

# STAFFING RULES

## INDEX

	Page
1. Guiding Principles.....	1
2. Experienced But Not Certificated Issues (“Successfully Taught”).....	1,2
3. Mutual Consent Form for Uncertified Subject.....	2,3
4. Qualifications Review Committee and Process.....	3
5. Surplus to School Issues.....	3,4
6. International Baccalaureate (I.B.) and Advanced Placement (A.P.) Issues... ..	4
7. Kâpapâmahchakwêw – Wandering Spirit, Native Learning Centre (Downtown) and Native Learning Centre (East).....	4
8. The Triangle Program (Oasis) .....	5
9. Africentric Programs (Downsview SS and Winston Churchill CI).....	5
10. Identifying Home Schools .....	6
11. Bumping.....	6,7
12. Placements to be Reviewed List.....	7,8
13. Extreme Geographic Criteria List.....	8, 9
14. Two-School Placements – After August 31.....	9
15. Excessive Numbers of Part Time Requests in a School.....	9, 10
16. Staffing Procedures for Special Programs/Schools .....	10-15
17. Staffing in Developmental Disability Programs, Try-ons, Principal Initiated Placement Review .....	15-17
18. Teachers Teaching Courses in Extended French or French Immersion.....	18
19. Teachers Teaching e-Learning Courses.....	18
20. Mutually Agreed Position Switches (MAPS) .....	18,19
21. Staffing Guidelines for Teachers on LTD/WSIB.....	19
22. Positions of Responsibility (POR) and the Staffing/Surplus Process .....	19,20
23. Centrally Assigned Teachers.....	20
24. Caucus Opportunities During the Staffing Processes .....	21
25. Letters of Permission Checklist .....	21

## **FORMS**

Letters of Permission Checklist Secondary Teaching .....	22
Placement Review Application Form .....	23
Extreme Geographic Criteria Application Form .....	24
Mutual Consent Form for Uncertified Subject .....	25
Mutual Consent Form for e-Learning .....	26
Mutual Consent Form for Teaching Courses in Extended French or French Immersion .....	27
Mutual Consent Form for Workload Accord Issues... ..	28
Mutually Agreed Position Switch (MAPS) .....	29
Principal Initiated Placement Review Application Form .....	30
TDSB Secondary Certification/Subject Codes	

# 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 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.
- Full-time (1.0 FTE) Teachers declared school surplus in Semester 1, will be contacted in writing by the Secondary Teaching Office prior to the beginning of the central staffing process, and be given the option to be considered at central staffing placement meetings for complementary Semester 1 vacancies, when both a Semester 1 and a 1.0 FTE vacancy exist, to keep these Teachers in their Home Schools where possible. Eligible Teachers who select the aforementioned option are subject to the following caveats:
  - Should only a 1.0 FTE vacancy be available at the central staffing table, the Teacher will be placed into the vacancy if they are most senior qualified Teacher for that position.
  - A Teacher who is placed in a Semester 1 vacancy will not be eligible for the process that is applicable **after August 31** to teachers who are placed in two schools. That process is described in *Staffing Rules* - Item 14: "Two-School Placements – After **August 31**." Nor will the Teacher be eligible for the Placement Review process on the basis of a two-school placement.

### **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, including any applicable credits to be recovered within any Credit Recovery assignment.

- 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, they 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. Kâpapâmahchakwêw – Wandering Spirit, Native Learning Centre (Downtown) and Native Learning Centre (East)**

- Owing to the unique character of teaching assignments at Kâpapâmahchakwêw – Wandering Spirit, Native Learning Centre (Downtown) and Native Learning Centre (East), and in the spirit of the Board's commitment to Indigenous self-determination, sovereignty, and genuine Truth and Reconciliation, teacher vacancies at the aforementioned sites will be filled by means of Centrally Assigned Teacher postings for fixed terms, as deemed appropriate by the Board. The Board will post these vacancies internally, subject to hiring criteria determined by the Board. Notwithstanding this requirement, the Board may simultaneously post the same vacancies externally should the operational and/or program needs of the Board so dictate.
- At the end of their term assignment at Kâpapâmahchakwêw – Wandering Spirit, Native Learning Centre (Downtown) or Native Learning Centre (East), a Teacher will return to their identified home school. In the event that a home school has not been so identified for the Teacher, they will be subject to the staffing rules and processes applicable to teachers without a home school in the year that they are hired into Kâpapâmahchakwêw – Wandering Spirit, Native Learning Centre (Downtown) or Native Learning Centre (East).
- If the home school/program of a Teacher closes during their term appointment at Kâpapâmahchakwêw – Wandering Spirit, Native Learning Centre (Downtown) or Native Learning Centre (East), the Teacher will be subject to the Secondary School/Program Closing Staffing Procedures for the purposes of determining a new home school.
- Teachers at Kâpapâmahchakwêw – Wandering Spirit, Native Learning Centre (Downtown) and Native Learning Centre (East), will be subject to the staffing rules which apply to Centrally Assigned Teachers when bumping is invoked by the Board.
- The monitoring of Teacher workload at Kâpapâmahchakwêw – Wandering

Spirit, Native Learning Centre (Downtown) and Native Learning Centre (East) will be the responsibility of the School Staffing Committee.

**8. The Triangle Program (Oasis):**

- The Board and Union agree that the determination of teaching assignments at the Triangle Program (Oasis) will be seniority based, subject to qualifications and the Mutual Consent of the Principal and the Teacher(s).
- Owing to the unique character of teaching assignments at the Triangle Program (Oasis), the Principal, prior to the start of the in-school staffing process, will ask all Teachers on the Oasis staff list to indicate in writing whether they wish to be considered for a teaching assignment at the Triangle Program (Oasis) in the course of the in-school staffing process. The Principal will record the names of Teachers so identified and provide the names in the form of a list to the Staffing Committee for use in the construction of the staffing model.
- The Staffing Committee will ensure that in the construction of the staffing model only the seniority and qualifications of Teachers who have indicated a willingness to teach at the Triangle Program (Oasis) will be considered, on the understanding that the determination of teaching assignments at the Triangle Program (Oasis) will be on the basis of the Mutual Consent of the Principal and the Teacher(s).

**9. Africentric Programs (Downsview SS and Winston Churchill):**

- The Board and Union agree that the determination of teaching assignments at the Africentric programs (Downsview SS/Winston Churchill CI) will be seniority based, subject to qualifications and the Mutual Consent of the Principal and the Teacher(s), when Africentric programming accounts for 50% or more of a teaching timetable.
- Owing to the unique character of teaching assignments at the Africentric programs (Downsview SS/Winston Churchill CI), the Principal, prior to the start of the in-school staffing process, will ask all Teachers on the staff list of Downsview SS and Winston Churchill CI, respectively, to indicate in writing whether they wish to be considered for a teaching assignment at the Africentric program (Downsview SS/Winston Churchill CI) in the course of the in-school staffing process. The Principal will record the names of Teachers so identified and provide the names in the form of a list to the Staffing Committee for use in the construction of the staffing model.
- The Staffing Committee will ensure that in the construction of the staffing model only the seniority and qualifications of Teachers who have indicated in writing a willingness to teach at the Africentric program (Downsview SS/Winston Churchill CI) will be considered, on the understanding that the determination of teaching assignments at the Africentric program (Downsview SS/Winston Churchill CI) will be on the basis of the Mutual Consent of the Principal and the Teacher(s).

## 10. 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 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.

## 11. 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.

## 12. **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, 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 30, 2024**, for the 2024-2025 school year.

During the Board-wide placement or bumping meetings Teachers may be placed into vacancies at Year Round Alternative Schools, TDSS (ECP), 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 (2024-2025) as per the process described above.
- Teachers who are not successful in obtaining an alternate placement in the current staffing year (2024-2025) may reapply for placement review in the subsequent staffing year (2025-2026) only, using the process described above.
- Teachers who did not apply for placement review in the current staffing year (2024-2025) may apply for the subsequent staffing year (2025-2026) only, using the process described above.
- Teachers who obtain an alternate placement in the subsequent staffing year (2025-2026) through these processes will not be subject to pull back procedures and this placement becomes the Teacher's home school (2025-2026).

### **13. 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 email, 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, letter) to their Staffing Officer in the Secondary Teaching Office.
- Once an EGC offer of placement is accepted, the placement is irrevocable, subject to pull back procedures.
- At the final central placement meeting in August, Teachers who have been approved for Extreme Geographic Criteria may be placed into semester 2 vacancies, only if they cannot be placed into any full year vacancy, subject to seniority and qualifications.
- 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 30, 2024**, for the 2024-2025 school year.

#### **14. 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.

#### **15. The Issue of "Excessive Numbers of Part-Time Requests in a School" (re clause L46.2):**

"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.

**16. 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 (ECPP) 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
Africentric: Timetables with more than 50% of the timetable in Africentric programming	Principal of Downsview SS/Principal of Winston Churchill CI
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 (BALC, CALC, SCAS, Emery, Yorkdale)	Principal of Edvance Program
Inglenook Community School	Principal of Alternative Schools
Year Round Alternative Schools	Principal of Alternative Schools
Oasis Alternative S.S. (Includes: Skateboard Factory, Arts and Social Change Program and Triangle)	Principal of Alternative Schools
Parkview Alternative SS	Principal of Alternative Schools
TDSS (ECPP) Programs	Principal of TDSS (ECPP)
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
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
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 Congregated Sites – see school list #17 pg. 16	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, they 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 they 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 (ECP) Programs**

- The Principal of TDSS (ECP) Programs shall provide the following information to the Staffing Committee during the staffing process in April:
  - a) a listing of all credit and non-credit courses in which students were enrolled at each site/agency throughout the current and previous school year

- b) a copy of the letter sent from the TDSS (ECPP Section 23) Programs to agencies requesting input on program/course offerings for the coming year
  - c) a summary of the course/program needs as expressed by the respective agencies
  - d) staff timetables for the current and past school year.
- The Principal or Vice-Principal will have a discussion with teachers about program needs for the upcoming year at their respective site/agency and provide a written summary of those discussions to the staffing committee.

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 (ECPP) are considered to be placed by Learning Centre where the program is situated;
- Teachers in TDSS (ECPP) will be moved to other TDSS (ECPP) programs only with mutual consent;
- Vacancies within TDSS (ECPP) will first be offered to the Teachers who are tentatively surplus to TDSS (ECPP), based on seniority and qualifications;
- If there is no TDSS (ECPP) 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.
- The timetable of all Teachers deployed at TDSS sites must include at least one teaching assignment for which the appropriate qualification is "Special Education".

#### **(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.

#### **17. 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, 2024**, and is scheduled to end **August 31, 2027**, 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). A 0.5 FTE Teacher who is a successful candidate for a 1.0 FTE or complementary 0.5 FTE central DD term posting will have their contract status increased to 1.0 FTE.

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, they 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, they 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 they 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 30**.

If a Teacher is pulled back, placed or newly hired into a DD ISP program that was posted as a central vacancy, they 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 (i.e., Congregated Sites)

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.

**18. 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 2024 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. Once signed, a copy of the form will be given to the Teacher and to the Branch President.

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

- For the 2024-2025 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 2024 Chart and must first indicate their willingness to teach a course(s) by signing the mutual consent form for e-Learning. Once signed, a copy of the form will be given to the Teacher and to the Branch President.
- For purposes of staffing and surplus declaration, a Teacher assigned to teach e-Learning credit courses shall be included in the staff complement of the secondary school which is the work location of the Teacher. Each time the school is staffed the Teacher has the right to resume a full timetable of regular classes subject to the staffing provisions of the Collective Agreement.

**20. 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, 2024**.
- 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 their Staffing Officer.
- It is the role of the Secondary Teaching Office to confirm support of the two Principals involved. Teachers will be advised of the outcome of their request by the Staffing Officer.

- 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, 2024**.
- Confirmation of MAPS will occur by 12 noon on **August 30, 2024**.

**21. 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.

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

Teachers holding continuing Positions of Responsibility:

- Cannot be declared surplus to school. 2019-2022 Collective Agreement Clause L44.15 Identification of Teachers Surplus to a School "*A Teacher who holds a continuing Position of Responsibility shall be excluded from procedures in L44.14(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.

Teachers holding new Positions of Responsibility:

- Who are successful in obtaining a POR after the Transfer rescind deadline will be contacted by the Secondary Teaching Office to confirm whether they wish to rescind their Transfer application.
- Who are surplus and who are the successful applicant for an Acting POR during a non-bumping year will have their Home School designated as the school from which they were surplus.

### **23. 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 30, 2024**, then holdback will be used to increase their placement to full time at the location where they are placed as of **August 30, 2024**, based on system needs.
  - If an identified Teacher has no placement as of **August 30, 2024**, then holdback will be used to create a position for them based on system needs.

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

- Centrally Assigned Teachers in a multi-year term appointment shall notify the Board by March 1 if they wish to vacate their Centrally Assigned Position and return to their Home School for the following school year.
- 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.

**(c) 0.5 FTE Teachers and Centrally Assigned Teaching Positions**

- A 0.5 FTE Teacher who is a successful candidate for a 1.0 FTE or complementary 0.5 FTE Centrally Assigned Teacher term posting will have their contract status increased to 1.0 FTE.

**(d) Feedback for Unsuccessful Candidates:**

- If unsuccessful candidates wish feedback, they should contact the Centrally Assigned Principal associated with the posting, and the chair of the interview team will set an appointment for feedback in a timely fashion.

**24. 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.

**25. 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: _____
	<i>Subject Area/Course Code</i>
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:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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 via email to their Staffing Officer. 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:**  
**LC1 & LC4: Nadia D’Ambrosio, [nadia.d’ambrosio@tdsb.on.ca](mailto:nadia.d’ambrosio@tdsb.on.ca)**  
**LC2 & LC3: Nicole Cardoso Melo, [nicole.cardosomelo@tdsb.on.ca](mailto:nicole.cardosomelo@tdsb.on.ca)**

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 via email to their Staffing Officer. 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:

LC1 & LC4: Nadia D'Ambrosio, [nadia.d'ambrosio@tdsb.on.ca](mailto:nadia.d'ambrosio@tdsb.on.ca)

LC2 & LC3: Nicole Cardoso Melo, [nicole.cardosomelo@tdsb.on.ca](mailto:nicole.cardosomelo@tdsb.on.ca)

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 2024-2025.

**COURSE NAME & CODE/NUMBER OF SECTIONS (including all applicable Credit Recovery Assignments):**

\_\_\_\_\_

I \_\_\_\_\_ consent to teach the above-noted teaching assignment during the school year 2024-2025, 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 2024-2025

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 \_\_\_\_\_  
(e-Learning 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 2024-2025.

**I am CERTIFICATED for and willing to teach the following subjects through e-Learning (refer to the document entitled “TDSB Secondary Certification/Subject Codes 2024”):**

**# 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 2024”):**

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

I \_\_\_\_\_ consent to teach the above-noted teaching assignment(s) through e-Learning during the school year 2024-2025.

\_\_\_\_\_  
Teacher’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

\_\_\_\_\_  
E-Learning Principal’s Signature

\_\_\_\_\_  
Date

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



## 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 2024-2025 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 2024-2025 school year.

OR

### PART C – UNBALANCED WORKLOAD

I \_\_\_\_\_ consent to teach an unbalanced workload for the 2024-2025 school year.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

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

\_\_\_\_\_  
Date

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



## MUTUALLY AGREED POSITION SWITCH (MAPS) APPLICATION FORM for 2024-2025

**Each of the Teachers identified in the proposed MAPS must complete and sign this form AFTER June 21, 2024 and submit to the Secondary Teaching Office no later than August 29, 2024 (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 2024/25	

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 their Staffing Officer. Once both Teachers have submitted their form, their Staffing Officer will confirm support of the two Principals involved and advise whether the proposed MAPS is approved.**

LC1 & LC4 - Nadia D'Ambrosio, [nadia.d'ambrosio@tdsb.on.ca](mailto:nadia.d'ambrosio@tdsb.on.ca)

LC2 & LC3 - Nicole Cardoso Melo, [nicole.cardosomelo@tdsb.on.ca](mailto:nicole.cardosomelo@tdsb.on.ca)

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. LC1 & LC4 – Nadia D’Ambrosio, [nadia.d'ambrosio@tdsb.on.ca](mailto:nadia.d'ambrosio@tdsb.on.ca)  
LC2 & LC3 – Nicole Cardoso Melo, [nicole.cardosomelo@tdsb.on.ca](mailto:nicole.cardosomelo@tdsb.on.ca)
- ii. The TDSB email address of the Teacher named above.



**TDSB Secondary Certification/Subject Codes 2024**

	<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

**TDSB Secondary Certification/Subject Codes 2024**

<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	
<b>BSR</b>	<b>Business Studies - Data Processing/Information Management/Information &amp; Communication Technology</b>				
		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>				
		Building the Entrepreneurial Mindset	BEM10	BAC,BMK,BDE,BSR or BST	BBA
		Launching and Leading a Business	BEP20	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>				
		Digital Technology and Innovations in the Changing World	ICD20	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	

**TDSB Secondary Certification/Subject Codes 2024**

			Ontario Secondary School Literacy	OLC	ENG	
			English: Understanding Contemporary First Nations, Métis, and Inuit Voices	NBE	NAC or ENG	
			English	ENL1W	ENG	
	<b>EMD</b>	<b>Media</b>				
			Media Studies	EMS	EMD	
<b>L English as a Second Language</b>						
	<b>ESL</b>	<b>English as a Second Language/</b>				
		<b>Teaching English Language Learners</b>				
			English as a Second Language	ESL	ESL	
			English Literacy Development	ELD	ESL	
<b>F French/French as a Second Language</b>						
	<b>FSF/</b>	<b>French</b>				
	<b>FSL</b>	<b>French as a Second Language</b>				
			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>						
	<b>LBG</b>	<b>Greek</b>	Greek	LBG	LBG	
	<b>LKC</b>	<b>Cantonese</b>	Cantonese	LKC	LKC	
	<b>LKJ</b>	<b>Japanese</b>	Japanese	LKJ	LKJ	
	<b>LKM</b>	<b>Mandarin</b>	Mandarin	LKM	LKM	
	<b>LPV</b>	<b>Vietnamese</b>	Vietnamese	LPV	LPV	
	<b>LWG</b>	<b>German</b>	German	LWG	LWG	
	<b>LWI</b>	<b>Italian</b>	Italian	LWI	LWI	
	<b>LWP</b>	<b>Portuguese</b>	Portuguese	LWP	LWP	
	<b>LWS</b>	<b>Spanish</b>	Spanish	LWS	LWS	
	<b>LRR</b>	<b>Russian</b>	Russian	LRR	LRR	
	<b>LYH</b>	<b>Hebrew</b>	Hebrew	LYH	LYH	
	<b>LNO</b>	<b>Native Languages: Ojibwe</b>	Native Languages: Ojibwe	LNO	LNO	
	<b>VLL</b>	<b>Classical Studies - Latin</b>	Latin	LVL	VLL	
	<b>VGG</b>	<b>Classical Studies - Greek</b>	Ancient Greek	LVG	VGG	
			Classical Civilization	LVV	VLL, VGG or HIS	VCC
<b>G Geography</b>						
	<b>GOG</b>	<b>Geography</b>				
			Exploring Canadian Geography	CGC1W	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	CGU	GOG	

**TDSB Secondary Certification/Subject Codes 2024**

		Living in a Sustainable World	CGR4E	GOG	
		The Environment and Resource Management	CGR4M	GOG	
		Spatial Technologies in Action	CGO	GOG	
<b>H</b>	<b>History</b>				
	<b>HIS</b>	<b>History</b>			
		Canadian History Since World War I	CHC	HIS	
		American History	CHA	HIS	
		Origins&Citizenship:The History of a Canadian Et	CHE	HIS	
		World History Since 1900: Global & Regional Inter	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>First Nations, Métis and Inuit Studies</b>			
		Expressions of First Nations, Métis, and Inuit Cultures	NAC1O	NAC	
		First Nations, Métis, and Inuit in Canada	NAC2O	NAC	
		English: Understanding Contemporary First Nations, Métis, and Inuit Voices	NBE	NAC or ENG	
		World Views & Aspirations of First Nations, Métis and Inuit Communities in Canada	NBV	NAC	
		Contemporary First Nations, Métis, and Inuit Issues & Perspectives	NDA	NAC	
		First Nations, Métis, and Inuit Governance in Canada	NDG	NAC	
		Contemporary Indigenous Issues & Perspectives 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	HHD	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

**TDSB Secondary Certification/Subject Codes 2024**

		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>				
		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	
		Foundational Mathematics	MTH	MAT	
		Principles of Mathematics	MPM	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

**TDSB Secondary Certification/Subject Codes 2024**

**P Physical Education – (Male, Female & Co-ed) - NOTE: PHE teaching assignments will be staffed in accordance with the normal Secondary Staffing Binder staffing processes, irrespective of the gender of the Teacher. Some exceptions may apply.\*\***

**\*\* (Where it presents as a necessary human rights accommodation for students, a PHE course may be staffed based on gender, subject to the approval of Employee Services following consultation with the OSSTF.)**

<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	
		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
			Earth & Space Science	SES	SNC, SBI, SCH or SPH
	<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/ Environmental Education</b>	Environmental Science	SVN	SEN or SNC
	<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
			Introduction to Anthropology, Psychology & Sociology	HSP	HSC, NCS or NFS
			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

**TDSB Secondary Certification/Subject Codes 2024**

			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
			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	

**TDSB Secondary Certification/Subject Codes 2024**

			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
	<b>SEL</b>	<b>Language</b>	Language		SEL or RSE	restricted subject
	<b>RAU</b>	<b>Autism</b>	Autism		RAU or RSE	restricted subject
	<b>SEP</b>	<b>Physical</b>	Physical		SEP or RSE	restricted subject
	<b>RSP</b>	<b>Speech &amp; Language</b>	Speech & Language		RSP or RSE	restricted subject
	<b>RDD</b>	<b>Developmental Disabilities</b>	Developmental Disabilities		RDD or RSE	restricted subject
	<b>RMD</b>	<b>Mild Intellectual Disability</b>	Mild Intellectual Disability		RMD or RSE	restricted subject
<b>Z Other</b>						
	<b>COP</b>	<b>Co-operative Education</b>	Co-operative Education	COP/NGC	COP	
			Creating Opportunities through Co-op	DCO	COP	
	<b>QTL</b>	<b>Librarianship/</b>	Library	QTL	QTL	
		<b>Teacher Librarian</b>				
	<b>SED</b>	<b>Deaf and Hard of Hearing</b>	Deaf and Hard of Hearing	SED	SED	restricted subject
	<b>Other</b>		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>						
	<b>TPJ</b>	<b>Health Care</b>		<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	



**TDSB Secondary Certification/Subject Codes 2024**

		Gerontology	TOG4C	TPJ	
		Dental Services	TPD3/4	TPJ	
		Child Development and Gerontology	TOJ4C1	TPJ	
<b>4 Technical – Hairstyling and Aesthetics</b>					
	<b>TXJ</b>	<b>Hairstyling and Aesthetics</b>	<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>					
	<b>TTJ</b>	<b>Transportation Technology</b>	<b>NOTE: Tech subjects are partially restricted</b>		
		Exploring Transportation Technology	TTJ101	TTJ	
		Transportation Technology	TTJ201	TTJ	
		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	

**TDSB Secondary Certification/Subject Codes 2024**

			Technological Design and the Environment	TDJ301	TDJ	
			Technological Design in the 21st Century	TDJ401	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	
			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	

**TDSB Secondary Certification/Subject Codes 2024**

		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	TEI3/4	TEJ ***	
		Computer Repair	TEC3/4	TEJ ***	
		Network Support	TEW3/4	TEJ ***	
		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>					
	<b>THJ</b>	<b>Green Industries</b>	<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>					
		Technology and the Skilled Trades	TAS1/2	**	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

**TDSB Secondary Certification/Subject Codes 2024**

		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					
** 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.					
<b>Note:</b> The staffing parameters applicable to non-degreed teachers are established under the Education Act - Regulation 298 – “Assignment or Appointment of Teachers”, accessible via the following link: <a href="https://www.ontario.ca/laws/regulation/900298#BK14">https://www.ontario.ca/laws/regulation/900298#BK14</a>					