, subject to staffing and surplus procedures.
- The acceptance of an extension does not preclude the possibility of a Teacher holding a centrally posted DD term position from applying to a centrally posted DD position at another school site should the opportunity present. Nor does it preclude these teachers from applying to other Teacher postings or POR postings.
- The limit on the number of extensions of centrally posted DD positions by means of the mutual consent of the Teacher and the Principal is two terms.

**NOTE:** A Teacher who is in a term position placement through this process is not protected from bumping during the central staffing process.

#### **5. Interview Process for Teaching Vacancies:**

- The interview team may short-list if there is a large number of candidates. The criteria for the short-listing will be established by the interview team in advance. Where candidates are short-listed, a minimum of 4 candidates must be interviewed.
- If there are fewer than 5 qualified applicants, then all applicants will be interviewed.
- There must be at least two people on the interview team.
- All candidates will be asked the same questions. The questions will be given to the candidates in print form during the interview as well as having them read aloud to them.
- At least one reference must be checked for the interviewed candidates and that referee should be a Vice-Principal, a Principal or a Supervisory Officer.
- Candidates are to be told the number of candidates being interviewed, if they ask.

- Principals will ask the interview team to help create feedback notes for the unsuccessful candidates and will keep those notes on file for 12 months. In some circumstances it may be necessary to keep the notes for a longer period of time.

#### **Recommended Candidate Procedures:**

- Principals will email their Staffing Officer the names of the first and second recommended choices for the position.
- Should a candidate be recommended for more than one position, the Staffing Officers in the Secondary Teaching Office will contact:
  - The candidate, who will indicate his/her preference;
  - The Principals who had recommended the same candidate;
- Principals will not contact any candidates until they have been given approval by their Staffing Officer.
- The Staffing Officers, or their designates in Employee Services, will then contact the receiving Principal to indicate that he/she will now proceed to contact all candidates, both successful and unsuccessful, and welcome the successful candidate to their school. The receiving Principals will also contact the sending Principal to inform him/her of the appointment.
- Letters of appointment will be sent to the successful candidates from the Secondary Teaching Office and announcements to the system will be distributed from the Secondary Teaching Office – Employee Services, soon after the notification of the candidates.

#### **Feedback for Unsuccessful Candidates:**

- If unsuccessful candidates wish feedback, they should contact the Principal of the school that had the vacancy for which they had applied, and the chair of the interview team will set an appointment for feedback.

#### **6. Teaching Vacancies That Occur During the School Year:**

- Teachers whose contracts have been terminated as of August 31 and who have retained their recall rights will be offered vacancies for which they are qualified, as the vacancies arise, in accordance with the provisions of the Collective Agreement. Recall rights are summarized in this binder, under “Recall Rights and Procedures”.
- When a vacancy occurs on a date after the beginning of the school year because the incumbent is sick or takes a leave of absence, the position will normally be filled with an occasional Teacher [clause L11.7].
- Vacancies which occur between September 1 and February 15 may, at the discretion of the Board, be filled by a new hire subject to recall provisions [clause L11.7].

**7. Teaching Vacancies Posted Externally:**

- Teaching Vacancies posted externally prior to noon on September 1, 2019, are open to all qualified secondary Teachers.

**8. Posting Notes:**

- Postings will be distributed across the TDSB and all postings will close at 12 noon, 5 school days later.
- Postings in print will be readily available in all secondary schools.
- The Secondary Teaching Office will place postings on the Board's internal web site (TDSBweb) for the posting periods.



1 April 2019

To:  
From:  
CC: School Principal  
Subject: First Teaching Posting

Dear <First\_Name> <Last\_Name>:

It has come to our attention that you will be on break from (School) when the posting of secondary teaching vacancies is advertised system-wide beginning on April 30, 2018 and closing on May 6, 2019 at noon. Interviews will be taking place May 7 through May 10.

In order to ensure that all staff are provided with an equal opportunity to apply to these postings this letter is sent to notify you that you will be able to access all secondary teaching vacancies online. From the TDSB website, click on "Teachers", then on the left hand side "Professional Growth", then "Job Postings".

If you are unable to access the postings online or you are not available for interviews on May 7, May 8, May 9 or May 10, please contact your Staffing Officer to make alternate arrangements.

Learning Centre 1 & 4: Lynda Brewer, Staffing Officer, 416-397-3255, [lynda.brewer@tdsb.on.ca](mailto:lynda.brewer@tdsb.on.ca)

Learning Centre 2 & 3: Sandi Tierney, Staffing Officer, 416-397-3251, [sandi.tierney@tdsb.on.ca](mailto:sandi.tierney@tdsb.on.ca)

On behalf of our students thank you for the leadership that you continue to provide in your school/program.

Sincerely,

David Moore  
Senior Manager, Secondary Teaching Office

cc: Principal, <School>

February 1, 2019

To:

From:

CC: School Principal

Subject: Action Required – Extension of Term Position – Year 1

Dear (Teacher):

Our records indicate that you were appointed to a one year term position (2018-2019) at (school) and that your home school remains (school).

When appointed to this term position you were advised that you may request an extension for a second year, subject to the approval of the Principal of (school).

**To be considered for extension you must reply by email selecting option A or B by March 1, 2019 (noon).**

Option A      I would like to request an extension of my term position for one additional year, 2019-2020 at (school).

Option B      I would like to return to my home school (school) effective September 1, 2019, **subject to staffing and surplus procedures.**

Extension of your placement in the term position will be made only after all of the following information has been confirmed:

- If you are replacing a Teacher on leave, secondment or central assignment and we confirm that the Teacher is not returning the following year
- Funding has been received for the term position to continue into the next school year
- Surplus declaration has taken place and we are able to confirm that you will not be declared surplus to the term position.

If any of the items above are not confirmed then you will maintain (school name) as your home school, subject to staffing and surplus procedures.

If you have any questions, please contact me at (phone number).

Sincerely,

(Name of Staffing Officer)  
Staffing Officer

February 1, 2019

To:

From:

CC: School Principal

Subject: Action Required – Confirmation of Term Position and Home School – Year 2

Dear (Teacher):

Our records indicate that you were appointed to a one year term position in 2017-2018 at (school) and your one year term position was extended for the 2018-2019 school year. Your home school remains (school).

**You must reply by email selecting option A or B by March 1, 2019 (noon).**

Option A      I would like to request that (school) becomes my new home school.

Option B      I would like to return to my home school (school) effective September 1, 2019, **subject to staffing and surplus procedures.**

Home school designation will be approved only after all of the following information has been confirmed:

- If you are replacing a Teacher on leave, secondment or central assignment and we confirm that the Teacher is not returning the following year
- Funding has been received for the term position to continue into the next school year
- Surplus declaration has taken place and we are able to confirm that you will not be declared surplus to the term position.

If any of the items above are not confirmed then you will return to (school name) your home school position, subject to staffing and surplus procedures.

If you have any questions, please contact me at (phone number).

Sincerely,

(Name of Staffing Officer)  
Staffing Officer

**APPLICATION COVER SHEET  
FOR  
FIRST and SECOND TEACHING POSTINGS  
&  
POSITIONS OF RESPONSIBILITY POSTINGS**

**SECONDARY TEACHING VACANCIES  
2019 - 2020**

Posting # \_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_ EMPLOYEE NUMBER: \_\_\_\_\_

CURRENT SCHOOL: \_\_\_\_\_

SCHOOL PHONE NUMBER: \_\_\_\_\_

**CURRENT CONTRACT STATUS:**

- ☐ 1.0 Full Time
- ☐ 0.5 Part Time (not eligible to apply for POR Postings)

**I am enclosing the following required information:**

Completed Application Cover Sheet  
Up-to-Date Resume  
Covering Letter  
Certificate of Qualification

\_\_\_\_\_  
Signature

**Please ensure all required information is enclosed with your application in order for your application to be given consideration.**

**Only Secondary regular contract Teachers are eligible to apply for these positions.**

# **PULL BACK PROCEDURES**

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## **PULL BACK PROCEDURES**

The guiding principle for these staffing rules and procedures is the concept of keeping Teachers in their home schools or, if they become surplus, finding ways to return them to their home schools, subject to their seniority and their qualifications.

When a vacancy occurs in a school, the Principal will consider pull backs of surplus Teachers in order of seniority. Timetable changes will be considered to accomplish a pull back of a more senior surplus Teacher based on qualifications. Those changes will take into consideration other Teachers' timetables and the impact on school/program needs.

### **1. Pull Back to the home school for Teachers who are initially declared school surplus, prior to the commencement of the Transfer Meetings:**

- Principals will inform Teachers that they have been identified as tentatively surplus to school on April 5, 2019 and will inform the Senior Manager, Secondary Teaching Office, of the list of tentatively school surplus Teachers by 12 noon on April 5, 2019.
- Vacancies that are identified on April 5, 2019 will first be offered to Teachers at any closing school/program in seniority order (all vacancies across the TDSB).
- **As a result of this posting and selection process, new “vacancies” will be created by the filling of some or all of the posted positions.**
  - Principals will pull back, subject to seniority and qualifications, one or more of their Teachers who had been identified as surplus to school on April 18, 2019.
  - Principals must describe the vacancy and indicate any intended pull back to their Staffing Officer, by 12 noon, May 15, 2019.
  - The Staffing Committee will meet to review intended pull backs.
  - Senior Manager, Secondary Teaching, will confirm all pull backs on May 16, 2019. This information will be shared with OSSTF TTBU, either in a meeting or by an electronic document.

### **2. Pull Back to the home school for Teachers who remain school surplus on or after May 16, 2019, prior to the end of transfer closing date May 24, 2019.**

- As vacancies occur at the Learning Centre Placement Meetings, Teachers who were identified as surplus to their home school may be placed in another school, subject to their seniority and qualifications.
- If there is a Teacher who has requested a transfer to a school where there is a qualified Teacher who meets the conditions for a pull back as described directly below, the pull back Teacher has the right to the position over the Teacher requesting the transfer.
- **If a vacancy occurs in the home school of a Teacher who was school surplus, that Teacher will be pulled back to the home school, subject to seniority and qualifications.**

3. **Pull Back to the home school for Teachers who remain school surplus after May 24, 2019, prior to the termination of Teacher contracts as of August 31, 2019:**

- As vacancies occur at the Board-wide Placement Meetings, Teachers who were identified as surplus to school or were bumped from their home school may be placed in another school, subject to their seniority and qualifications.
- If a vacancy occurs in the home school of a Teacher who was school surplus or was bumped, that Teacher will be pulled back to the home school when all of the conditions below are met:
  - The Teacher has the qualifications to fill the vacancy in the home school.
  - Where there is more than one Teacher from the home school who meets these conditions, then the more senior Teacher will be the one pulled back.
- In a year when bumping has been invoked and there is a more senior qualified Teacher remaining on the surplus list, then that more senior surplus Teacher will be placed in the vacancy instead of the pull back.

Please note:

- Nothing in these procedures prevents a massaging of placements and transfers, so that the guiding principle of finding ways of returning Teachers to their home schools, subject to their seniority and qualifications, is upheld.
- Staffing Officers will be responsible for co-ordinating the information relevant to potential pull backs.
- Teachers who are tentatively identified as surplus to the Board and are so informed on June 7, 2019, will be placed in vacancies that arise after that date, subject to their seniority and qualifications. When placements are found, these Teachers are subject to the pull back provisions as described above.
- In the following circumstances Teachers are no longer eligible for pull back:
  - Successful in obtaining a position in a Teacher Posting;
  - Successful in obtaining a Transfer;
  - Successful in obtaining a Position of Responsibility;
  - Approved for a MAPS;
  - Successful changing their FTE status by obtaining a full time position.
- These pull back procedures will be in place until **12 noon** on August 31, 2019, for the 2019 - 2020 school year. In the event Teachers are required to report sooner, the deadline for pull backs shall be 12 noon, two working days prior to the first day of school for Teachers.

**QUALIFICATIONS REVIEW COMMITTEE**

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## **SECONDARY TEACHERS QUALIFICATIONS REVIEW COMMITTEE**

### **Purpose:**

- To provide an opportunity for secondary school Teachers to apply, in very extraordinary circumstances, to have a subject(s) listed on their Certificate of Qualification set aside from consideration for the staffing/surplus procedures only.

### **Committee Members:**

- The Committee shall be chaired by the Senior Manager, Secondary Teaching, Employee Services.
- Four representatives named by the Senior Manager, Secondary Teaching Office.
- Four representatives named by the President of OSSTF TTBU.
- Staffing/Seniority Analyst.

### **Procedures:**

- In very extraordinary circumstances, Teachers may wish to apply to the Secondary Teachers' Qualifications Review Committee to have a subject(s) listed on their Certificate of Qualification set aside from consideration for staffing/surplus procedures only. The application form is available in school offices, the Employee Services department, from OSSTF TTBU and electronically. The form must be signed by the school Principal before submission. The Principal's signature acknowledges the form has been discussed.
- The Committee will meet to discuss each application on a case by case basis to make a determination.
- A member of the Committee will contact all Teachers and letters will be sent by Employee Services regarding the decision.
- The Committee will operate on a consensus basis. If there is no consensus, the application will not be approved.
- If the Teacher's application is approved, then:
  - ♦ The subject(s) will be set aside from consideration only for the staffing/surplus process;
  - ♦ **This determination will stay in effect as long as the Teacher is employed as a Teacher in the TDSB.**
- In very extraordinary circumstances, a Teacher may apply to the Committee to have their determination reversed. If such an application is made, then:
  - ♦ The Committee will meet upon receipt of the application;

- ♦ If the Committee determines to re-instate the subject(s), the reinstatement will be effective for the following school year and letters will be sent by the Employee Services department.
- The Staffing/Seniority Analyst will maintain the records.

**APPLICATION DEADLINE:**

**For 2019, the deadline is 12 noon, January 23.**

**According to the College of Teachers, neither a Board nor a Teacher nor the College itself can remove a subject(s) from a Teacher's Certificate of Qualification. The Secondary Teachers Qualifications Review Committee has been established to provide Teachers in very extraordinary circumstances an opportunity to have a specific subject(s) set aside from consideration for staffing/surplus procedures only. Setting aside a subject(s) from a Certificate of Qualification reduces the number of teaching positions available to the Teacher and could result in the Teacher being surplus to the Board.**

**Teachers contemplating such an application should seek advice and counsel from OSSTF TTBU about potential consequences of this action.**

## APPLICATION TO THE SECONDARY TEACHERS' QUALIFICATIONS REVIEW COMMITTEE

**Deadline:** 12:00 noon  
January 23, 2019

Name: \_\_\_\_\_ School: \_\_\_\_\_

I am applying to have the following subject(s) listed on my Certificate of Qualification set aside from consideration for staffing/surplus procedures only:

\_\_\_\_\_

**Please attach a copy of your Certificate of Qualification and any appropriate documentation to support this application.**

The reasons for this application are as follows:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**According to the College of Teachers, neither a Board nor a Teacher nor the College itself can remove a subject(s) from a Teacher's Certificate of Qualification. The Secondary Teachers Qualifications Review Committee has been established to provide Teachers in very extraordinary circumstances an opportunity to have specific subject(s) set aside from consideration for staffing/surplus procedures only. Setting aside a subject(s) from a Certificate of Qualification reduces the number of teaching positions available to the Teacher and could result in the Teacher being surplus to the Board.**

**Teachers contemplating such an application should seek advice and counsel from OSSTF TTBU about potential consequences of this action.**

We have discussed this application.

\_\_\_\_\_  
(Teacher's Signature)

\_\_\_\_\_  
(Principal's Signature)

**Return to: Senior Manager  
Secondary Teaching Office  
5050 Yonge Street, 2<sup>nd</sup> Floor, Route NE-10 FAX #416-397-3484**

You will be contacted with the decision in writing by Employee Services prior to the start of the school staffing process.

# RECALL RIGHTS & PROCEDURES

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## RECALL RIGHTS AND PROCEDURES

### **Recall Rights and Procedures for Teachers whose Contracts are Terminated at the June Board Meeting, effective August 31.**

- Recall Rights apply only to Teachers whose employment with the Board has been terminated because the Teacher is surplus to the Board. Recall Rights thus formally commence September 1. Please note that Teachers who have been terminated and are also on a statutory leave (e.g. pregnancy/parental leave) must also adhere to all of the provisions of the Recall Rights and Procedures.
- Recall Rights are limited to the 12 month period immediately following the date the termination of employment as a surplus Teacher became effective (August 31, 2019). Recall Rights and Procedures will apply to vacancies that occur in the school year immediately following the date of termination.
- The Board will maintain a list of Teachers with Recall Rights up to August 31, 2020.
- Teachers who wish to have Recall Rights must complete and return the Teacher Contact Information form provided by the Board within 15 days of receiving notice of termination. This form must be received by the Secondary Teaching Office, 5050 Yonge Street, fax number 416-397-3484, **by noon on July 8, 2019.**
- In order to maintain Recall Rights, the Teacher must:
  - keep the Board advised of the Teacher's current address and telephone number;
  - ensure that the form identified above is received by the Senior Manager, Secondary Teaching Office, fax number 416-397-3484, by July 8, 2019;
  - be able to respond personally and expeditiously to any offer of employment by the Board.
- The Board will maintain the list of Teachers who have Recall Rights and the OSSTF TTBU will have copies of the list and any revisions made to the list.
- The Board will keep details concerning any Teachers removed from the lists and the OSSTF TTBU will be so informed.
- Severance Pay provisions are detailed elsewhere in this section, under "Severance Pay Provisions". A copy of the provisions and the form, along with all other necessary materials will be sent by Employee Services, Secondary Teaching, to any Teacher whose contract is terminated effective August 31, 2019.

- When a position becomes available, the Board shall contact each qualified Teacher remaining on the recall list in order of seniority, to ascertain whether the Teacher wishes to accept a position, until that position is filled.
- Teachers who are deemed part time placed and part time surplus at the last Board meeting in June will have their contract status reduced .5 but retain their recall rights to a 1.0 position during the next school year as described above.
- **A Teacher who refuses a recall to a position for which the Teacher is qualified, or fails to respond under L48.4 shall no longer be entitled to recall [clause L48.8].**
- A Teacher who has been recalled to a position as a Teacher within 4 calendar months (by December 31, 2019) of the effective date of the termination of the Teacher's employment as a Teacher shall be credited with Teaching Experience as though there had been no interruption in employment.
- An optional information session for Teachers who have been notified that they will be terminated will be held on July 5, 2019 at 10:00 a.m. (tentative) at 5050 Yonge Street.
- In years where there is a recall list and it is not exhausted by October 15, the Board and the OSSTF TTBU will consider implementing one or more of the in-year placement review processes, i.e. Placement Review, Extreme Geographic Criteria, Mutually Agreed Position Switch.

**TORONTO DISTRICT SCHOOL BOARD  
SEVERANCE PAY PROVISIONS  
FOR SURPLUS TEACHERS**

For complete reference, please see clause L49.0 of the Collective Agreement.

**1. Who is eligible to receive severance pay?**

A secondary Teacher who:

- is a Permanent Teacher;
- has been terminated by the Board, effective August 31, 2019 because of being surplus to the needs of the Board;
- has not refused a position with the Board, for which the Teacher is qualified.

**2. How much might such a Teacher receive in severance pay?**

The amount to be paid is based on the number of years of the last continuous Teaching Experience with the Board (including any Predecessor Board), calculated as follows:

$[10 + (n-1) \times 2.5] \times [\text{Total Salary for the last complete year of employment as a Teacher}] \text{ divided by } 100$

where  $n$  = number of years of the last continuous Teaching Experience with the Board.

**Example:** a second year Teacher, making approximately \$45,000

$$(10 + (2 - 1) \times 2.5) \times 45,000 / 100 = \$5,625$$

**The maximum payment shall be 32.5% of the Teacher's Total Salary for the Teacher's last complete year of employment as a Teacher.**

**3. Can severance pay be deferred?**

A Teacher may request the deferral of severance pay for a period of up to 12 months from the effective date of the termination of the Teacher's employment. A deferral maintains Recall Rights during such period. No such request shall be denied.

**4. What happens to my Recall Rights if I take severance pay?**

The Teacher ceases to have any further rights under the Collective Agreement, including the right of recall.

**5. When can I apply for severance pay?**

- The effective date of termination is August 31, 2019. An eligible Teacher may apply for severance pay **at any time from September 1, 2019 up to and including the end of the business day on August 31, 2020.**
- An eligible Teacher will be assumed to have requested deferral of severance pay unless the severance pay is specifically requested. The automatic deferral will enable Teachers to maintain their Recall Rights until August 31, 2020.
- However, eligible Teachers who are not recalled by August 31, 2020 must **request** the severance pay before **the deadline of the end of the business day, August 31, 2020.**

**6. How do I apply for severance pay?**

- Eligible Teachers must contact the Senior Manager, Secondary Teaching Office and ask for a Request for Severance Pay Form (sample attached):
  - Telephone 416-397-3238
  - Fax 416-397-3484
- This form must be completed and returned to the Senior Manager, Secondary Teaching.
- The date of application, as indicated on the form, will be considered as the date of severance, for the purposes of the Recall Rights under the Collective Agreement.
- The payment of the severance will be made as soon as possible after the completed application has been received and processed.
- **Teachers should seek advice from a financial consultant as to whether the severance payment can be paid directly into an RRSP.**

**7. Can I also receive the sick leave credit gratuity?**

No. The Collective Agreement states that the gratuity is available for Teachers who **retire and who are entitled on such retirement to receive their pension** (see clause L37.2 for full details).



**8. Can I receive a service gratuity?**

The Collective Agreement states: "The Service Gratuity Plans in force in **North York and Toronto** during the school year 1969-70 shall remain in force for all Teachers who were under Contract with either of the above Predecessor Boards for the school year 1969-70 and who continued under Contract with such Predecessor Board and who have continued to be employed as Teachers with the Board on the effective date of this Agreement." [clause L43.1].

**9. Do I have to resign in order to take the severance pay? Can I take a job somewhere else?**

A qualified Teacher who fulfills the conditions above can apply for severance pay, regardless of whether or not that Teacher has another job. The Teacher has been terminated because of being surplus; thus there is no need to submit a letter of resignation.

**10. Can I ever be hired again by the Toronto District School Board?**

Yes, for contract positions and occasional teaching positions.

**NOTE:**

Given that each situation is different for each surplus Teacher, you may wish to contact the Secondary Teaching Staffing Officers (Learning Centre 1 & 4): Lynda Brewer 416-397-3255 (Learning Centre 2 & 3): Sandi Tierney 416-397-3251 and/or OSSTF TTBU representatives (416-393-8900).

## SECONDARY STAFFING AND SURPLUS PROCEDURES

### REQUEST FOR SEVERANCE PAY

SURPLUS TEACHER'S NAME: \_\_\_\_\_

EMPLOYEE NUMBER: \_\_\_\_\_

SCHOOL TO WHICH THE SURPLUS TEACHER  
WAS ASSIGNED IN THE **2018-2019** SCHOOL YEAR: \_\_\_\_\_

DATE OF APPLICATION FOR SEVERANCE PAY: \_\_\_\_\_

**Note:**

- Please refer to section L49.0 of the Collective Agreement for provisions regarding severance pay.
- Surplus Teachers who have questions are encouraged to telephone EITHER
  - Senior Manager, Secondary Teaching Office (416-397-3238)
  - OR**
  - OSSTF TTBU (416-393-8900)

SURPLUS TEACHER'S SIGNATURE: \_\_\_\_\_

**THIS FORM MUST BE RECEIVED AT THE FOLLOWING LOCATION BY 4:30 p.m.  
AUGUST 31, 2020:**

Senior Manager  
Secondary Teaching Office  
Toronto District School Board  
5050 Yonge Street – 2<sup>ND</sup> Floor  
Toronto, Ontario M2N 5N8

Or fax to: 416-397-3484

**FOR OFFICE USE ONLY:**

Verification by Senior Manager, Secondary Teaching \_\_\_\_\_ Date: \_\_\_\_\_

Approval by Business Services: \_\_\_\_\_ Date: \_\_\_\_\_

Copy to Teacher's File: ☐ Date: \_\_\_\_\_

# SCHOOL STAFFING COMMITTEES

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## **SCHOOL STAFFING COMMITTEES**

The School Staffing Committee is established in the Collective Agreement and has specific duties and responsibilities. Outlined below are those duties and responsibilities, guidelines for setting annual tasks and responsibilities and a list of key principles of operation. A successful School Staffing Committee will function in a collaborative fashion, share information with members of the Committee and provide solutions in their recommendations.

### **A. Principles of Operation:**

- The members of the School Staffing Committee will perform their duties in strictest confidence and will have access to the necessary data required to make decisions.
- Recommendations from the Committee will be determined by consensus.
- If outside advice is needed or if problems arise on the Committee, either or both of the Co-Chairs may seek assistance from the Senior Manager, Secondary Teaching Office, or from the President, OSSTF TTBU or their designates.
- Both the President, OSSTF TTBU and the Senior Manager, Secondary Teaching Office may bring issues concerning the work of School Staffing Committees for discussion to the Secondary Consultation Committee.

### **B. Role of the School Staffing Committees:**

The Collective Agreement for the 2014-2019 school years states:

- L19.1 A School Staffing Committee shall be established in every school:
- L19.2 The Teachers of each school shall elect two of their number to the School Staffing Committee. The Bargaining Unit may select two additional members. Unless otherwise notified by the Bargaining Unit, the additional members shall be the Branch President and School Workload Representative. The Branch President will inform the Principal in writing of the members by November 15.
- L19.3 The Principal and timetabling Vice-Principal(s) of the school shall also be members of the School Staffing Committee.
- L19.4 The School Staffing Committee shall be co-chaired by the school Principal and the Branch President or their designates.
- L19.5 The Committee will meet on a regular basis or at the request of either chairperson at a mutually convenient time.
- L19.6 The term of office of the Teacher representatives on the School Staffing Committee shall be November 1 to October 31. If any of the Teacher representatives resign from the committee or are transferred to another

school, the Teachers of the school shall elect a replacement from their number.

- L19.7 The School Staffing Committee will concern itself only with:
- a) developing and proposing a staffing model (which will meet the requirements of Workload Accord, the Education Act, or Regulations made thereunder, as amended from time to time) based on projected enrolment and staff allocation;
  - b) reviewing the current staffing and workload and proposing any modifications as may be required;
  - c) considering and responding to such staffing and workload proposals and/or suggestions including Student Success Program initiatives as are submitted to the committee;
  - d) review and monitor the staffing implications of student success initiatives within the school;
  - e) receive and review reports of student success results and best practices;
  - f) forward to the Secondary Consultation Committee such reports, results and best practices as may be applicable from L19.7(e);
  - g) reviewing equitable distribution of coverage and supervision;
- L19.8 Members of the School Staffing Committee shall be provided with information on enrolments, staffing (projected and actual), seniority and qualifications, program needs and school divisors on a timely basis. Such information should normally be provided to the members of the Committee within five days of the Principal or designate sending or receiving same.
- L19.9 The final staffing model will be subject to the approval of the Executive Superintendent of Employee Services, or designate. Such approval is to be based on criteria established by the joint sub-committee of the Secondary Consultation Committee established under L20.13.
- L20.19 The procedures in L20.18 will be published as the “Secondary Staffing Binder” and made available by the Board to the Bargaining Unit office and School Staffing Committee Co-Chairs.
- L25.13 In order to ensure transparency, the schedule and usage of assignments shall be monitored by the School Staffing Committee.

**C. Annual Tasks and Timeline Guidelines:**

- November – February:
  - Review of the school's staffing model based on the Workload Accord;
  - Review of the revised Semester 2 timetables prior to commencement of Semester 2;

- Co-chairs receive a copy of the “Secondary Staffing Binder”;
  - Receive and consider such program proposals and/or suggestions as are submitted to the Committee, including recommendations relevant to programs made by the school’s Curriculum Leaders/Assistant Curriculum Leaders;
  - Set tentative schedule of meetings for March to October.
- March:
    - Receipt of staffing information within five school days of Principal’s receipt (Principals are encouraged to provide this information as soon as possible):
      - ◆ school’s projected staffing, projected enrolment data and projected program needs;
      - ◆ alpha seniority list for their Teachers and a list in seniority order;
      - ◆ list of Teachers in the school requesting full year leaves without pay, half time teaching assignments and full time teaching assignments, Teachers returning from leave, Teachers returning from or going on the leave year under the Self Funded Leave Plan, resignations and retirements;
      - ◆ seniority verification documentation;
      - ◆ please refer to the TDSB Secondary Certification/Subject Codes 2019 in constructing the school staffing model.
    - One copy of the above information will be provided to the Teacher Co-chair of the Committee for the confidential use of the School Staffing Committee only;
    - Consider and respond to such program proposals and/or suggestions as are submitted to the Committee, including recommendations relevant to programs made by the school’s Curriculum Leaders/Assistant Curriculum Leaders;
    - Based on the above shared information, the Staffing Committee will begin the process to develop and propose a staffing model for the following school year. There should be an opportunity to consider various proposals for the staffing model.
  - April:
    - Develop and propose a staffing model for the following school year, by the date determined for the declaration of school surplus. The Principal will submit the staffing model to the Board and will copy the Branch President;
    - Monitor initial list of school vacancies in preparation for the pre-placement posting process;
    - Receive information on retirements, resignations, approved leaves, etc.;
    - Monitor Mutual Consent of the Teacher and the Principal where required; Note: Mutual Consent does not apply for an assignment to a subject/program/course listed on a Teacher’s seniority verification form as experienced but not certificated;
    - Review the list of Teachers surplus to the school for accuracy;
    - The Principal and Branch President or designate will inform Teachers, including those on a leave of absence, identified as surplus to school as per the surplus declaration dates identified in the Staffing Dates section;
    - See notification process in Surplus Declaration section;

- Review list of potential pull backs.
  - ◆ As staffing changes occur during the Cone of Silence, the Principals will review them with the Teacher Co-chair.

- May:

- Review of list of school pull backs resulting from the pre-placement posting process;
- Receive information on retirements, resignations, approved leaves, etc.

Note: changes to Teachers' timetables during the Cone of Silence [(period between the deadline date for pull backs) that result from the pre-placement posting and the announcement of staff changes (transfers, bumps, surplus, etc.)] (May 16, 2019 to June 7, 2019) are confidential to the Principal and Teacher Co-chair while the Board staffing processes described in this binder continue.

- June:

- Immediately following the lifting of the "Cone of Silence" a meeting will be held with the entire staffing committee to share information regarding Teachers in the school who have been transferred or placed in other schools or who remain tentatively surplus to the Board or pulled back, including timetable changes;
- Review staffing changes as they occur during the month: Pull backs, resignations, retirements, leaves, etc.;
- Review for Accord compliance of tentative timetables prior to distribution to Teachers;
- The Principal and the Branch President or designate will inform Teachers, including those on leave of absence, identified as surplus to the needs of the Board as per the surplus declaration dates identified in the Staffing Dates section;
- See notification process in Surplus Declaration section.

- September/October:

- If timetable changes are required (due to reallocation, additional allocation or re-timetabling in order to meet class size caps) the Committee will meet to identify the Teachers to be involved.
- Receipt of staffing information:
  - ◆ updates on projected and actual enrolments
  - ◆ staffing changes
  - ◆ meet to discuss changes in Teacher allocation

- September to June:

- Monitoring of the schedule of availability and usage of assignments of coverage and supervision begins. Within three school days after the end of each month, the Principal must report on the usage of coverage and supervision to the Senior Manager, Secondary Teaching Office. A copy of

that report will be provided to the members of the Committee at the same time.

- A report on the Pupil Teacher Contact (PTC) for each school will be provided to Secondary Consultation within ten school days after October 31, with an interim report for semestered schools provided on that same date. A final report for semestered schools will be provided to the Secondary Consultation Committee within ten school days after February 28.
- The School Staffing Committee shall review and monitor class size.



## SECONDMENTS

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## **PROCEDURES FOR REQUESTING A SECONDMENT TO AN OUTSIDE ORGANIZATION**

1. Teachers requesting a secondment to a position for a fixed duration outside the Toronto District School Board will submit a letter **from the seconding organization** to the Senior Manager, Secondary Teaching, outlining the details of the secondment including:
  - start and end dates;
  - the name of the organization to which the Teacher wishes to be seconded;
  - the nature of the secondment/job description;
  - the reasons the Teacher wishes to accept the secondment;
  - the benefits to the TDSB;
  - a statement that the seconding organization will pay the costs of total salary and benefits;
  - a letter from the seconding organization confirming the secondment offer.
2. A copy of the letter from the seconding organization must be sent to the **Teacher's** Principal and the Staffing Officer before the secondment will be approved.
3. The Senior Manager, Secondary Teaching, will make a recommendation to the Board in consultation with the Principal.
4. Approval for the secondment is subject to the discretion of the Board.
5. The Teacher, Principal and Staffing Officer will be notified in writing of the Board's decision.
6. **These requests must be submitted at least 6 weeks prior to the commencement of the secondment. For full school year secondments, the request should be submitted by the end of March of this school year and no later than June 30 for the following school year.**
7. As per the Employee Services Secondment Protocol there is a two-year limit on secondments to an outside organization. However, a third year may be granted by the Senior Manager, Secondary Teaching only for secondments to Faculties of Education and the Ministry of Education. Due to legacy Board arrangements secondments at Bloorview School Authority are handled annually on an individual basis.
8. The salary and benefits paid to the seconded employee will be the salary and benefits of the employee for the position the employee holds in the TDSB.

#### **9. Request To Cancel/Rescind An Approved Secondment:**

- Requests to cancel or rescind a Secondment once it has begun must be submitted in writing to the appropriate Staffing Officer, Secondary Teaching Office, with a copy to the Principal.
- A rescission of an approved Secondment will be considered only if there are no surplus Teachers who have rights to a position that the Teacher requesting the rescission would fill.
- **If an approved Secondment is rescinded, the Teacher will be offered the first available vacancy, subject to the Teacher's seniority and qualifications. If the offer of placement is accepted, the Teacher will be placed accordingly and the new school becomes the home school. If the offer of placement is declined, the request to rescind the approved Secondment will be withdrawn.**
- **If the Teacher resigns the Secondment to the seconding organization but a school placement is not identified per the process above, the Teacher will be placed on an unpaid leave of absence for the balance of the school year, and return to their previous home school the following September.**

#### **10. OSSTF Representation**

- Teachers should contact OSSTF Toronto TBU (416) 393-8900 if they have any questions about their OSSTF representation while on secondment.

# STAFFING RULES

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# STAFFING RULES

## 1. Guiding Principles:

- Staffing rules are guided by seniority subject to qualifications (certificated and experienced but not certificated).
- Staffing Rules and Procedures will be guided by the principle of keeping Teachers in their home schools or if they become surplus finding ways to return them to their home schools subject to seniority and qualifications.
- In determining school surplus and the development of the school staffing matrix, the placement process and in the bumping process, the guiding principles are:
  - “certification bumps certification” (based on seniority)
  - “certification bumps experienced but not certificated” (not dependent on seniority)
  - “experienced but not certificated cannot bump certification” (not dependent on seniority)
  - “experienced but not certificated bumps experienced but not certificated” (based on seniority)
- The staffing rules that govern the Learning Centre Placement Meetings will also govern the Board-wide Placement Meetings.

## 2. Experienced But Not Certificated Issues (Successfully Taught):

### (a) Seniority Verification

- Teachers are provided the opportunity to add and delete “Experienced But Not Certificated (EBNC)” codes through this year’s seniority verification process:
  - Teachers may delete a code from this area, with the understanding that the code will not be added in subsequent years until a corresponding course is successfully taught again;
  - if Teachers wish to add an EBNC code corresponding to a course recently taught in the TDSB (either Semester 2 of the previous school year, Semester 1 of the current school year or scheduled for all of the current school year), they must to complete the form, obtain the signature of the Principal for whom the Teacher successfully taught the course and return the form;
  - mutual consent to teach a course “in the future” cannot be considered as fulfilling the conditions for “experienced but not certificated” until the course is successfully taught. Subjects taught previous to 1999-2000 were added/deleted through the first TDSB wide seniority verification process.
- Principals and School Staffing Committees will consider this information as recorded.

### (b) The Placement of Surplus Teachers Into Vacancies

- In the four Learning Centre Placement Meetings in late May, the first attempt will be to place Teachers in sections for which they possess the qualifications on their teaching certificate. The Committee shall then try to place Teachers

according to their certificate qualifications and Experienced But Not Certificated (EBNC) qualifications, but with no more than two EBNC sections.

- In the Board-wide placement meetings in early June, the Committee shall then continue to try to place Teachers with no more than two EBNC sections.
- In the Board-wide placement meetings in late June, when the possibility of no placement and therefore termination is more likely, the two EBNC section rule shall be relaxed and three EBNC sections will be considered.
- At central placement meetings in subject codes where there are courses offered at both the Intermediate (grades 9 and 10) and the Senior (grades 11 to 12) level, Teachers who have an EBNC in a particular certification code may only be placed in those courses at the Senior level with mutual consent.
- At central placement meetings Teachers holding a particular certification only at the Intermediate level will also be considered for courses at the Senior level with mutual consent in seniority order.

### **3. Mutual Consent Form For Uncertified Subject:**

- This form will be used only when the decision has been made to tentatively assign a Teacher to courses on the school staffing matrix.
- After consultation with the School Staffing Committee, the Mutual Consent form is to be completed by the Principal and discussed with the Teacher who is being asked to teach a course for which the Teacher does not hold the appropriate qualification.
- In order to make an informed decision, the Teacher must be given a reasonable amount of time in order to avail him or herself of the option of consulting with a school administrator, a Secondary Teaching Staffing Officer and/or an OSSTF TTBU executive representative. **All parties should understand that this is a confidential process.**
- Both the Principal and the Teacher must sign the form in order for mutual consent to be considered to have been given.
- Once signed, a copy of the form will be given to the Teacher and to the School Staffing Committee.

### **4. Qualifications Review Committee and Process:**

- In very extraordinary circumstances, Teachers may wish to apply to the Secondary Teachers Qualifications Review Committee to have a subject listed on their Certificate of Qualification set aside from consideration for staffing/surplus procedures only.
- The process and the application form are contained in the Qualifications Review section of the binder, under "Secondary Teachers Qualifications Review Committee".
- The Staffing/Seniority Analyst will maintain the records.

## **5. Surplus to School Issues:**

- A full time Teacher (1.0 contract status), who has requested and been tentatively timetabled for a half time leave of absence on the school staffing matrix but who is subsequently declared surplus to their school, will be considered for placement in accordance with their contract status as a full time Teacher (1.0 contract status). If that Teacher is placed in another school he/she must request a half time leave from the new Principal. The half time leave request will be granted if it is possible to accommodate that request.
- A full time Teacher may be 0.5 placed in a school and 0.5 surplus to a school. During the staffing process, both at the Learning Centre Placement Meetings and the Board-wide Placement Meetings, a full time placement will be sought for that Teacher.
- When the Board and OSSTF TTBU agree that a Teacher who was declared surplus has documented human rights requirements that are extraordinarily complex, the Teacher will be added to the Facilitated Transfer List and immediately activated for the purpose of finding an accommodation-appropriate school placement on the understanding that in a year when “bumping” is invoked, the Accommodated Teacher will be subject to bumping. If the accommodated Teacher is placed through the Facilitated Transfer process and subsequently bumped, the bumped Teacher will be added to the Facilitated Transfer List and reactivated immediately for placement purposes.
- **Teachers cannot volunteer to be surplus to their home schools.**

## **6. International Baccalaureate (I.B.) and Advanced Placement (A.P.) Issues:**

- During the school staffing process when a timetable requiring IB or AP training becomes available, the timetable shall be assigned to the most senior Teacher with appropriate subject certification. If the most senior Teacher does not have IB or AP training, the Teacher shall be offered the timetable and an opportunity to take the IB or AP training prior to the next school year. A Teacher who declines the opportunity to take the training may be declared surplus.

## **7. Native Learning Centre (Jarvis)**

- The Board and Union agree that in a non-bumping year or within a time frame that precedes a determination as to whether to bump, teaching assignments at the Native Learning Centre (Jarvis) would be treated as try ons. For greater clarity, such treatment will apply to in-school staffing processes prior to and following surplus declaration, including the consideration of pull backs.

## **8. Identifying Home Schools:**

- All Teachers will be assigned to a home school.
- Teachers currently working in two locations, either by semester, on alternate days or half-days, will have one home school identified under the following rules:
  - semester 2 location, or
  - day 1 location, or
  - morning location.



- Teachers who are placed in a school and then granted a leave of absence will have that school as their home school.
- Teachers who apply for a full year leave of absence without pay by the March 1 deadline and are automatically approved for the leave will continue to have their current school as their home school.
- Teachers whose leave requests are rescinded and are placed will have that placement become their home school.
- Teachers who are selected for an acting Position of Responsibility will have their original home school as their home school, not the school in which the acting Position of Responsibility is located.
- Teachers who are in central term positions (including Program Co-ordinators and Instructional Leaders) will return to their identified home schools/programs at the end of their term. If the home school/program has been closed during their term appointment, the Teacher will be assigned a new home school/program during the staffing process dealing with the closing school/program.

## **9. Bumping:**

- As a guiding principle, bumping will be on the basis of the contract status. Full time will bump full time (1.0 contract); part time (0.5 contracts) will bump part time (0.5 contracts).
- As a last resort, at the end of the Board-wide Placement Meetings, a 0.5 contract will be able to bump 0.5 of a 1.0 contract and a 1.0 contract will be able to bump a 0.5 contract, subject to seniority and qualifications.
- In determining school surplus and the development of the school staffing matrix, the replacement process and in the bumping process, the guiding principles are:
  - “certification bumps certification” (based on seniority)
  - “certification bumps experienced but not certificated” (not dependent on seniority)
  - “experienced but not certificated cannot bump certification” (not dependent on seniority)
  - “experienced but not certificated bumps experienced but not certificated” (based on seniority)
- Learning Centre Placement meetings will act as placement meetings only. Central meetings will act as Central Board-wide placement meetings, followed by Board-wide bumping.

## **10. Placements To Be Reviewed List:**

During the placement meetings, there will occasionally be a situation where a Teacher is placed in a position for which the Teacher is qualified but it is the opinion of both the Senior Manager, Secondary Teaching Office and the OSSTF TTBU representatives that the placement should be reviewed, if possible. (For example: the Teacher may be qualified in the subject but may not have taught it for many years, nature of program, specialized training required, etc.).

In this situation:

- The Teacher will be placed in the position.
- **Teachers are encouraged to submit their request as soon as possible for early consideration.**
- The Teacher must submit to their Staffing Officer a completed Placement Review Application form, including rationale, for consideration to be included on the Placement To Be Reviewed list.
- If approved the Teacher's name will be added to the Placements to be Reviewed list.
- As the staffing process progresses, other placements will be considered for Teachers on this list, subject to their seniority and qualifications.
- **Teachers who wish to be removed from the list must send a written request (email, fax, letter) to their Staffing Officer in the Secondary Teaching Office.**
- **Once a placement is found, this becomes the Teacher's home school, subject to pull back procedures.**

This process will be in place until 12 noon on Friday, August 31, 2019 for the 2019-2020 school year.

**During the Board-wide placement or bumping meetings Teachers may be placed into vacancies at Year Round Alternative Schools, TDSS (Section 23), Caring and Safe Schools – Alternative Programs or Alternative Attendance Programs that are normally term assignments when won through the posting process.**

**In this situation:**

- The Teacher will be placed in the position.
- A Teacher may submit a Placement Review Application Form for the current staffing year (2019-2020) as per the process described above.
- Teachers who are not successful in obtaining an alternate placement in the current staffing year (2019-2020) may reapply for placement review in the subsequent staffing year (2020-2021) only, using the process described above.
- Teachers who did not apply for placement review in the current staffing year (2019-2020) may apply for the subsequent staffing year (2020-2021) only, using the process described above.
- Teachers who obtain an alternate placement in the subsequent staffing year (2020-2021) through these processes will not be subject to pull back procedures and this placement becomes the Teacher's home school (2020-2021)

**11. Extreme Geographic Criteria List:**

During the placement meetings, there will occasionally be a situation where a Teacher is placed in a position for which the Teacher is qualified but it is the opinion

of both the Senior Manager, Secondary Teaching Office and the OSSTF TTBU representative that the placement would create an extreme hardship based on geographic considerations and should therefore be reviewed.  
In this situation:

- The Teacher will be placed in the position.
- **Teachers are encouraged to submit their request as soon as possible for early consideration.**
- Should the Teacher believe that the placement constitutes extreme geographic hardship; the Teacher will submit, by fax, the Extreme Geographic Criteria Application Form to their Staffing Officer in the Secondary Teaching Office.
- As the staffing process progresses, other placements will be considered for Teachers placed on this list, subject to their seniority and qualifications, as long as a change of placement does not adversely affect another Teacher.
- **Teachers who wish to be removed from the list must send a written request (email, fax, letter) to their Staffing Officer in the Secondary Teaching Office.**
- **Once an offer of placement is accepted, the placement is irrevocable, subject to pull back procedures.**
- A Teacher can only place his or her name on the list once during the same staffing process.

This process will be in place until 12 noon on Friday, August 31, 2019 for the 2019-2020 school year.

## **12. Two-School Placements – After August 31:**

The staffing process will occasionally result in a 1.0 Teacher being fully placed into two separate vacancies at two different schools for semester one and semester two.

e.g. Teacher placed 0.5 for semester one at School A and 0.5 for semester two at School B.

In such instances, the semester two placement will be the Teacher's home school for staffing purposes for the next school year.

In consideration of the possibility that a Teacher placed in two schools may prefer to remain in their semester one school for the balance of the school year and have that school considered as their home school for staffing purposes, the following process will apply after August 31:

A Teacher placed in two schools will be advised, by means of an email from their Staffing Officer, that should a semester two vacancy arise at their semester one school, the Teacher will be placed into that vacancy, subject to the following conditions:

- The Teacher has confirmed by email to their Staffing Officer by no later than January 15 that they are volunteering to remain at their semester one school for the balance of the school year--i.e. semester two;

- The Teacher is qualified for the vacancy;
- The Teacher is the most senior among other qualified two-school Teachers at the semester one school;
- The vacancy cannot be filled by a Teacher requiring a Facilitated Transfer;
- The vacancy cannot be filled by an unplaced Teacher.
- The vacancy must be filled prior to the start of semester two.

**13. The Issue of "Excessive Numbers of Part-Time Requests in a School" (re clause L47.2):**

"A full time Teacher who, prior to March 1 requests to teach part-time commencing the following school year for a specified period of one school year shall be granted the requested assignment provided there are full-time Teachers with the same certification who remain surplus to the Board after May 15 based on the March 15 projections and, in the opinion of the Executive Superintendent of Employee Services or designate, the number of positions to be held by part-time Teachers to teach in the same school is not excessive".

- In such circumstances, the Principal, with the School Staffing Committee will consider which requests for part time will be recommended for accommodation. The basis for that recommendation will be program needs, seniority considerations and/or mitigating circumstances.

**14. Staffing Procedures for Special Programs/Schools:**

All special programs/schools that are affected by these procedures are listed below:

**(a)** Vacancies for special programs, where government agencies or other public institutions are involved in the selection of staff for the program, will be posted and filled by an interview process. There will be no bumping into these positions. These programs include the following:

- Ontario Science Centre
- Bloorview School Authority

**(b)** Vacancies for TDSS (Section 23) Programs, Alternative Schools/Programs and other special schools/programs, where the working environment, program requirements or timetables for Teachers are considerably different from other secondary schools/programs, will be filled on a **"try-on"** basis. These schools/programs include the following:

<b>SCHOOL/PROGRAM</b>	<b>PRINCIPAL</b>
ASE I	Principal of Alternative Schools
Alpha II Alternative School	Principal of Bloor CI
Avondale Alternative	Principal of Avondale School
Delphi Secondary Alternative School	Principal of Alternative Schools
City School	Principal of Alternative Schools
Contact Alternative (Includes the Ambassador Program)	Principal of Alternative Schools
East York Alternative Secondary School	Principal of Alternative Schools
Edvance	Principal of Edvance Program
Inglennook Community School	Principal of Alternative Schools
Year Round Alternative Schools	Principal of Alternative Schools
Interact (Oakwood CI)	Principal of Oakwood CI
Oasis Alternative S.S. (Includes: Skateboard Factory, Arts and Social Change Program and Triangle)	Principal of Alternative Schools
Native Learning Centre/Native Learning Centre East	Principal of Jarvis CI/Principal of Sir Wilfrid Laurier CI
Nighana	Principal of Lester B. Pearson CI
Parkview Alternative SS	Principal of Alternative Schools
TDSS (Section 23) Programs	Principal of TDSS (Section 23)
S.E.E. (School of Experiential Education)	Principal of Alternative Schools
SEED Alternative School	Principal of Alternative Schools
S.O.L.E. (School of Life Experience)	Principal of Monarch Park CI
Student Success Initiatives	School Principal
Subway Academy One	Principal of Alternative Schools
Subway Academy Two	Principal of Alternative Schools
THESTUDENTSCHOOL	Principal of Western Technical
West End Alternative	Principal of Alternative Schools
Information Technology Support Analyst (ITSA)	School Principal
High School Retention Program (HSRP)	Principal of Albert Campbell CI
Timetables that include Technological Education courses that are part of a SHSM Program	School Principal
<b>SPECIALIZED ART SCHOOLS:</b> <i>Timetables with more than 50% of the timetable in A-Arts, V-Visual Arts, U-Music</i>	
Wexford Collegiate School for the Arts	School Principal
Rosedale Heights School of the Arts	School Principal
Etobicoke School of the Arts	School Principal
Earl Haig Secondary School (Claude Watson School for the Arts)	School Principal
<b>CARING AND SAFE SCHOOLS</b>	Principal of Caring and Safe Schools
<b>ALTERNATIVE ATTENDANCE PROGRAMS</b>	Principal of Alternative Attendance Programs
<b>SPECIAL EDUCATION</b> Autism Programs Behavioural/Adjustment Programs Developmental Disability Programs Gifted Programs Language Programs Multiple Exceptionalities Programs Physical Handicap Programs Speech & Language Programs	School Principal
<b>DEAF &amp; HARD OF HEARING</b>	School Principal

The staffing process in the Board-wide Placement Meetings will be as follows:

- Surplus Teachers will be considered, in seniority order, for the vacancy or the bump. If the qualifications fit, a Teacher will be assigned to that position as a try-on;
- Under the try-on rules, either the Teacher or the Principal may indicate that the placement is a fit or is not a fit. Try-ons will be suggested for these particular programs/schools only when the Teacher has the qualifications appropriate for the teaching position;
- If the try-on is not a fit the Teacher remains on the surplus list;
- Multiple try-ons may be assigned. The offer of multiple try-ons will be dependent on seniority;
- The filling of the vacancy will not be confirmed until no Teacher remains listed as a try-on for that vacancy. At the conclusion of the staffing process, if there is no other placement for the Teacher, the Teacher will remain in the vacancy.

In years when the try-on process does not occur at the time of placement (including bumping):

- After notification of placement the Principal will contact the Teacher who is placed;
- They will discuss the working environment, program requirements and timetable;
- If the Teacher believes the placement is not a fit he/she may complete a Placement Review Application form and will be added to the Placement Review List.
- If the Principal believes the placement is not a fit he/she will submit a Principal Initiated Placement Review Application form to their Staffing Officer. The Teacher will remain in the placement and will be added to the Placement Review List.
- The Principal will send an email explaining the purpose of this form and a copy of the completed form to the TDSB email address of the Teacher who was placed/bumped into the try-on position.

### **(c) TDSS (Section 23) Programs**

A Teacher declared surplus will be dealt with through the Surplus/Placement Procedures as outlined in the Secondary Staffing Binder.

- For the purposes of staffing surplus procedures Teachers in TDSS (Section 23) are considered to be placed by Learning Centre where the program is situated;
- Teachers in TDSS (Section 23) will be moved to other TDSS (Section 23) programs only with mutual consent;
- Vacancies within TDSS (Section 23) will first be offered to the Teachers who are tentatively surplus to TDSS (Section 23), based on seniority and qualifications;

- If there is no TDSS (Section 23) vacancy then Teachers will be treated as all other Teachers surplus to Learning Centre;
- Remaining vacancies are then brought to the central staffing process and filled by the staffing process as outlined in the Secondary Staffing Binder;
- It is recognized that many of the Programs involve third parties.

#### **(d) Alternative Attendance Programs**

For purposes of staffing and placement, Alternative Attendance Programs will be treated as one school with four Learning Centres.

- For purposes of staffing surplus procedures Teachers in Alternative Attendance Programs are considered to be placed by Learning Centre where the program is situated;
- Teachers in Alternative Attendance Programs may be moved within the Learning Centre. Teachers in Alternative Attendance Programs will be moved to other Alternative Attendance Programs outside of their Learning Centre only with mutual consent;
- Teachers who are surplus to their Learning Centre and cannot or do not choose to be placed into a vacancy in another Learning Centre will be treated as Teachers surplus to Alternative Attendance Programs;
- Remaining vacancies are then brought to the central staffing process and filled by the staffing process as outlined in the Secondary Staffing Binder.

#### **(e) Caring and Safe Schools**

For purposes of staffing and placement, Caring and Safe Schools will be treated as one school with four Learning Centres.

- For purposes of staffing surplus procedures Teachers in Caring and Safe Schools are considered to be placed by Learning Centre where the program is situated;
- Teachers in Caring and Safe Schools may be moved within the Learning Centre. Teachers in Caring and Safe Schools will be moved to other Caring and Safe Schools outside of their Learning Centre only with mutual consent;
- Teachers who are surplus to their Learning Centre and cannot or do not choose to be placed into a vacancy in another Learning Centre will be treated as Teachers surplus to Caring and Safe Schools;
- Remaining vacancies are then brought to the central staffing process and filled by the staffing process as outlined in the Secondary Staffing Binder;
- It is recognized that many of the Programs involve third parties.

#### **(f) Year Round Schools**

- Vacancies in Year Round Schools will be posted and filled in accordance with the accepted posting process.

### **(g) Programs Requiring Specialized Training and the Staffing/Surplus Process**

Across the TDSB, there are programs that have special training requirements because of the contract with an outside agency or institution. These programs include the following:

- The Cisco programs, currently offered at Central Technical School, George Harvey C.I., Georges Vanier S.S., Marc Garneau C.I., Northview Heights S.S., R.H. King Academy, SATEC @ W.A. Porter.
- The International Baccalaureate programs, currently offered at Victoria Park C.I., Weston C.I., Sir Wilfrid Laurier C.I., Monarch Park C.I., Parkdale C.I.

For these programs, the staffing process at the Board-wide Placement Meetings is described below:

- Senior Teachers with the special training requirements may bump junior Teachers with that specific training.
- If the Teacher with the special training is the most junior Teacher with the Ministry subject qualifications and there is a senior, surplus Teacher who has the same Ministry subject qualifications but does not have the special training and for whom there is no other placement:
  - The junior Teacher will be bumped out.
  - The senior Teacher will be offered an opportunity to take the special training. If the senior Teacher declines the opportunity to take the training, that senior Teacher will be deemed as “inappropriately placed”.
  - The Teacher identified as “inappropriately placed” will have his/her name added to the “Placements To Be Reviewed” list.
  - Prior to the beginning of the school year, if a position cannot be found for the Teacher identified as “inappropriately placed”, an allocation will be given from the holdback and that Teacher will be assigned to a school.
  - The junior Teacher will be pulled back to the program with the special training requirement.

### **(h) Special Education – TDSB Secondary Certification/Subject Codes List**

The TDSB Secondary Certification/Subject Codes List will be reviewed annually in relation to certification for teaching in specialized areas of Special Education.

## **15. Staffing in Developmental Disability Programs:**

The Board and OSSTF TTBU both recognize the unique character of teaching assignments in Developmental Disability Intensive Support Programs (DD ISP). To ensure that staffing processes support the best possible placements of staff into these programs, the process for filling these vacancies is described below.

Vacancies at DD ISP programs (except Central Etobicoke HS, Drewry SS, Eastdale CI, Frank Oke SS, Heydon Park SS, Maplewood HS, Sir William Osler HS, and York Humber HS) will be posted as central vacancies with a three year term. The current term will begin effective September 1, 2018 and is scheduled to end August 31, 2021, subject to any restructuring or reorganization.



While DD ISP programs provide opportunities for integration of students into the school community most DD ISP programs tend to operate separately from the rest of the school (with the exception of the schools cited above). Those Teachers who are successful in obtaining a central posting to a DD ISP program will teach their full timetable in the DD ISP. Since all of these central postings are full time, half time leaves of absence from these central postings are not possible. (Note: The DD ISP programs in this section are located in specific schools. Since the vacancies in these programs are being filled centrally, the staff allocation for these programs will be shown on the school's staff allocation sheet but are not included in the total allocation).

If a particular DD ISP program moves within the same Learning Centre (i.e. 1, 2, 3 and 4) during the three year term, Teachers in the ISP program will be moved with the program. If a DD ISP moves outside the same Learning Centre, the Teacher will only be moved with mutual consent. If mutual consent is not given, the Teacher will return to their home school subject to seniority and surplus procedures.

If a particular DD ISP program is reduced in allocation during the three year term then the Teacher(s) with the least seniority in that particular DD ISP program will return to their home school subject to seniority and surplus procedures.

In the central staffing process, should bumping be invoked, Teachers in these positions will be subject to bumping.

In a bumping year:

- If a Teacher bumps into a DD ISP program, he/she may complete a Placement Review Application form and will be approved to be on the Placement Review list.
- If a Teacher bumps into a DD ISP program that was posted as a central vacancy, he/she will hold the DD timetable for 1 year only. In the subsequent year the school with the DD ISP program will continue to be their home school, subject to staffing and surplus procedures.
- The DD ISP position will be posted as a central vacancy for the remainder of the term.
- Subsequent to bumping, all Teachers pulled back, placed or newly hired into a DD ISP program will be subject to the staffing rules governing Teachers holding Special Education qualifications in a non-bumping year.

In a non-bumping year prior to the first central staffing meeting in August:

- A Teacher who is surplus to the staffing needs of their home school will not be considered for a pull back, or otherwise placed, into a centrally posted DD ISP program vacancy if they have indicated a preference on their Seniority Verification Form (SVF) to not teach Developmentally Delayed (DD) classes.
- A placement into a centrally posted DD ISP program vacancy will be treated as a "try-on" for Teachers who have indicated a preference on their Seniority Verification Form (SVF) to teach Developmentally Delayed (DD) classes - i.e. Yes to DD.
- A Teacher who has not been pulled back to a centrally posted DD ISP program vacancy owing to a stated preference on their Seniority Verification Form to not teach DD classes, will still be considered for pull back to a teaching timetable that does not include teaching DD classes.

In a non-bumping year as of the date of the first central staffing meeting in August:

- A Teacher may be pulled back, or otherwise placed, into a centrally posted DD ISP program, regardless of a stated preference on their Seniority Verification Form (SVF) about teaching Developmentally Delayed (DD) classes. Pull backs and placements in such circumstances will not be treated as “try-ons”.
- A Teacher pulled back or otherwise placed into a centrally posted DD ISP program vacancy may complete a Placement Review Application form and will be approved to be on the Placement Review List.
- If the Principal believes a placement is not a fit he/she may submit a Principal Initiated Review Application form to their Staffing Officer for the purpose of adding the Teacher to the Placement Review List. The Principal will send an email explaining the purpose of this form and a copy of the completed form to the TDSB email address of the Teacher who was pulled back or placed into the position.
- The Board will endeavour to find a more appropriate placement for the Teacher at subsequent central staffing meetings up to and including August 31.

If a Teacher is pulled back, placed or newly hired into a DD ISP program that was posted as a central vacancy, he/she will hold the DD timetable for 1-year only. In the subsequent year the school with the DD ISP program will continue to be their home school, subject to staffing and surplus procedures.

The DD ISP position will be posted as a central vacancy for the remainder of the term.

Notes for Schools with Large Populations of High Needs Special Education Students or Unique Working Environments

The following schools will not be included in the process described above:

Central Etobicoke HS  
Drewry SS  
Eastdale CI  
Frank Oke SS  
Heydon Park SS  
Maplewood HS  
Sir William Osler HS  
York Humber HS

Teachers in these schools tend to teach in multiple ISP programs or in unique environments and hence their timetables are quite integrated within the entire school. (Note: The staff allocation for these programs will continue to be shown on the school's staff allocation sheet and be included in the total allocation. Timetables at these schools will be filled subject to seniority and certification.)

Those timetables at the schools listed in this section which are not filled by Teachers on the school's staff list will be considered as vacancies subject to the usual staffing procedures. Given that the working environment, program requirements and timetables for Teachers in these schools are considerably different from other secondary schools/programs that offer DD programming, all vacancies at the

schools listed in this section will be filled on a “try-on” basis as per the process described in the Staffing Rules.

**16. Teachers Teaching Courses in Extended French or French Immersion:**

All teachers being timetabled into courses that are delivered in Extended French or French Immersion must be certificated or experienced but not certificated (as indicated on their seniority verification form) in the course to be taught in accordance with the TDSB Secondary Certifications/Subject Codes 2019 chart. The Teacher must also hold French or French as a Second Language qualification or provide signed mutual consent to teach the course in French.

**17. Teachers Teaching e-Learning Courses:**

For the 2019-2020 school year, all Teachers being timetabled into courses that are delivered through e-Learning must be certificated or experienced but not certificated (as indicated on their seniority verification form) in accordance with the TDSB Secondary Certification/Subject Codes 2018 Chart and must first indicate their willingness to teach a course(s) by signing the mutual consent form for e-Learning.

**18. Mutually Agreed Position Switch (MAPS):**

This year, Mutually Agreed Position Switches will be approved under the following conditions:

- The switch is proposed after June 21, 2019.
- It is **Teacher**-initiated.
- Teachers must be fully placed as per their contract status.
- The switch is qualifications-based.
- The switch is supported by the two Teachers involved and the two Principals involved. **The switch will not be approved without the agreement of all 4 people.**
- Once both Teachers have completed the MAPS Application Form each Teacher must submit their signed form to the Secondary Teaching Office (fax: 416-397-3484).
- It is the role of the Secondary Teaching Office to confirm support of the two Principals involved.
- The switch will be recorded on a staffing log, after the Principals have confirmed support with the Staffing Officer.
- Once it has been approved, the **switch will be permanent** and the home schools of both Teachers will be changed. The Teachers will no longer be eligible for pull back.
- Teachers will receive feedback upon request when a MAPS is not supported.
- The deadline for MAPS Application forms is 12 noon on August 29, 2019.

- Confirmation of MAPS will occur by 12 noon on August 30, 2019.

#### **19. Staffing Guidelines for Teachers on LTD/WSIB:**

- Teachers, who are on LTD/WSIB and have been for fewer than two years, will have their positions at their home schools held for them. They will be replaced by a Long Term Occasional Teacher.
- Teachers who have been on LTD/WSIB fewer than two years and for whom there is medical evidence to support that the Teacher will definitely not return within the two year period, may be replaced with a contract Teacher.
- Teachers who are on LTD and for whom no position was held and according to the LTD carrier are able to return to work, will be placed in consultation with OSSTF TTBU and the Secondary Teaching Office with consideration for accommodation issues.
- Teachers who are on WSIB and for whom no position was held and according to the Workers' Safety Insurance Board are able to return to work, will be placed in consultation with the Health and Welfare Office, Secondary Teaching Office, and OSSTF TTBU with consideration for accommodation issues.

#### **20. Positions of Responsibility (POR) and the Staffing/Surplus Process:**

Teachers holding continuing Positions of Responsibility:

- Cannot be declared surplus to school. 2014-2019 Collective Agreement Clause L45.15 Identification of Teachers Surplus to a School "A Teacher who holds a continuing Position of Responsibility shall be excluded from procedures in L45.14(c)." For the purposes of this process a continuing Position of Responsibility is defined as a position in place the following September, therefore interim Positions of Responsibility are not protected.
- May be bumped during the Board-wide Placement meetings, in accordance with their seniority and qualifications.
- Teachers, who bump Teachers holding Positions of Responsibility, will not bump into the Position of Responsibility, but into teaching timetables. When this occurs, the resolution of the Position of Responsibility appointment will be deferred until the last available pull back date, at the latest. If the Teacher bumping into the POR's timetable is not pulled back or placed in another vacancy during the staffing process, the Principal will post the Position of Responsibility internally as outlined in the section of the binder dealing with Position of Responsibility vacancies that occur during the school year. The resulting vacant Position of Responsibility will be treated as an interim posting.
- During the staffing process if a Teacher who holds a POR is bumped, the Principal may submit a Principal Initiated Placement Review Application form to their Staffing Officer in order to attempt to return the POR holder to their home school. The Principal will send an email explaining the purpose of this form and a copy of the completed form to the TDSB email address of the Teacher who bumped the POR holder.

#### **21. Centrally Assigned Teachers:**

**(a) Placement of Teachers Who Bump a Centrally Assigned Teacher**

- Teachers who are in central teaching positions may be bumped at the Board-wide Placement Meetings, subject to their seniority and qualifications. If such a bump occurs in this year's staffing process:
  - The incumbent will be bumped out.
  - The Teacher who is bumping will not be placed in the position; the selection of staff to fill such positions is a management right.
  - The Board and OSSTF TTBU will identify those Teachers who are deemed to be affected by this process.
  - If an identified Teacher is not placed in one location by August 31, 2018 then holdback will be used to increase their placement to full time at the location where they are placed as of August 31, 2018 based on system needs.
  - If an identified Teacher has no placement as of August 31, 2018 then holdback will be used to create a position for them based on system needs.

**(b) Resigning From Centrally Assigned Teaching Positions**

- When a Teacher requests to resign a centrally assigned teaching position after school surplus declaration the Teacher will be treated as a Teacher requesting a rescind of leave of absence.
- Should a placement be found for the Teacher through the leave rescind process, the Teacher will be placed for the remainder of the school year in that position and will return to their home school for the following school year subject to staffing and surplus procedures.

**22. Caucus Opportunities During the Staffing Processes:**

- From time to time, the Transfer Committee Meetings, the Learning Centre Placement Meetings and the Board-wide Placement Meetings will break, to allow for a Board team caucus, an OSSTF TTBU caucus, or a Board team/OSSTF TTBU caucus.
- Every effort will be made to control the number of breaks required for caucus opportunities and the length of time taken out of the meetings for the caucuses.

**23. Letters of Permission Checklist:**

A checklist to assist Principals in situations where the Board may be applying for a Letter of Permission is found later in this section of the binder, entitled "Letters of Permission Checklist, Secondary Teaching".

## LETTERS OF PERMISSION CHECKLIST SECONDARY TEACHING (including credit Continuing Education sites)

Name of person to be appointed: \_\_\_\_\_  
(Last Name) (First Name)

Start Date: \_\_\_\_\_ Employee Number: \_\_\_\_\_

Division: \_\_\_\_\_ For Inter/Sr: \_\_\_\_\_  
Subject Area/Course Code

Principal: \_\_\_\_\_ School: \_\_\_\_\_

- ☐ The Board has publicly advertised for 10 consecutive days and one advertisement was placed within 30 days of proposed employment start date.
- ☐ 7 days have passed since date of final advertisement.
- ☐ The request does not exceed one year and does not extend beyond the end of the school year.
- ☐ The period begins after the end of a school year and ends before the beginning of the next school year (applies to Continuing Education and contract positions).
- ☐ No qualified Teacher has applied or has accepted the position.
- ☐ For Technological Education the Principal has verified related experience.
- ☐ The Staffing Officer or Continuing Education Principal has granted Permission to Hire.
- ☐ A Letter of Permission Applicant Declaration form is attached.

This form should be returned along with:

- a) A complete resume for the applicant including copies of any post secondary certification or training applicable to the job.
- b) The names of the checked referees.
- c) The timetable by subject code to which the Teacher will be assigned.
- d) Permission to hire form (for contract jobs only).

Please be sure applicants understand the timetable and timeline of this certification and that they begin to teach only after confirmation from Employee Services.

## PLACEMENT REVIEW APPLICATION FORM

NAME: \_\_\_\_\_

EMPLOYEE NUMBER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

### RATIONALE FOR REQUEST:

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#### Please Note:

- Submission of this form does **not** guarantee placement on the ***Placements to be Reviewed*** List. You will be contacted regarding your placement on the list.
- **Once a placement is found, this becomes the Teacher's home school**, subject to pull back procedures.
- Requests to be removed from the ***Placements to be Reviewed*** list must be submitted in writing to their Staffing Officer, Secondary Teaching, 5050 Yonge Street, 2<sup>nd</sup> Floor (Fax number 416-397-3484). Any such request must be received before placement.

***We understand that change is difficult. We encourage you to visit your new school prior to submitting your request to be placed on the Placements to be Reviewed list.***

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

**Please forward to: Staffing Officers, Secondary Teaching Office,  
fax number 416-397-3484.**

Approved: \_\_\_\_\_

Not Approved: \_\_\_\_\_

## EXTREME GEOGRAPHIC CRITERIA APPLICATION FORM

**NAME:** \_\_\_\_\_

**EMPLOYEE NUMBER:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_

**NATURE OF CONCERN:**

Distance ☐

**COMMENTS IN SUPPORT OF THIS APPLICATION:**

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**Please Note:**

- Submission of this form does ***not*** guarantee placement on the Extreme Geographic Criteria List. You will be contacted regarding your placement on the list.
- **Once an offer of placement is accepted, the placement is irrevocable**, subject to pull back procedures.
- Requests to be removed from the EGC list must be submitted in writing to their Staffing Officer, Employee Services, Secondary Teaching, 5050 Yonge Street, 2<sup>nd</sup> Floor (Fax number 416-397-3484). Any such request must be received before placement.

***We understand that change is difficult. We encourage you to visit your new school prior to submitting your request to be placed on the EGC list.***

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

**Please forward to: Staffing Officers, Secondary Teaching Office,  
fax number 416-397-3484.**

Approved: \_\_\_\_\_ Not Approved: \_\_\_\_\_



## MUTUAL CONSENT FORM FOR UNCERTIFIED SUBJECT SECONDARY TEACHING

In order to make an informed decision, the Teacher must be given a reasonable amount of time in order to avail him/herself of the option of consulting with a school administrator, a Secondary Teaching Staffing Officer and/or an OSSTF TTBU executive representative. **All parties should understand that this is a confidential process.**

I \_\_\_\_\_ have offered \_\_\_\_\_  
(Principal) (Teacher)

the below-named course in accordance with the principles, rules and guidelines as set out in the Secondary Staffing Binder, and in accordance with Regulation 298 of the Education Act of Ontario for the school year 2019-2020.

### COURSE NAME & CODE/NUMBER OF SECTIONS:

\_\_\_\_\_

I \_\_\_\_\_ consent to teach the above-noted teaching assignment during the school year 2018-2019, despite not holding the qualification in accordance with Regulation 298 of the Ontario Education Act.

***I understand that in order to have this experience recognized in future staffing and surplus processes, upon successful completion of teaching of this course; I must add the appropriate course code to the next available Seniority Verification Form under the Experienced But Not Certificated section, in order for the Principal to verify it.***

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**A copy of this form must be provided to the Teacher and the Branch President.**

## MUTUAL CONSENT FORM FOR E-LEARNING SECONDARY TEACHING 2019-2020

In order to make an informed decision, the Teacher must be given a reasonable amount of time in order to avail him/herself of the option of consulting with a school administrator, a Secondary Teaching Staffing Officer and/or an OSSTF TTBU executive representative. **All parties should understand that this is a confidential process.**

I \_\_\_\_\_ have offered \_\_\_\_\_  
(Principal) (Teacher)

the below-named course through e-Learning in accordance with the principles, rules and guidelines as set out in the Secondary Staffing Binder for the school year 2019-2020.

**I am CERTIFICATED for and willing to teach the following subjects through e-Learning (refer to the document entitled “TDSB Secondary Certification/Subject Codes 2019”):**

**# of Sections/Course Code/Grade** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I am EXPERIENCED BUT NOT CERTIFICATED (as indicated on my Seniority Verification form) and I am willing to teach the following subjects through e-Learning (refer to the document entitled “TDSB Secondary Certification/Subject Codes 2019”):**

**# of Sections/Course Code/Grade** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I \_\_\_\_\_ consent to teach the above-noted teaching assignment(s) through e-Learning during the school year 2019-2020.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

# MUTUAL CONSENT FORM FOR TEACHING COURSES IN EXTENDED FRENCH OR FRENCH IMMERSION (For Teachers who are not certificated in French or French as a Second Language) SECONDARY TEACHING 2019-2020

In order to make an informed decision, the Teacher must be given a reasonable amount of time in order to avail him/herself of the option of consulting with a school administrator, a Secondary Teaching Staffing Officer and/or an OSSTF TTBU executive representative. **All parties should understand that this is a confidential process.**

I \_\_\_\_\_ have offered \_\_\_\_\_  
(Principal) (Teacher)

the below-named course in Extended French or French Immersion in accordance with the principles, rules and guidelines as set out in the Secondary Staffing Binder for the school year 2019-2020.

**I am CERTIFICATED for and willing to teach the following subjects in Extended French or French Immersion (refer to the document entitled "TDSB Secondary Certification/Subject Codes 2019"):**

Check as many boxes as appropriate.

# of Sections/Course Code/Grade \_\_\_\_\_

Extended Fr.

Fr. Immersion

☐
☐
☐
☐
☐
☐

**I am EXPERIENCED BUT NOT CERTIFICATED (as indicated on my seniority verification form) and willing to teach the following subjects in Extended French or French Immersion (refer to the document entitled "TDSB Secondary Certification/Subject Codes 2019"):**

Check as many boxes as appropriate.

# of Sections/Course Code/Grade \_\_\_\_\_

Extended Fr.

Fr. Immersion

☐
☐
☐
☐
☐
☐

I \_\_\_\_\_ consent to teach the above-noted teaching assignment(s) in Extended French or French Immersion during the school year 2019-2020.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

## MUTUAL CONSENT FORM FOR WORKLOAD ACCORD ISSUES SECONDARY TEACHING

In order to make an informed decision, the Teacher must be given a reasonable amount of time in order to avail him/herself of the option of consulting with a school administrator, a Secondary Teaching Staffing Officer and/or an OSSTF TTBU executive representative. **All parties should understand that this is a confidential process.**

### PART A – EXCESS OF MAXIMUM PUPIL TEACHER CONTACT

I \_\_\_\_\_ consent to teach in excess of the maximum of 180 Pupil Teacher Contacts (prorated for part time teachers) for the 2019-2020 school year.

OR

### PART B – EXCESS OF MAXIMUM HALF CREDITS

I \_\_\_\_\_ consent to teach in excess of the maximum of 6 half credits (including non-credit courses, i.e. K courses) for the 2019-2020 school year.

OR

### PART C – UNBALANCED WORKLOAD

I \_\_\_\_\_ consent to teach an unbalanced workload for the 2019-2020 school year.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

## MUTUALLY AGREED POSITION SWITCH (MAPS) APPLICATION FORM for 2019-2020

**Each of the Teachers identified in the proposed MAPS must complete and sign this form AFTER June 21, 2019 and submit to the Secondary Teaching Office no later than August 30, 2019 (12 noon).**

**The Teacher identified below has proposed a MAPS:**

Teacher Name	
Employee Number	
Current School	
Certifications (as per Seniority Verification form)	
Experienced but not Certificated subjects (as per Seniority Verification form)	
Tentative Timetable	
Other Teacher's Name	
Other Teacher's assigned school for 2019/20	

I understand that:

- I must be fully placed as per my contract status before initiating a MAPS
- The switch is qualifications-based.
- The switch is supported by the two Teachers involved and the two Principals involved. **The switch will not be approved without the agreement of all 4 people.**
- If the MAPS is approved, the switch will be permanent and the home schools of both Teachers will be changed. The Teachers will no longer be eligible for pullback.
- Teachers will receive feedback upon request when a MAPS is not supported.

**Each Teacher must submit their individual form to the Secondary Teaching Office (fax 416-397-3484). Once both Teachers have submitted their form, the Secondary Teaching Office will confirm support of the two Principals involved, and advise whether the proposed MAPS is approved.**

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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*FOR SECONDARY TEACHING OFFICE USE:*

Principal support confirmed? Y/N \_\_\_\_\_

Staffing Officer: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## PRINCIPAL INITIATED PLACEMENT REVIEW APPLICATION FORM

**Complete this section if a Teacher has bumped a POR holder out of their home school for the upcoming year:**

Name of Teacher (bumping POR): \_\_\_\_\_

Name of Principal submitting form: \_\_\_\_\_

School: \_\_\_\_\_

**OR**

**Complete this section if a Teacher bumps/is placed into a vacancy that is a “try-on” placement under the Staffing Rules.**

I have discussed the working environment, program requirements, and timetable with the Teacher and believe the Placement is **not a fit**:

Name of Teacher: \_\_\_\_\_

Name of Principal submitting form: \_\_\_\_\_

School: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please forward to:**

- i. **Staffing Officers, Secondary Teaching Office via email or fax to 416-397-3484.**
- ii. **The TDSB email address of the Teacher named above.**

# **SURPLUS DECLARATION**

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## SURPLUS DECLARATION

### School Surplus Declaration

- Important dates to remember:

Teachers Tentatively Identified:	April 5, 2019
Teachers Informed By Letter:	April 18, 2019

- Principals will verbally inform Teachers that they have been identified as tentatively surplus to school on **April 5, 2019**.
- The Branch President or designate will be present when Teachers are informed of their status.
- For Teachers on a leave of absence of any kind on April 5, 2019, the Principal and Branch President or designate will phone the Teacher to inform them of their surplus status.
- Principals will complete the School Staffing Summary Form, the Surplus Declaration Form, the Vacancy Declaration Form and the Listing of Mutual Consent for Uncertified Subject Form. These forms must be sent, **by noon on April 5, 2019** to Nadia D'Ambrosio, Staffing/Seniority Analyst (**email: [nadia.d'ambrosio@tdsb.on.ca](mailto:nadia.d'ambrosio@tdsb.on.ca)**).
- Principals will provide one copy of each form to the Branch President who will forward a copy to OSSTF TTBU, on **April 5, 2019**.
- Principals will prepare and give the Teachers identified as surplus to school a letter stating their status on **April 18, 2019**. Principals must use template provided.
- For Teachers on a leave of absence of any kind as of April 18, 2019, the Principal and Branch President or designate will phone the Teacher to inform them of their surplus status. On April 18, 2019 the Principal will email the surplus letter to the Teacher. A hard copy of the surplus letter will subsequently be mailed to the Teacher's home address.
- A list of surplus Teachers and vacancies across the TDSB will be produced by the Secondary Teaching Office. The information will be provided to the OSSTF TTBU.



## Board Surplus Declaration

- Important dates to remember:

Teachers Informed by Letter: June 7, 2019

Teachers Informed by Letter: June 28, 2019

- At the last Board meeting in May, the Board will be notified of the Teachers tentatively identified as surplus to the Board for the following school year. The Board-wide Placement Committee will continue its work.
- The Collective Agreement requires that Teachers shall be advised, on or before June 8, that they are tentatively surplus to the Board or remain surplus to their school but have been tentatively assigned to a position in another school, with the location of that placement. This notification will be given by the school Principals in a letter prepared by the Secondary Teaching Office. **In 2019, this notification will be given on June 7, 2019.**
- The Branch President or designate will be present when the surplus Teachers are informed of their status.
- For Teachers on a leave of absence of any kind on or before June 8; the Principal and Branch President or designate will phone and email the letter to the Teacher informing them of their surplus status. **In 2019, this notification will be given on June 7, 2019.** A hard copy of the letter will subsequently be mailed to the Teachers' home address.
- On June 7, 2019 the "cone of silence" on the staffing process is lifted.
- At the last Board meeting in June, the Board will terminate the employment of Teachers still surplus to the Board, effective August 31.
- On or before June 28, Principals must inform Teachers that they are surplus to the Board, and their contracts terminated as of August 31. They will present the surplus Teachers with a letter from the Secondary Teaching Office stating this. **In 2019, this notification will be given on June 28.**
- The Branch President or designate will be present when surplus Teachers are informed of their status.
- For Teachers on a leave of absence of any kind on or before June 28, the Principal and Branch President or designate will phone and email the letter to the Teacher to inform them of their surplus status. **In 2019, this notification will be given on June 28, 2019.** A hard copy of the letter will subsequently be mailed to the Teacher's home address.
- Recall rights for Teachers, whose contracts are terminated because the Teachers are surplus to the Board, are contained in the Collective Agreement and are summarized under "Recall Rights and Procedures".

## SECONDARY STAFFING AND SURPLUS PROCEDURES 2019-2020 SCHOOL YEAR

**PART I – SUMMARY**  
**PART II – SURPLUS DECLARATION**  
**PART III – VACANCY DECLARATION**  
**PART IV – LISTING OF MUTUAL CONSENT FOR UNCERTIFIED SUBJECT**

**Principals are requested to:**

- **Retain one copy of each page for the school's records**
- **Provide one copy of each page to the Branch President (including any Nil reports)**
- **Email to:**  
**Nadia D'Ambrosio, Staffing/Seniority Analyst**  
**Secondary Teaching Office**  
**Email: [nadia.d'ambrosio@tdsb.on.ca](mailto:nadia.d'ambrosio@tdsb.on.ca)**

**NO LATER THAN 12:00 NOON ON April 5, 2019**

### PART I - Summary of School Staff Including Declared School Surplus and Vacancies

\_\_\_\_\_  
School Name

\_\_\_\_\_  
Principal's Name (please print)

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

Number of F.T.E. School Surplus for 2019-2020 (Part II)	
School Allocation F.T.E. 2019-2020	
Number of F.T.E. Teachers Timetabled for 2019-2020	
Number of F.T.E. Vacancies for 2019-2020 (Part III)	

**Note:** This summary must balance with the information on Part II and Part III and the timetable file submitted.

## SECONDARY STAFFING AND SURPLUS PROCEDURES 2019-2020 SCHOOL YEAR

### Part II – Declaration of School Surplus

**Note:**

- Please list all surplus Teachers in seniority order (most senior listed first).
- All schools must submit a Surplus Declaration Form; if no school surplus is declared, please mark “nil” and forward the report.
- For “FTE Status”, list the individual Teacher’s **permanent status**. For example, a full time Teacher temporarily reducing to a half time assignment for a school year would be listed as 1.0. A part time Teacher would be listed as 0.5.
- For “FTE Surplus”, please note Teachers who are 0.5 surplus and 0.5 placed.
- Since Long Term Occasional teaching assignments are filled under a different Collective Agreement, such assignments do not alter a part time Teacher’s FTE status.

\_\_\_\_\_  
School Name

Seniority No.	Teacher Name (surname first)	FTE Status	FTE Surplus

## SECONDARY STAFFING AND SURPLUS PROCEDURES 2019-2020 SCHOOL YEAR

### Part III – Declaration of School Vacancies

- This declaration form is intended to be used only for the April 5, 2019 report.
- All schools must submit a Vacancy Declaration Form; if no vacancies exist, please mark “nil” and forward the report.
- Repeat this page for additional vacancies if necessary.

**SCHOOL NAME:** \_\_\_\_\_

**PLEASE PROVIDE THE FOLLOWING INFORMATION REFERENCING THE TDSB  
SECONDARY CERTIFICATION SUBJECT CODES LIST WHERE APPLICABLE:**

- If Credit Recovery (RCR) is on the timetable, identify the TDSB Certification Code(s).
- If IDC is on the timetable, identify the TDSB Certification Code(s).
- Identify if French Immersion or Extended French.
- If PHE, identify if Male, Female, or Co-Ed. Also indicate if swimming is part of the timetable.
- If K-courses, identify if Special Education or Subject certification is related TDSB Certification Code(s) are required.
- If FOS (Focus on Success) and allocation comes from Special Education then RSE certification must be identified.
- Identify if this is a combination timetable, i.e. both semestered and non-semestered sections.
- Any other important information.

**Status:** ☐ Full-time ☐ Half-time ☐ Sem 1 ☐ Alt. Days/☐ All Year  
☐ Sem 2 ☐ Alt. Days/☐ All Year

	# Sections	Subject Code	Grade	Level	Additional Information
<b>EXAMPLE</b>	<b>1</b>	<b>TIJ</b>	<b>1</b>	<b>O</b>	<b>TTJ and TDJ required</b>

**Status:** ☐ Full-time ☐ Half-time ☐ Sem 1 ☐ Alt. Days/☐ All Year  
☐ Sem 2 ☐ Alt. Days/☐ All Year

	# Sections	Subject Code	Grade	Level	Additional Information
<b>EXAMPLE</b>	<b>1</b>	<b>PPL</b>	<b>2</b>	<b>O</b>	<b>Female PHE</b>

## SECONDARY STAFFING AND SURPLUS PROCEDURES 2019-2020 SCHOOL YEAR

### Part IV – Listing of Mutual Consent for Uncertified Subject

**Note:**

- The listing is intended to be used only for the April 5, 2019 report.
- All schools must submit a Listing of Mutual Consent for Uncertified Subject Form; nil reports must be submitted.
- Please list all Teachers from whom mutual consent for uncertified subject has been obtained (in seniority order).
- If a Teacher has a certification code listed as experienced but not certificated (EBNC) on their Seniority Verification Form, mutual consent is not required.

\_\_\_\_\_  
School Name

	Seniority No.	Teacher Name (surname first)	Course Code	No. of Sections	Check to Indicate Mutual Consent Form Received
EXAMPLE	7000	David Moore	CGG305	2	√

April 18, 2019

<NAME>  
<ADDRESS>

Dear <FIRST NAME>:

I am advising you, with regret, that at this time you are surplus to the staffing needs of <SCHOOL NAME> for the school year 2019-2020.

I wish to assure you that every effort will be made to find you a secondary school teaching position in a secondary school or a junior high school in the Toronto District School Board, in accordance with the provisions of the secondary Teachers' Collective Agreement. Over the next several weeks, we expect circumstances will create additional vacancies.

On June 7, 2019 you will be notified whether:

you are pulled back to the school, or

you remain surplus to the staffing needs of this school, but have been tentatively assigned to a position in another secondary school within the Toronto District School Board, or

you are tentatively surplus to the needs of the Toronto District School Board and every effort will be made to continue to look for a secondary teaching position for you in the Toronto District School Board.

In our conversation today, I stated my willingness to talk to you about any questions you might have and I want to emphasize that willingness in writing.

Yours sincerely,

<PRINCIPAL'S NAME>

pc      Principal, <SCHOOL NAME>  
Staffing Officer

# TEACHER REALLOCATION PROCESS

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## **TEACHER REALLOCATION PROCESS**

### **Guiding Principles**

Should the situation arise in which some schools are overstaffed and others are overenrolled and there is no additional allocation available to address the overenrolled schools, it may be necessary to move a Teacher(s) from an overstaffed school to an overenrolled school or into an existing vacancy at another school. The goal of this movement will be to address programming needs, class sizes and Teacher workload in the overenrolled schools. The timing of the Teacher Reallocation Process is subject to the direction of the central Staff Allocation Committee, chaired by the Associate Director. It is normally expected that any movement of Teachers will be accomplished by mid-October and/or mid-March.

In these situations, the following guiding principles will be followed:

1. The level of disruption to students and staff should be as minimal as possible.
2. While seniority and qualifications will guide the process, it is recognized that several factors will impact on the identification of specific Teachers to be moved.
3. Teachers so identified will be qualified in subjects that are compulsory for most students (English, ESL, French, Geography, History, Mathematics, Phys. Ed., Science and Social Sciences) in order that both the sending and receiving schools be able to minimize the impact on existing timetables.
4. Re-timetabling may be required at sending schools and/or receiving schools.
5. Consideration will be given to geographic factors in the reassignment of a Teacher to a new school when more than one vacancy is identified for a Teacher.
6. A Teacher who is moved will have the school from which he/she has been moved identified as his/her home school for the purposes of the following school year staffing process.

### **Criteria for Reallocation of Teachers**

As a general rule the following criteria will be used to reallocate Teachers from an overstaffed school:

- The school's enrolment is significantly under projection.
- The school is semestered or only mid October for non-semestered schools.

### **Teacher Reallocation Process**

Secondary Teaching Office Staffing Officers will monitor actual student enrolment to confirm that schools identified as overstaffed in fact, remain overstaffed.

The Secondary Teaching Staffing Officers will advise Principals (and the OSSTF TTBU) of overstaffed school(s) of the total F.T.E. allocation to potentially be withdrawn from the school. To reduce the impact of the reallocation process on staff, students and school communities, first consideration will be to not fill vacancies (where possible) arising from attrition or leave of absence.



The Secondary Teaching Staffing Officers will provide the Principal with a seniority list of their most junior Teachers on staff in order to identify which Teacher(s) may be affected by the process. Schools will also receive a list of newly hired Teachers that have not yet been assigned a seniority number and these Teachers will be considered the most junior Teachers.

- The in-school staffing committee will meet to discuss the school's Teacher allocation change and, with a view to keeping disruption to the staff and re-timetabling to a minimum, will identify the most junior Teacher(s) with qualifications in subject areas that are compulsory for most students (English, ESL, French, Geography, History, Mathematics, Phys. Ed., Science and Social Sciences) to be placed into a vacancy at another school.
- Teachers cannot volunteer to be part of the reallocation process.
- Teachers employed in a Position of Responsibility cannot be identified for reallocation.
- Principals will complete the "Teachers Identified for Reallocation" (TIFR) form to identify the most junior Teacher(s) with qualifications in subject areas that are compulsory for most students (English, ESL, French, Geography, History, Mathematics, Phys. Ed., Science and Social Sciences) to be placed temporarily into a vacancy at another school. Forms will be submitted to Secondary Teaching Staffing Officers for confirmation.
- Teachers identified on the TIFR form may or may not be reallocated, subject to staffing needs at other schools.
- Principals will provide one copy of each TIFR form to the Branch President who will forward a copy to OSSTF TTBU.
- Principals will meet with the Teacher(s) identified for the purposes of reallocation and will provide the Teacher(s) with a letter confirming their status and the process to follow. The Branch President or designate will be present when Teachers are informed of their status.
- The Teacher(s) identified for the purpose of reallocation will be required to complete a Teacher Reallocation Procedures Preference (TRPP) form indicating their choice of preferred Learning Centre and subjects into which they would prefer to be placed.
- Teachers will have one working day from the date of the meeting with their Principal at which they were informed of their status to complete the TRPP form. Principals will fax the forms to their Staffing Officer.
- The Secondary Teaching Staffing Officers will provide a copy of the TRPP form for each Teacher to OSSTF TTBU.
- The Board and OSSTF TTBU will work together to place Teachers with consideration for the Teacher preference form where possible and on the basis of seniority and subject qualifications. In the placement process, the most junior Teachers (with or without seniority numbers) will be considered first for vacancies.
- Should more than one vacancy arise for which there is a match, the Secondary Teaching Staffing Officer will contact the Teacher to determine his/her preference. Should more than one Teacher be qualified for a vacancy, the most junior Teacher will be placed into the vacancy.

- Once placed, the Principal will meet with the Teacher(s) identified for the purpose of reallocation and provide the Teacher(s) with a letter indicating his/her temporary placement. The Teacher(s) will also be advised of the choice to take an unpaid leave of absence. The Branch President or designate will also be present at this meeting.
- Teachers will have one working day from the date of the meeting with their Principal to advise his/her Principal of his/her decision.
- Teachers opting to take an unpaid leave of absence will be required to complete the Application for Leave of Absence (Full Time or Half Time) form located in the Staffing Binder. It is recommended that employees opting for a Leave of Absence contact OTIP Benefits Services (1-866-783-6847) and the Ontario Teachers Pension Plan (416-226-2700) regarding possible implications. The home school remains the school from which the Teacher is taking a leave.
- Principals will fax the completed Leave of Absence forms to their Staffing Officer in the Secondary Teaching Office.

### **Additional Information**

**All** schools with vacancies that occur for the remainder of the full school year will be advised by their Staffing Officer, Secondary Teaching, whether to temporarily fill the vacancy with an LTO until the reallocation process is finalized. These vacancies may be needed for placement of a Teacher identified for reallocation.

**All** schools with vacancies that occur for semester two will be advised by their Staffing Officer, Secondary Teaching, that the vacancy may be placed on hold until the reallocation process has been completed. These vacancies may be needed for placement of a Teacher identified for reallocation.

<DATE>

<NAME>

<SCHOOL NAME>

Dear <FIRST NAME>:

Please be advised, owing to the low student enrolment at <SCHOOL NAME> you have been identified for the purposes of Teacher Reallocation in the 2019-2020 school year.

As part of the Teacher Reallocation Process, you will potentially be placed at another school where a vacancy exists, for which you are qualified. Please be assured that this placement is only temporary. <SCHOOL NAME> will remain as your home school for the following staffing process.

Consideration will be given to your choice of Learning Centre where you would prefer to be placed and subjects which you prefer to teach. Placement will be made on the basis of seniority and subject qualifications. Should more than one vacancy arise for which there is a match, a Secondary Teaching Staffing Officer will contact you to determine your preference.

You are asked to complete the enclosed Teacher Reallocation Procedures Preference form and to submit it to me within one working day of our meeting today.

Once you are advised of your placement you will be offered the option to take an unpaid leave of absence.

In our conversation today, I stated my willingness to talk to you about any questions you might have and I want to emphasize that willingness in writing.

Yours sincerely,

<PRINCIPAL'S NAME>

Cc: Teacher Records  
Principal, <SCHOOL NAME>  
Staffing Officer

<DATE>

<NAME>

<SCHOOL #1 NAME>

Dear <FIRST NAME>:

The purpose of this letter is to inform you that as part of the Teacher Reallocation Process, you have been placed at <SCHOOL #2 NAME>, effective <DATE> for <TIMELINE>.

Please be assured that this placement is temporary for the remainder of this school year. You will remain on the staffing list of <SCHOOL #1 NAME> for the purpose of the following staffing process.

If you would prefer to take an unpaid leave of absence for <TIMEFRAME> you will be required to complete the Application for Leave of Absence (Full Time or Half Time) form enclosed. If selecting this option, it is recommended that you contact OTIP Benefits Services (1-866-783-6847) and the Ontario Teachers' Pension Plan (416-226-2700) regarding possible implications. You have one working day from the receipt of this letter to submit your completed Leave of Absence form to me. I understand that this may be a difficult decision for you to make.

Please know that your Principal is willing to talk to you and to answer any questions that you may have. You may also want to consult with your Staffing Officer <NAME> at <PHONE>.

Yours sincerely,

David Moore  
Senior Manager  
Employee Services, Secondary Teaching Office

Cc     Teacher Records  
        Principal, <SCHOOL #1NAME>  
        Principal, <SCHOOL #2 NAME>  
        Staffing Officer



## Toronto District School Board Secondary Teaching Teacher Reallocation Procedures Preference

Name: \_\_\_\_\_

Home School: \_\_\_\_\_

### PLACEMENT PREFERENCE INFORMATION

Please fill in the following preference information. During the Teacher Reallocation Process, we will use this information as a guideline but cannot guarantee placement preference.

Preferred Subjects (list subjects you wish to teach in order of preference)

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Other Information/Skills (e.g. IB Training, CISCO, OTAS, e-Learning/Virtual School)

-  
-

Please indicate in rank order which Learning Centre of the TDSB you prefer to be placed (#1 indicates your first preference)

Learning Centre 1 \_\_\_\_\_ Learning Centre 2 \_\_\_\_\_ Learning Centre 3 \_\_\_\_\_ Learning Centre 4 \_\_\_\_\_

Date: \_\_\_\_\_ Signature: \_\_\_\_\_



## Toronto District School Board Secondary Teaching Teachers Identified for Reallocation

School Name: \_\_\_\_\_

Total FTE to be potentially withdrawn: \_\_\_\_\_

Employee Number	Teacher Name (surname first)

Teachers identified on the TIFR Form may or may not be reallocated, subject to staffing needs at other schools.

## TDSB Secondary Certification/Subject Codes 2019

	<u>Cert. Code</u>	<u>Certification Description</u>	<u>Subject Description</u>	<u>Ministry Subject Code</u>	<u>TDSB Cert. Code ■</u>	<u>Experienced but not Certificated Code ♦</u>
<b>A Arts</b>						
	<b>ADA</b>	<b>Dramatic Arts</b>	Dramatic Arts	ADA	ADA	
			Drama - Music Theatre	ADB	ADA	
			Drama in the Community	ADC	ADA	
			Production	ADD	ADA	
			Acting/Improvisation	ADG	ADA	
			Playwriting/Theatre Development	ADP	ADA	
			Canadian Theatre	ADT	ADA	
			Film/Video	ADV	ADA	
			Director's Craft	ADF	ADA	
	<b>ATC</b>	<b>Dance</b>				
			Dance	ATC	ATC	
			Ballet	ATB	ATC	
			Composition	ATD	ATC	
			Northern European/Asian	ATE	ATC	
			African	ATF	ATC	
			English/Irish/Scottish	ATG	ATC	
			History/Development	ATH	ATC	
			Indian/South Central Asian	ATI	ATC	
			Jazz	ATJ	ATC	
			Caribbean	ATK	ATC	
			Central and South American	ATL	ATC	
			Modern	ATM	ATC	
			Aboriginal Peoples (North American)	ATN	ATC	
			Pacific Rim/Asian	ATO	ATC	
			Performance Practice	ATP	ATC	
			Hip Hop and Urban	ATR	ATC	
			Social Dance (Ballroom, Swing, Traditional forms)	ATS	ATC	
			Tap	ATT	ATC	
			Dance - Music Theatre	ATU	ATC	
			Mediterranean/Middle Eastern	ATW	ATC	
			French	ATX	ATC	
			World Cultures	ATZ	ATC	
	<b>Other</b>	<b>Arts - general</b>	Integrated Arts	ALC	** ADA, ATC, AVI, AMI or AMV	N/A
			Exploring and Creating the Arts	AEA	** ADA, ATC, AVI, AMI or AMV	N/A
<b>B Business</b>						
	<b>BAC</b>	<b>Business Studies - Accounting</b>				
			Accounting Essentials	BAI	BAC	
			Financial Accounting Fundamentals	BAF	BAC	
			Financial Accounting Principles	BAT	BAC	
			Accounting for a Small Business	BAN	BAC	

## TDSB Secondary Certification/Subject Codes 2019

	<u>Cert. Code</u>	<u>Certification Description</u>	<u>Subject Description</u>	<u>Ministry Subject Code</u>	<u>TDSB Cert. Code ■</u>	<u>Experienced but not Certified Code ♦</u>
	<b>BSR</b>	<b>Business Studies - Data Processing/Information Management/Information &amp; Communication Technology</b>				
			Information and Communication Technology in Business	BTT	BSR, DCS, DSC or CST	BSR
			Information and Communication Technology: the Digital Environment	BTA	BSR, DCS, DSC or CST	BSR
			Information and Communication Technology in the Workplace/Multimedia	BTX	BSR, DCS, DSC or CST	BSR
	<b>Other</b>	<b>Integrated Business</b>				
	<b>BMK/</b>	<b>Business Studies - Marketing and</b>				
	<b>BDE/</b>	<b>Business Studies - Entrepreneurial Studies/Entrepreneurship and</b>				
	<b>BST</b>	<b>Business Studies - General (Basic Qual)</b>				
			Introduction to Business	BBI	BAC,BMK,BDE,BSR or BST	BBA
			International Business Essentials/Fundamentals	BBB	BAC,BMK,BDE,BSR or BST	BBA
			Business Leadership: Management Fundamentals	BOH	BAC,BMK,BDE,BSR or BST	BBA
			Business Leadership: Becoming a Manager	BOG	BAC,BMK,BDE,BSR or BST	BBA
			Goods, Services, Events	BMI	BAC,BMK,BDE,BSR or BST	BBA
			Retail and Service	BMX	BAC,BMK,BDE,BSR or BST	BBA
			The Venture	BDI	BAC,BMK,BDE,BSR or BST	BBA
			The Enterprising Person	BDP	BAC,BMK,BDE,BSR or BST	BBA
			Venture Planning in an Electronic Age	BDV	BAC,BMK,BDE,BSR or BST	BBA
	<b>BIS</b>	<b>Business Studies (Honours Specialist)</b>		*		BIS
<b>D Computers</b>						
	<b>DCS</b>	<b>Computer Studies</b>				
			Introduction to Computer Studies	ICS20	DCS, DSC or CST	DCS
	<b>DSC</b>	<b>Computer Science</b>				
	<b>CST</b>	<b>Computer Studies (Basic Qual)</b>				
			Introduction to Computer Science	ICS3U	DSC or CST	DSC
			Introduction to Computer Programming	ICS3C	DSC or CST	DSC
			Computer Science	ICS4U	DSC or CST	DSC
			Computer Programming	ICS4C	DSC or CST	DSC
<b>E English</b>						
	<b>ENG</b>	<b>English</b>	English	ENG	ENG	
			Presentation & Speaking Skills	EPS	ENG	
			Canadian Literature	ETC	ENG	
			Literacy Skills: Reading & Writing	ELS	ENG	
			Writer's Craft	EWC	ENG	
			Communications in the World of Bus. & Tech.	EBT	ENG	
			Studies in Literature	ETS	ENG	
			Ontario Secondary School Literacy	OLC	ENG	
	<b>EMD</b>	<b>Media</b>				
			Media Studies	EMS	EMD	



# TDSB Secondary Certification/Subject Codes 2019

	<u>Cert. Code</u>	<u>Certification Description</u>	<u>Subject Description</u>	<u>Ministry Subject Code</u>	<u>TDSB Cert. Code ■</u>	<u>Experienced but not Certificated Code ♦</u>
<b>L English as a Second Language</b>						
	ESL	English as a Second Language/				
		Teaching English Language Learners				
			English as a Second Language	ESL	ESL	
			English Literacy Development	ELD	ESL	
<b>F French/French as a Second Language</b>						
	FSF/	French				
	FSL	French as a Second Language				
			French	FSF	FSF or FSL	restricted subject
			Extended French	FEF	FSF or FSL	restricted subject
			French Immersion	FIF	FSF or FSL	restricted subject
<b>J International Languages</b>						
	LBG	Greek	Greek	LBG	LBG	
	LKC	Cantonese	Cantonese	LKC	LKC	
	LKJ	Japanese	Japanese	LKJ	LKJ	
	LKM	Mandarin	Mandarin	LKM	LKM	
	LPV	Vietnamese	Vietnamese	LPV	LPV	
	LWG	German	German	LWG	LWG	
	LWI	Italian	Italian	LWI	LWI	
	LWP	Portuguese	Portuguese	LWP	LWP	
	LWS	Spanish	Spanish	LWS	LWS	
	LRR	Russian	Russian	LRR	LRR	
	LYH	Hebrew	Hebrew	LYH	LYH	
	LNO	Native Languages: Ojibwe	Native Languages: Ojibwe	LNO	LNO	
	VLL	Classical Studies - Latin	Latin	LVL	VLL	
	VGG	Classical Studies - Greek	Ancient Greek	LVG	VGG	
			Classical Civilization	LVV	VLL, VGG or HIS	VCC
<b>G Geography</b>						
	GOG	Geography				
			Issues in Canadian Geography	CGC	GOG	
			Introduction to Spatial Technologies	CGT	GOG	
			Forces of Nature: Physical Processes and Disasters	CGF	GOG	
			Travel & Tourism: A Geographic Perspective	CGG	GOG	
			Regional Geography	CGD	GOG	
			World Issues: A Geographic Analysis	CGW	GOG	
			World Geography: Urban Patterns and Population Issues	CGU	GOG	
			Living in a Sustainable World	CGR4E	GOG	
			The Environment and Resource Management	CGR4M	GOG	
			Spatial Technologies in Action	CGO	GOG	
<b>H History</b>						
	HIS	History				

# TDSB Secondary Certification/Subject Codes 2019

<u>Cert. Code</u>	<u>Certification Description</u>	<u>Subject Description</u>	<u>Ministry Subject Code</u>	<u>TDSB Cert. Code ■</u>	<u>Experienced but not Certificated Code ♦</u>
		Canadian History Since World War I	CHC	HIS	
		American History	CHA	HIS	
		Origins&Citizenship:The History of a Canadian Ethnic Grp	CHE	HIS	
		World History Since 1900: Global & Regional Interactions	CHT	HIS	
		World History to the End of the Fifteenth Century	CHW	HIS	
		Canada: History, Identity & Culture	CHI	HIS	
		World History Since the Fifteenth Century	CHY	HIS	
		Adventures in World History	CHM	HIS	
		History of Africa & Peoples of African Descent	CAS	HIS	
		Genocide and Crimes Against Humanity	CHG	HIS	
		Civics and Citizenship(.5 credit)	CHV	HIS or HPO	CHV or HIS
<b>NAC</b>	<b>Native Studies</b>				
		Expressions of Aboriginal Cultures	NAC1O	NAC	
		First Nations: Metis and Inuit Peoples in Canada	NAC2O	NAC	
		English: Contemporary Aboriginal Voices	NBE	NAC	
		Beliefs, Values and Aspirations of Aboriginal Peoples in Co	NBV	NAC	
		Current Aboriginal Issues in Canada	NDA	NAC	
		Aboriginal Governance: Emerging Directions	NDG	NAC	
		Issues of Indigenous Peoples in a Global Context	NDW	NAC	
<b>HSC/</b>	<b>Individual and Society/Social Sciences and</b>				
<b>HZC/</b>	<b>Philosophy and</b>				
<b>NCS</b>	<b>Contemporary Studies</b>				
		Challenge & Change in Society	HSB	HSC, NCS or NFS	HSC
		Introduction to Anthropology, Psychology & Sociology	HSP	HSC, NCS or NFS	HSC
		Human Development Throughout the Lifespan	HHG	HSC, NCS or NFS	NFS
		Families in Canada	HHS	HSC, NCS or NFS	NFS
		Dynamics of Human Relationships	HHH	HSC, NCS or NFS	NFS
		Philosophy: The Big Questions	HZB	HSC, HZC or NCS	HSC
		Philosophy: Questions & Theories	HZT	HSC, HZC or NCS	HSC
		World Religions and Belief Traditions in Daily Life	HRF	HSC or NCS	HSC
		World Religions and Belief Traditions: Perspectives, Issues & Challenges	HRT	HSC or NCS	HSC
		Equity, Diversity, and Social Justice	HSE3M	HSC or NCS	HSC
		Equity and Social Justice: From Theory to Practice	HSE4M	HSC or NCS	HSC
		Gender Studies	HSG	HSC or NCS	HSC
		World Cultures	HSC	HSC or NCS	HSC
<b>HLW</b>	<b>Law</b>				
		Understanding Canadian Law	CLU3M	HLW	
		Understanding Canadian Law in Everyday Life	CLU3E	HLW	
		Canadian & International Law	CLN4U	HLW	
		Legal Studies	CLN4C	HLW	
<b>HPO</b>	<b>Politics</b>				

## TDSB Secondary Certification/Subject Codes 2019

	<u>Cert. Code</u>	<u>Certification Description</u>	<u>Subject Description</u>	<u>Ministry Subject Code</u>	<u>TDSB Cert. Code ■</u>	<u>Experienced but not Certificated Code ♦</u>
			Civics and Citizenship(.5 credit)	CHV	HIS or HPO	CHV
			Politics in Action: Making Change	CPC	HPO or HIS	HPO
			Canadian & World Politics	CPW	HPO or HIS	HPO
	<b>HXE</b>	<b>Economics</b>				
			The Individual & the Economy	CIE	HXE	
			Making Personal Economic Choices	CIC	HXE	
			Analysing Current Economic Issues	CIA	HXE	
<b>M Mathematics</b>						
	<b>MAT</b>	<b>Mathematics</b>	Mathematics	MAT	MAT	
			Principles of Math	MPM	MAT	
			Foundations of Math	MFM	MAT	
			Functions	MCR	MAT	
			Functions and Applications	MCF	MAT	
			Mathematics for Work and Everyday Life	MEL	MAT	
			Foundations for College Math Gr. 11	MBF3	MAT	
			Advanced Functions	MHF	MAT	
			Foundations for College Math Gr. 12	MAP4	MAT	
			Math for College Technology	MCT	MAT	
			Math of Data Management	MDM	MAT	
			Calculus & Vectors	MCV	MAT	
<b>N Guidance &amp; Career Education/Co-operative Education</b>						
	<b>NGD</b>	<b>Guidance/Guidance and Career Education</b>				
			Career Planning/Counseling	NGD	NGD	
			Leadership & Peer Support	GPP	NGD	
			Career Studies (.5 credit)	GLC	NGD or COP	GLC
			Learning Strategies: Skills for Success	GLS	NGD or RSE	NGD
			Designing Your Future	GWL	NGD	NGD
			Discovering the Workplace	GLD	NGD	NGD
			Navigating the Workplace	GLN	NGD	NGD
<b>P Physical Education–Male</b>						
<b>Q Physical Education–Female</b>						
	<b>PHE</b>	<b>Physical Education and Health/Health and Physical Education</b>				
			Healthy Active Living	PPL	PHE	
			Health for Life	PPZ	PHE	
			Aquatics	PAQ	PHE	
			Individual & Small Group	PAI	PHE	
			Personal & Fitness Activities	PAF	PHE	
			Large Group Activities	PAL	PHE	
			Outdoor Activities	PAD	PHE	
			Rhythm and Movement	PAR	PHE	
			Introductory Kinesiology	PSK	PHE	

# TDSB Secondary Certification/Subject Codes 2019

	<u>Cert. Code</u>	<u>Certification Description</u>	<u>Subject Description</u>	<u>Ministry Subject Code</u>	<u>TDSB Cert. Code ■</u>	<u>Experienced but not Certificated Code ♦</u>
			Recreation & Healthy Active Living Leadership	PLF	PHE	
<b>S Science</b>						
	<b>SNC</b>	<b>Science - General</b>	General Science	SNC	SNC, SBI, SCH or SPH	SNC
			Earth & Space Science	SES	SNC, SBI, SCH or SPH	SNC
	<b>SBI</b>	<b>Science - Biology</b>	Biology	SBI	SBI	
	<b>SCH</b>	<b>Science - Chemistry</b>	Chemistry	SCH	SCH	
	<b>SPH</b>	<b>Science - Physics</b>	Physics	SPH	SPH	
	<b>SEN</b>	<b>Environmental Science/</b>	Environmental Science	SVN	SEN or SNC	SEN
		<b>Environmental Education</b>				
	<b>SGE</b>	<b>Science - Geology</b>		*		SGE
<b>T Family Studies</b>						
	<b>NFS</b>	<b>Family Studies</b>	Challenge & Change in Society	HSB	HSC, NCS or NFS	HSC
			Introduction to Anthropology, Psychology & Sociology	HSP	HSC, NCS or NFS	HSC
			Exploring Family Studies	HIF	NFS	
			Food & Nutrition	HFN	NFS or TFJ	
			Understanding Fashion	HNC	NFS	
			The World of Fashion	HNB	NFS	
			Clothing	HNL	NFS	
			Nutrition and Health	HFA	NFS or TFJ	
			Food and Culture	HFC	NFS or TFJ	
			Food and Healthy Living	HFL	NFS or TFJ	
			Working with Infants and Young Children	HPW	NFS	
			Housing and Home Design	HLS	NFS	
			Personal Life Management	HIP	NFS	
			Human Development Throughout the Lifespan	HHG	HSC, NCS or NFS	NFS
			Families in Canada	HHS	HSC, NCS or NFS	NFS
			Dynamics of Human Relationships	HHD	HSC, NCS or NFS	NFS
			Raising Healthy Children	HPC	NFS	
			Working with School-Age Children and Adolescents	HPD	NFS	
<b>U Music</b>						
	<b>AMI</b>	<b>Music - Instrumental</b>	Band	AMI	AMI	
			Brass	AMB	AMI	
			Stage Band	AMH	AMI	
			Orchestra	AMO	AMI	
			Percussion	AMP	AMI	
			Steel Drum	AMQ	AMI	
			Woodwinds	AMW	AMI	
	<b>AMV</b>	<b>Music - Vocal</b>	Vocal/Choral	AMV	AMV	
			Vocal Music – Jazz	AMJ	AMV	
	<b>Other</b>	<b>Music – general</b>	Music	AMU	AMI or AMV	AMU

## TDSB Secondary Certification/Subject Codes 2019

	<u>Cert. Code</u>	<u>Certification Description</u>	<u>Subject Description</u>	<u>Ministry Subject Code</u>	<u>TDSB Cert. Code ■</u>	<u>Experienced but not Certificated Code ♦</u>
			Electronic	AMD	AMI or AMV	AMU
			Small Ensemble	AME	AMI or AMV	AMU
			Keyboard	AMK	AMI or AMV	AMU
			Repertoire	AMR	AMI or AMV	AMU
			Music Theatre	AMT	AMI or AMV	AMU
			Music and Computers	AMM	AMI or AMV	AMU
			Music for Creating	AMC	AMI or AMV	AMU
			Strings	AMS	AMI or AMV	AMS
			Guitar	AMG	AMI or AMV	AMS
<b>V Visual Arts</b>						
	<b>AVI</b>	<b>Visual Arts</b>	Visual Arts	AVI	AVI	
			Digital Media	AWS	AVI	
			Drawing	AWL	AVI	
			Drawing & Painting	AWM	AVI	
			Environmental Design	AWG	AVI	
			Fashion and Textile Design	AWI	AVI	
			Illustration	AWK	AVI	
			Industrial Design	AWF	AVI	
			Information/Consumer Design	AWE	AVI	
			Interior Design	AWH	AVI	
			Non-Traditional	AWT	AVI	
			Painting	AWN	AVI	
			Photography	AWQ	AVI	
			Printmaking	AWO	AVI	
			Sculpture	AWP	AVI	
			Stage Design	AWJ	AVI	
			Ceramics	AWC	AVI	
			Crafts	AWA	AVI	
			Visual Design	AWD	AVI	
			Cultural/Historical Studies	AWU	AVI	
	<b>Other</b>	<b>Video – Extended Media, Film, Computer</b>				
			Media Arts	ASM	AVI or EMD	AVM
			Film/Video	AWR	AVI or EMD	AVM
<b>X Special Education</b>						
	<b>RSE</b>	<b>Special Education</b>	Resource		RSE, RHA, RSL, RBE, SEG, SEL, RAU, SEP, RSP, RDD, or RMD	restricted subject
			Learning Strategies (for IEP students)	GLE		restricted subject
	<b>RHA</b>	<b>Multiple Exceptionalities</b>	Multiple Exceptionalities		RHA or RSE	restricted subject
	<b>RSL</b>	<b>Learning Disability</b>	Learning Disability		RSL or RSE	restricted subject
	<b>RBE</b>	<b>Behavioural</b>	Behavioural		RBE or RSE	restricted subject
	<b>SEG</b>	<b>Gifted</b>	Gifted		SEG or RSE	restricted subject

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	SEL	Language	Language		SEL or RSE	restricted subject
	RAU	Autism	Autism		RAU or RSE	restricted subject
	SEP	Physical	Physical		SEP or RSE	restricted subject
	RSP	Speech & Language	Speech & Language		RSP or RSE	restricted subject
	RDD	Developmental Disabilities	Developmental Disabilities		RDD or RSE	restricted subject
	RMD	Mild Intellectual Disability	Mild Intellectual Disability		RMD or RSE	restricted subject
<b>Z Other</b>						
	COP	Co-operative Education	Co-operative Education	COP/NGC	COP	
			Creating Opportunities through Co-op	DCO	COP	
	QTL	Librarianship/ Teacher Librarian	Library	QTL	QTL	
	SED	Deaf and Hard of Hearing	Deaf and Hard of Hearing	SED	SED	restricted subject
	Other		Core	ICR	**	n/a
			Interdisciplinary Studies	IDC, IDP	**	n/a
			Student Success Initiatives	SSI	**	n/a
			Credit Recovery	RCR	**	n/a
<b>0 Technical – Health Care</b>						
	TPJ	Health Care		<b>NOTE: Tech subjects are partially restricted</b>		
			Exploring Health Care	TPJ101	TPJ	
			Health Care	TPJ201	TPJ	
			Health Care	TPJ3-4	TPJ	
			Health Care: Support Services	TPJ4E1	TPJ	
			Laboratory Services	TPL3/4	TPJ	
			Nursing/Medical Services	TPM3/4	TPJ	
			Pharmacy Services	TPP3/4	TPJ	
			Therapy Services	TPT3/4	TPJ	
			Child Development	TOC4C	TPJ	
			Gerontology	TOG4C	TPJ	
			Dental Services	TPD3/4	TPJ	
			Child Development and Gerontology	TOJ4C1	TPJ	
<b>4 Technical – Hairstyling and Aesthetics</b>						
	TXJ	Hairstyling and Aesthetics		<b>NOTE: Tech subjects are partially restricted</b>		
			Exploring Hairstyling and Aesthetics	TXJ101	TXJ or TPJ	
			Hairstyling & Aesthetics	TXJ201	TXJ or TPJ	
			Hairstyling & Aesthetics	TXJ3-4	TXJ or TPJ	
			Aesthetics	TXA3/4	TXJ or TPJ	
			Hairstyling	TXH3/4	TXJ or TPJ	
<b>1 Technical – Transportation Technology</b>						
	TTJ	Transportation Technology		<b>NOTE: Tech subjects are partially restricted</b>		
			Exploring Transportation Technology	TTJ101	TTJ	
			Transportation Technology	TTJ201	TTJ	

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			Transportation Technology	TTJ3-4	TTJ	
			Trans Tech: Vehicle Ownership	TTJ3O1	TTJ	
			Trans Tech: Vehicle Maintenance	TTJ4E1	TTJ	
			Auto Body	TTB3/4	TTJ	
			Auto Service	TTA3/4	TTJ	
			Heavy Duty & Agricultural Equipment	TTH3/4	TTJ	
			Small Engine & Recreational	TTS3/4	TTJ	
			Light Aircraft	TTL3/4	TTJ	
			Truck and Coach	TTT3/4	TTJ	
<b>2 Technical – Construction</b>						
	<b>TCJ</b>	<b>Construction Technology</b>		<b>NOTE: Tech subjects are partially restricted</b>		
			Exploring Construction Technology	TCJ101	TCJ	
			Construction Technology	TCJ201	TCJ	
			Construction Technology	TCJ3-4	TCJ	
			Construction Engineering Technology	TCJ3/4	TCJ	
			Masonry	TCM3/4	TCJ	
			Custom Woodworking	TWJ3/4	TCJ	
			Carpentry	TCC3/4	TCJ	
			Electrical/Network Cabling	TCE3/4	TCJ	
			Plumbing	TCP3/4	TCJ	
			Heating & Cooling	TCH3/4	TCJ	
			Construction Management & Science	TCS3/4	TCJ	
			Civil Engineering	TCY3/4	TCJ	
<b>3 Technical – Design &amp; Technology</b>						
	<b>TDJ</b>	<b>Technological Design</b>		<b>NOTE: Tech subjects are partially restricted</b>		
			Exploring Technological Design	TDJ101	TDJ	
			Technological Design	TDJ201	TDJ	
			Technological Design	TDJ3-4	TDJ	
			Technological Design and the Environment	TDJ301	TDJ	
			Technological Design in the 21st Century	TDJ4O1	TDJ	
			Apparel & Textile Design	TDP3/4	TDJ	
			Architectural Design	TDA3/4	TDJ	
			Robotics and Control System Design	TDR3/4	TDJ	
			Interior Design	TDV3/4	TDJ	
			Mechanical & Industrial Design	TDM3/4	TDJ	
<b>5 Technical – Hospitality and Tourism</b>						
	<b>TFJ</b>	<b>Hospitality Services</b>		<b>NOTE: Tech subjects are partially restricted</b>		
			Exploring Hospitality and Tourism	TFJ101	TFJ	
			Hospitality and Tourism	TFJ201	TFJ	
			Hospitality and Tourism	TFJ3-4	TFJ	
			Culinary Arts & Management	TFR3/4	TFJ	

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			Applied Nutrition	TFN3/4	TFJ	
			Tourism and Travel Planning	TFT3/4	TFJ	
			Baking	TFB3/4	TFJ	
			Cooking	TFC3/4	TFJ	
			Event Planning	TFE3/4	TFJ	
<b>6 Technical – Manufacturing</b>						
	<b>TMJ</b>	<b>Manufacturing Technology</b>		<b>NOTE: Tech subjects are partially restricted</b>		
			Exploring Manufacturing Technology	TMJ101	TMJ	
			Manufacturing Technology	TMJ201	TMJ	
			Manufacturing Technology	TMJ3-4	TMJ	
			Manufacturing Engineering Technology	TMJ3/4	TMJ	
			Robotics & Control Systems	TMR3/4	TMJ	
			Mechanical Engineering	TMM3/4	TMJ	
			Computer Aided Manufacturing	TMC3/4	TMJ	
			Industrial Maintenance	TMI3/4	TMJ	
			Precision Machining	TMP3/4	TMJ	
			Robotics and Control Technician	TMT3/4	TMJ	
			Welding Technician	TMY3/4	TMJ	
			Machine Operator	TMO3/4	TMJ	
			Sheet Metal	TMS3/4	TMJ	
			Welder/Fitter	TMW3/4	TMJ	
<b>7 Technical – Communications</b>						
	<b>TGJ</b>	<b>Communications Technology</b>		<b>NOTE: Tech subjects are partially restricted</b>		
			Exploring Communications Technology	TGJ101	TGJ	
			Communications Technology	TGJ201	TGJ	
			Communications Technology	TGJ3-4	TGJ	
			Broadcast and Print Production	TGJ301	TGJ	
			Interactive New Media and Animation	TGI3/4	TGJ	
			Print and Graphic Communications	TGG3/4	TGJ	
			Digital Imagery and Web Design	TGJ401	TGJ	
			Photography and Digital Imaging	TGP3/4	TGJ	
			TV, Video and Movie Production	TGV3/4	TGJ	
			Radio, Audio and Sound Production	TGR3/4	TGJ	
<b>8 Technical - Computer Technology</b>						
	<b>TEJ</b>	<b>Computer Technology</b>		<b>NOTE: Tech subjects are partially restricted</b>		
			Exploring Computer Technology	TEJ101	TEJ ***	
			Computer Technology	TEJ201	TEJ ***	
			Computer Technology	TEJ3-4	TEJ ***	
			Information Technology Support	TET3/4	TEJ ***	
			Computer Repair	TEC3/4	TEJ ***	
			Network Support	TEW3/4	TEJ ***	



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			Computer Engineering Technology	TEJ3/4	TEJ ***	
			Electronics	TEL3/4	TEJ ***	
			Robotics and Control Systems	TER3/4	TEJ ***	
			Networking	TEN3/4	TEJ ***	
			Interfacing	TEI3/4	TEJ ***	
<b>9 Technical - Green Industries</b>						
	THJ	Green Industries		<b>NOTE: Tech subjects are partially restricted</b>		
			Exploring Green Industries	THJ101	THJ ****	
			Green Industries	THJ201	THJ ****	
			Green Industries	THJ3-4	THJ ****	
			Agribusiness	THA3/4	THJ ****	
			Forestry	THO3/4	THJ ****	
			Horticulture Management & Science	THS3/4	THJ ****	
			Landscaping Architecture	THD3/4	THJ ****	
			Agriculture	THG3/4	THJ ****	
			Floristry	THF3/4	THJ ****	
			Horticulture	THH3/4	THJ ****	
			Landscape Construction & Maintenance	THL3/4	THJ ****	
<b>10 Technical - Other</b>						
			Exploring Technologies	TIJ101	**	n/a
<b>Alternative (Non Credit) Courses</b>						
			Creative Arts for Enjoyment & Expression	KAL	**	n/a
			Money Management & Personal Banking	KBB	**	n/a
			Transit Training	KCC	**	n/a
			Exploring Our World	KCW	**	n/a
			Language Communication Development	KEN	**	n/a
			Personal Life Skills	KGL	**	n/a
			Exploring the World of Work	KGW	**	n/a
			Social Skills Development	KHD	**	n/a
			Culinary Skills	KHI	**	n/a
			Numeracy and Numbers	KMM	**	n/a
			First Canadians	KNA	**	n/a
			Personal Health & Fitness	KPF	**	n/a
			Choices Making for Healthy Living	KPH	**	n/a
			Self Help and Self Care	KPP	**	n/a
			Exploring Our Environment	KSN	**	n/a
			Computer Skills	KTT	**	n/a
<b>LEGEND</b>						
■ certification code required to teach the subject unless the course has been recorded as "Experienced but not Certificated", otherwise mutual consent is required						
♦ Experienced but not Certificated Code will be the TDSB Cert. Code unless otherwise specified (for use on the Seniority Verification form)						
* no courses offered at this time						

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** certification is specific to the nature of the course as determined by the Principal						
*** a Teacher with a qualification in Computer Studies, Computer Science or Business Studies - Data Processing in general education on or before August 31, 2010 <b>may be assigned</b> to teach the technological education subject Computer Technology, as mandated by the Ministry of Education in May 2010.						
**** a Teacher who taught a ministry-approved locally developed secondary school course related to Green Industries for two or more years prior to September 1, 2010 may be assigned to teach the technological education subject Green Industries, as mandated by the Ministry of Education in May 2010.						