

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.

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.
- 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.

- 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, Labour Relations or designate 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 29, 2025**, for the 2025-2026 school year.

During the Board-wide placement or bumping meetings Teachers may be placed into vacancies at year-round or schools and worksites with an alternate calendar of the current school year, TDSS (ECPP), 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 (2025-2026) as per the process described above.
- Teachers who are not successful in obtaining an alternate placement in the current staffing year (2025-2026) 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 (2025-2026) may apply for the subsequent staffing year (2026-2027) only, using the process described above.
- Teachers who obtain an alternate placement in the subsequent staffing year (2026-2027) through these processes will not be subject to pull back procedures and this placement becomes the Teacher's home school (2026-2027).

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, Labour Relations or designate 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 29, 2025**, for the 2025-2026 school year.
- Teachers who remain on the Extreme Geographic Criteria (EGC) List as of August 31 shall be considered for Semester 2 vacancies known to and approved by the Board as of the end of the first week of school upon return from winter break in January. Teachers will be considered for offers of placement in seniority order, subject to qualifications, based on proximity to their previous Home School. In the event that the offer of placement is declined, the Teacher will be removed from the EGC List.

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 (ECP) 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:

SCHOOL/PROGRAM	PRINCIPAL
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
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 (E CPP) Programs	Principal of TDSS (E CPP)
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
SPECIALIZED ART SCHOOLS: <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
CARING AND SAFE SCHOOLS	Principal of Caring and Safe Schools
ALTERNATIVE ATTENDANCE PROGRAMS	Principal of Alternative Attendance Programs
SPECIAL EDUCATION: 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. 17	School Principal
DEAF & HARD OF HEARING	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) 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.

(g) 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 filing 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 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 29**.

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 2025 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 2025-2026 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 2025 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 20, 2025**.
- It is **Teacher**-initiated.
- Teachers must be fully placed as per their contract status.
- The switch is qualifications-based,
- When considering employees' qualifications for a Mutually Agreed Position Switch ("MAPS") request, the Board will only consider an employee's qualifications as they relate to the tentative timetables of each teacher in a MAPS request and any changes to those tentative timetables up to the date of the approval or denial of the Mutually Agreed Position Switch. The Board will not consider how an employee's qualifications may impact any future staffing years. All timelines with respect to the MAPS process shall be in accordance with the Staffing Binder and the Collective Agreement. The Parties understand and agree that, after an approved Mutually Agreed Position Switch, the timetables used in the MAPS process may be subject to change pursuant to the regular staffing rules and the Collective Agreement requirements.

- 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 28, 2025.**
- Confirmation of MAPS will occur by 12 noon on **August 29, 2025.**

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. 2022-2026 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 29, 2025**, then holdback will be used to increase their placement to full time at the location where they are placed as of **August 29, 2025**, based on system needs.

- If an identified Teacher has no placement as of **August 29, 2025**, 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 ID: _____	
Division: _____	For Inter/Sr: _____	Subject Area/Course Code
Principal Name: _____	School/Location: _____	

The following requirements have been met:

- No teacher has applied for the position or no teacher who applied for the position has accepted it.
 - The board has publicly advertised at least once the position referred to in this application in one of the following ways:
 - An advertisement was published in a daily newspaper that has provincial circulation in Ontario for at least three days, and at least one of those days was within the five days before the closing date of the competition for the position.
 - An advertisement was published on a publicly accessible website that is approved by the Minister for at least ten days, and it was not removed before the closing date of the competition for the position.
 - Every day that the advertisement appeared was within the thirty days before the closing date of the competition.
 - The individual named in this application meets the following requirements:
 - He or she is eighteen years of age or older, and holds an Ontario Secondary School Diploma, a Secondary School Graduation Diploma, or a Secondary School Honour Graduation Diploma, or the equivalent.
 - He or she is not and has never been a member of the Ontario College of Teachers.
 - He or she has given the board a written statement that any teaching certificate or licence granted to him or her by another jurisdiction is not cancelled, revoked, or suspended for any reason other than for failure to pay fees or levies to the governing body.
 - The board has conducted the following background checks of the individual named in this application:
 - The board has collected "a personal criminal history", as defined in Ontario Regulation 521/01, "Collection of Personal Information," made under the Education Act.
 - The board has conducted a check of the professional references of the individual and is satisfied with the results.
- In addition, I declare that the board has reviewed its list of occasional teachers and has not identified an available or willing candidate for the position.

For Internal People and Culture Use Only - 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 People and Culture.

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 North West & LC1 South West: Nadia D'Ambrosio, nadia.d'ambrosio@tdsb.on.ca

LC2 North East & LC2 South East: Nicole Cardoso Melo, 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:

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 North West & LC1 South West: Nadia D'Ambrosio, nadia.d'ambrosio@tdsb.on.ca

LC2 North East & LC2 South East: Nicole Cardoso Melo, 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 2025-2026.

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 2025-2026, 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
2025-2026**

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 2025-2026.

I am CERTIFICATED for and willing to teach the following subjects through e-Learning (refer to the document entitled “TDSB Secondary Certification/Subject Codes 2025”):

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 2025”):

of Sections/Course Code/Grade _____

I _____ consent to teach the above-noted teaching assignment(s) through e-Learning during the school year 2025-2026.

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 TEACHING COURSES IN
EXTENDED FRENCH OR FRENCH IMMERSION
(For Teachers who are not certificated in French or French as a Second Language)
SECONDARY TEACHING 2025-2026**

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 2025-2026.

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 2025”):

Check as many boxes as appropriate.

# of Sections/Course Code/Grade	Extended French Immersion	
	French	Immersion
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

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 2025”):

Check as many boxes as appropriate.

# of Sections/Course Code/Grade	Extended French Immersion	
	French	Immersion
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

I _____ consent to teach the above-noted teaching assignment(s) in Extended French or French Immersion during the school year 2025-2026.

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 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 2025-2026 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 2025-2026 school year.

OR

PART C – UNBALANCED WORKLOAD

I _____ consent to teach an unbalanced workload for the 2025-2026 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 2025-2026

Each of the Teachers identified in the proposed MAPS must complete and sign this form **AFTER June 20, 2025** and submit to the Secondary Teaching Office no later than **August 28, 2025 (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 2025/26	

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 North West & LC1 South West - Nadia D'Ambrosio,
nadia.d'ambrosio@tdsb.on.ca
 LC2 North East & LC2 South East - Nicole Cardoso Melo,
nicole.cardosomelo@tdsb.on.ca

Teacher Signature: _____ Date: _____

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 North West & LC1 South West – Nadia D’Ambrosio,
nadia.dambrosio@tdsb.on.ca
LC2 North East & LC2 South East – Nicole Cardoso Melo,
nicole.cardosomelo@tdsb.on.ca
- ii. The TDSB email address of the Teacher named above.