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GLOSSARY OF TERMS

| | |
|--|--|
| Board-wide Placement Meetings | Meetings to consider placement and bumping of Teachers on a Board-wide basis. |
| Bumping | The process by which a more senior qualified Teacher replaces a more junior Teacher, who then becomes surplus. |
| Certificated | Qualifications according to the Teacher's Ontario College of Teachers' Certificate of Qualification. |
| Closings | A school closure is the closure of a school. A program closure is limited to TDSS (ECP), Alternative Attendance Programs, Caring and Safe Schools – Alternative Programs. |
| Cone of Silence | Staffing information is confidential to the Central Staffing Table, school Principals and Staffing Committee Teacher Co-chair during the time period May 9 to June 2, 2025 . |
| Experienced But Not Certificated ("EBNC") ("successfully taught") | Successful teaching of a complete course in the TDSB for which the Teacher does not have certification, as indicated on his/her seniority verification form. |
| Extreme Geographic Criteria | During the placement meetings there will be an occasional situation where a Teacher is placed in a position for which the Teacher is qualified but the placement creates extreme hardship based on geographic considerations. |
| Facilitated Transfer | A transfer arranged for a list of Teachers (approved by OSSTF TTBU and the Board), for whom there are very special circumstances. |
| Half Time Status | A Teacher whose permanent contract status is full time and whose request for a half time leave of absence has been granted. |
| Hold Back | Amount of Full Time Equivalent (FTE) staff withheld from the allocation to schools, which may be released either during the staffing process to resolve particular staffing needs or in September/October once enrolments are finalized. |

| | |
|---|---|
| Home School | The school to which a Teacher is assigned for surplus/staffing purposes. |
| Human Rights Accommodation | An accommodation in accordance with the Ontario Human Rights Code duty to accommodate as may be amended from time to time. |
| Learning Centre Placement Meetings | Meetings to place surplus Teachers and to fill vacancies on Learning Centre basis. |
| “Massaging” of Placements and Transfers | Opportunity for reconsideration of placements and/or transfers during the Learning Centre and/or Board-wide Placement Meetings, subject to seniority and qualifications. |
| Mutually Agreed Position Switch (MAPS) | A Teacher-initiated switch of teaching positions agreed to by both Teachers and both Principals, resulting in the new designation of home school for both Teachers. |
| Part Time Status | A Teacher whose permanent contract status is less than full time. |
| “Placement To Be Reviewed” | A placement that will be reconsidered if it is deemed necessary. |
| POR Acting POR Interim POR | Position of Responsibility. An acting POR is created when the current holder of the POR is absent from the position and expected to return for the following school year. An interim POR is a position that has been posted in the school for the balance of the school year. |
| Pull Back | The return of a school surplus Teacher to a vacancy in his/her home school. |
| Recall | The right of a Teacher who has been terminated as of August 31 to be placed in a vacant teaching position in the secondary schools of the TDSB that occurs in the school year immediately following the date of termination, subject to seniority and qualifications. |

| | |
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| Secondary Teachers' Qualifications Review Committee | Committee to consider requests, in very extraordinary circumstances, to have a subject(s) listed on the Certificate of Qualification set aside from consideration for staffing/surplus procedures only. |
| Seniority | A Teacher's seniority according to the Collective Agreement (clause L45.0. and following). |
| Seniority Verification Placement Preference Form | The form completed by Teachers as part of the verification process in which they indicate preference for subjects and locations for staffing/surplus purposes. |
| Severance Pay | Payment under the terms of the Collective Agreement to a Teacher whose contract has been terminated, in accordance with the conditions as described in the Collective Agreement. |
| School Staffing Committee | The Committee composed of up to 4 OSSTF TTBU members, the Principal and timetabling Vice-Principals who develop and propose the school staffing model and monitor usage of coverage and supervision. |
| School Surplus | Teachers declared surplus to the needs of the school. |
| Staff Allocation | Numbers of Full Time Equivalent (FTE) Teachers determined centrally and allocated to each school. |
| OSSTF TTBU | Toronto Teachers' Bargaining Unit, OSSTF, District 12 Toronto. |
| Surplus to Board | Teachers declared surplus to the needs of the Board at the Board's last meeting in June. |
| Transfer | A change of school in which the Transfer Committee approves the placement of a Teacher into a school and timetable which matches the request on the Transfer Form resulting in a new home school. |

| | |
|----------------|--|
| Try-On | A proposed placement, based on seniority and qualifications, in which either the Teacher or the Principal may indicate that the proposed placement is inappropriate. |
| Vacancy | A teaching vacancy is a timetable to which a Teacher has not been assigned. |

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SECONDARY STAFFING PROCEDURES

INTRODUCTION STAFFING BINDER COMMITTEE

The Collective Agreement establishes a Secondary Consultative Committee, composed of representatives from the Board's administrative staff and from the Bargaining Unit. Included in that Committee's mandate is the establishment of a joint sub-committee (herein after referred to as the Staffing Binder Committee), with the purpose of determining "the necessary refinements to the surplus, transfer and placement procedures" [Clause L21.16]. Also present in the Collective Agreement is a Letter of Understanding which outlines the principles to be considered by the sub-committee.

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

- OSSTF TTBU Representatives:
 - Chris Chandler, Vice-President (Co-Chair)
 - Mark Kissel, Executive Officer
 - Rony Masri, Executive Officer
 - Nicole Gauthier, Executive Officer

- TDSB Representatives:
 - Abe Nasirzadeh, Senior Manager, Labour Relations (Co-Chair)
 - David Moore, Senior Manager, Secondary Teaching
 - Trevor Bullen, Centrally Assigned Principal, Secondary Teaching
 - Nicole Cardoso Melo, Staffing Officer
 - Nadia D'Ambrosio, Staffing Officer
 - Theresa Raine, Staffing/Seniority Analyst
 - Sandra Snooks, Assistant Staffing Administrator
 - Claudine Tyrell, Principal, Humberside Collegiate Institute
 - Leslie Ann Klinger, Principal, Sir Oliver Mowat C.I.

SECONDARY PRINCIPALS' ADVISORY COMMITTEE

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

Learning Centre 1 (North)

| | |
|--------------------|-------------------|
| Saraya Elwyn | Downsview S.S. |
| Margaret Greenberg | John Polanyi C.I. |

Learning Centre 1 (South)

| | |
|---------------|---------------|
| Steve Yee | Harbord C.I. |
| Adam Marshall | Northern S.S. |

Learning Centre 2 (North)

| | |
|---------------|-------------------|
| Gillian Evans | Marc Garneau C.I. |
| Barb Nixon | Leaside H.S. |

Learning Centre 2 (South)

| | |
|-----------------|-------------------|
| Amalia Pallas | Monarch Park C.I. |
| Catherine Chang | RH King Academy |

Secondary Alternative Schools

| | |
|-------------|------------------------------------|
| Ian Vincent | Secondary Alternative Schools West |
|-------------|------------------------------------|

Virtual Secondary School

| | |
|--------------------|-----------|
| Praveena Sivarajah | Principal |
|--------------------|-----------|

e-Learning, Global Comp, STEM, Re-Engagement, etc.

| | |
|---------------|------------------------------|
| Linda Edwards | Centrally Assigned Principal |
|---------------|------------------------------|

Special Needs Schools

| | |
|--------------------|------------------------|
| Ian Bain | Sir William Osler H.S. |
| Leslie Ann Klinger | Maplewood H.S. |

Adult/Continuing Education

| | |
|-----------------|------------------------------------|
| Eric Dallin | Burnhamthorpe C.I./BALC |
| Rebekah Tsingos | CALC SS/City Adult Learning Centre |

Special Education Department

| | |
|---------------|------------------------------|
| Katia Palumbo | Centrally Assigned Principal |
|---------------|------------------------------|

Caring And Safe Schools

| | |
|--------------------|------------------------------|
| Christina Saunders | Centrally Assigned Principal |
|--------------------|------------------------------|

Exp Learning, OYAP, Student Success, A & E and Reporting

| | |
|--------------|------------------------------|
| Allan Easton | Centrally Assigned Principal |
|--------------|------------------------------|

Learning Transformation & Equity - ESL, SWSH, Leadership Dev, LLR

| | |
|--------------|------------------------------|
| Suzan Joueid | Centrally Assigned Principal |
|--------------|------------------------------|

Secondary Program and Admissions

Reiko Fuentes Centrally Assigned Principal

Learning Transformation & Equity - AP, Athletics, Guid, HPE, UPHS, Wellness

Lisa Edwards Centrally Assigned Principal

TSAA Executive

Alisa Cashore Vice-Chair, TSAA

People and Culture

| | |
|--------------------------|---|
| Kerry-Ann Graham (Chair) | Senior Manager, Partner Resources |
| Trevor Bullen | Centrally Assigned Principal, Partner Resources |
| Nadia D'Ambrosio | Staffing Officer (LC1 & ECPP) |
| Nicole Cardoso Melo | Staffing Officer (LC2 & VSS, Caring & Safe/Alt Prg) |
| Theresa Raine | Staffing/Seniority Analyst |
| Arlene Turner | Senior Manager – Talent Management |
| Sam Venneri | Manager – Talent Acquisition |
| Cindy Beneteau | Officer (Acting) – Occasional Teaching |
| Lori Moore | Centrally Assigned Principal, Manager -Staff Allocation & Reporting |

Feedback on the Staffing Binder process to both the Board and OSSTF TTBU for the staffing process 2024-2025 validated the commitment to keeping Teachers in their home schools or, if they become surplus, finding ways to return them to their home schools, subject, of course, to their seniority and qualifications. The changes to the 2025-2026 staffing process will make the staffing process even more efficient and more effective while helping Teachers obtain placements and timetables that will enhance their success.

THE BOARD AND LEARNING CENTRE OFFICES

Included in this binder are maps showing the four quadrants (Learning Centre 1 North West, Learning Centre 1 South West, Learning Centre 2 North East, Learning Centre 2 South East) and a listing of the schools in each quadrant indicating semester/combined/full year.

TDSB Secondary Staffing - Learning Centre (LC) Directory

| | Learning Centre 1 North West | Learning Centre 1 South West | Learning Centre 2 North East | Learning Centre 2 South East |
|---|---------------------------------------|--|---|---|
| | Staffing Officer: Nadia D'Ambrosio | Staffing Officer: Nadia D'Ambrosio | Staffing Officer: Nicole Cardoso Melo | Staffing Officer: Nicole Cardoso Melo |
| * | Avondale Alternative (ALT) | * Alpha II Alternative School (ALT) | * AY Jackson SS | * ASE 1 (ALT) |
| * | C.W. Jefferys CI | * Bloor CI | * Agincourt CI (F) | * Birchmount Park CI |
| * | Central Etobicoke HS | * Central Technical School | * Albert Campbell CI | * Cedarbrae CI (F) |
| * | Downsview SS | * Central Toronto Academy | * Delphi (ALT) | * Danforth C & Tl |
| * | Drewry SS | * City School (ALT) | * Don Mills CI | * David & Mary Thomson CI |
| * | Earl Haig SS | * Contact School (ALT) | * Dr. Norman Bethune CI | * East York Alternative (ALT) |
| * | Emery CI | Q Etobicoke Secondary Alternative School (ALT) | * George S. Henry Academy | * East York CI |
| * | John Polanyi CI | * Etobicoke CI | * Georges Vanier SS | * Eastdale CI |
| * | Kipling CI | * Etobicoke Sch of the Arts | * L'Amoreaux CI (F) | * Greenwood SS |
| * | Lawrence Park CI (F) | * Forest Hill CI | * Leaside HS (F) | * Malvern CI (F) |
| * | Martingrove CI | * Frank Oke SS | * Lester B. Pearson CI | * Maplewood HS |
| * | Newtonbrook SS (F) | * Harbord CI (F) | * Marc Garneau CI | * Monarch Park CI |
| | North Albion CI | Heydon Park SS | Q NE Secondary Alternative School (ALT) | * Native Learning Centre - East |
| * | North Toronto CI | * HumberSide CI (F) | * Sir John A. Macdonald CI | * Parkview Alternative (ALT) |
| Q | NW Secondary Alternative School (ALT) | * Inglenook CS (ALT) | * Stephen Leacock CI | * R H King Academy |
| * | Northview Heights SS | * Kâpapâmahchakwêw - Wandering Spirit | * Sir William Osler HS | * Riverdale CI (F) |
| * | Silverthorn CI | * Jarvis CI | * Victoria Park CI | * SEED Alternative School (ALT) |
| * | Subway Academy II (ALT) | * Lakeshore CI | * West Hill CI | * SOLE (ALT) |
| * | ThistleTown CI | * Native Learning Centre | * Woburn CI | * SATEC @ WA Porter CI |
| * | William Lyon Mackenzie CI | * Northern SS | * York Mills CI (F) | * Sir Oliver Mowat CI |
| | West Humber CI | Oakwood CI (F) | | * Sir Wilfrid Laurier CI |
| * | Weston CI | * Oasis Alternative (ALT) | | Q SE Secondary Alternative School (ALT) |
| * | Westview Centennial SS | * Parkdale CI | | * Subway Academy I (ALT) |
| | | * Richview CI (F) | | * Wexford Collegiate Sch for the Arts |
| | | * Rosedale Heights Sch of Arts | | * Winston Churchill CI |
| | | * Runnymede CI | | |
| | | * S.E.E. (ALT) | | |
| | | * THESTUDENTSCHOOL (ALT) | | |
| | | * Ursula Franklin Academy | | |
| | | * West End Alternative (ALT) | | |
| | | * Western Technical-Commercial School | | |
| | | * York Humber HS | | |
| | | * York Memorial CI | | |
| <p>* Semestered School □ Combination School F French (Immersion/Extended) ☒ Section 23 ALT Alternative Schools □ Full Year school EDV EdVance Q Quadmester</p> <p>For additional information School Profiles may be accessed on the TDSB website: www.tdsb.on.ca under School/Secondary/Secondary School List</p> <p>A. Please note that you may NOT transfer to an adult program. B. Please consider the timetable format of your selected schools if you are requesting both part time and a transfer.</p> | | | | |
| * Virtual Secondary School (Central Technical School, LC1 SW): Nicole Cardoso Melo | | | | |

For staffing purposes, the Learning Centre placement of secondary schools/programs is as indicated in this directory. **Note:** Timetable Formats are as known at the time of publication of the Staffing Binder, i.e., semestered, quadmestered or full year

Alternative Programs- Staffing Officer: Nicole Cardoso Melo

| EDVANCE Programs (Quadmestered) | | | |
|--|-----------------------------------|-------------------|--|
| North West | South West | North East | South East |
| *Emery Edvance | *Burnhamthorpe CI *Yorkdale SS | | *Scarborough Centre of Alternative Studies (SCAS- EDVANCE). *City Adult Learning Centre (CALC SS - EDVANCE) |
| | | | |

Alternative Programs – Staffing Officer: Nadia D’Ambrosio

ECPP - Section 23

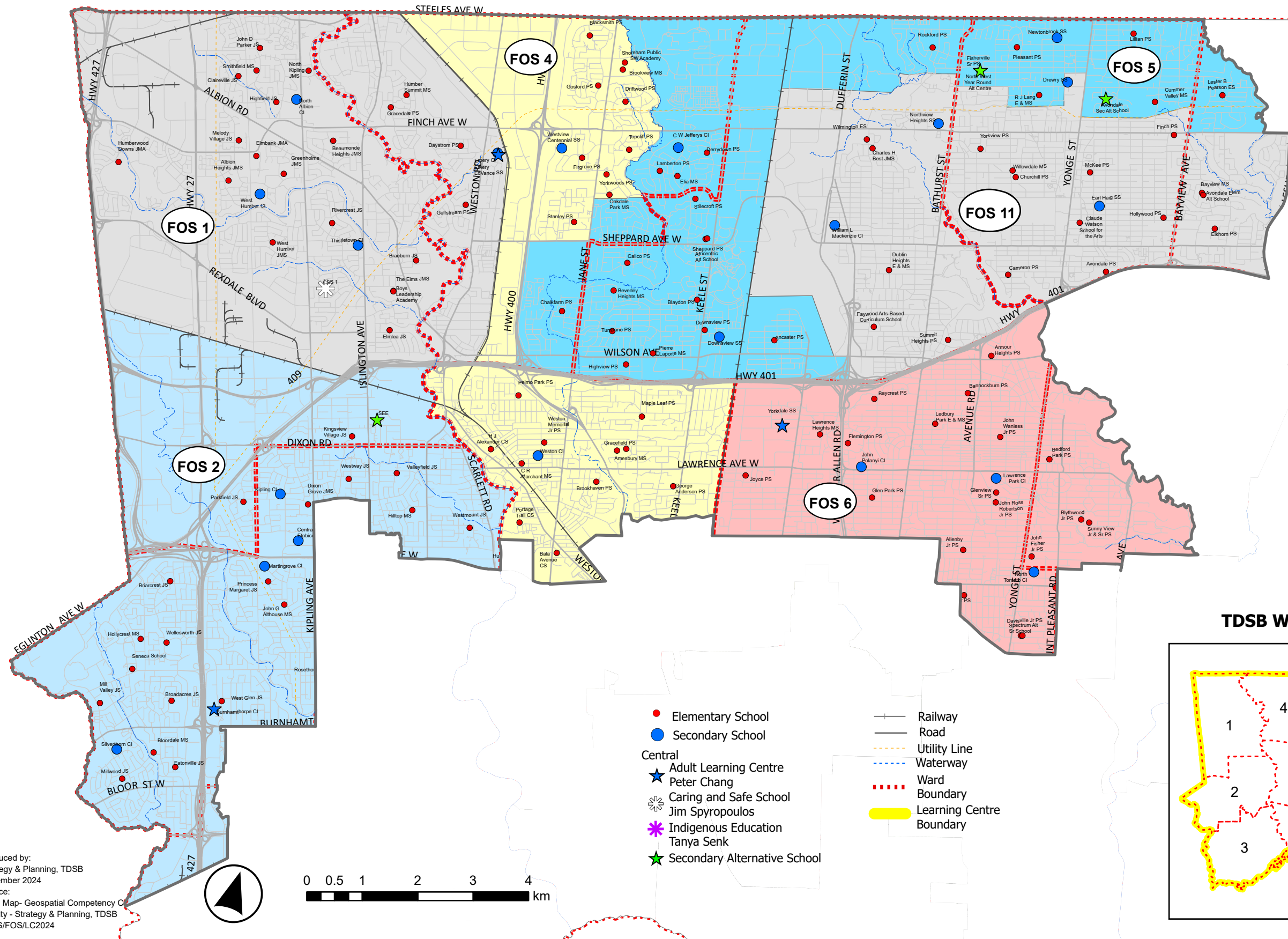
| North West | South West | North East | South East |
|--|--|--|---|
| Aptus Treatment Centre 111 Anthony Rd M3K 1B7 | Abiona Centre - Humewood 40 Humewood Drive M6C 2W4 | Lumenus (Osler) Sir William Osler HS 1050 Huntingwood Dr. M1S 3H5 | Abiona Centre- Broadview Campus 1102 Broadview Ave M4K 2S5 |
| Humber River Hospital (Adolescent Mental Health Unit) 1235 Wilson Ave M3M 0B2 | Centre for Addiction & Mental Health Services (CYU) 80 Workman Way - Beamish Family Wing M6J 1H4 | Rosalie Hall 3020 Lawrence Avenue East M1P 2T7 | Fernie House 2 Island Road M1C 4B3 |
| Lumenus (Central Etobicoke HS- TESS) 10 Denfield St. M9R 3H1 | Centre for Addiction & Mental Health Services (REACH) 80 Workman Way - Beamish Family Wing M6J 1H4 | Surrey Place West Hill Cl 350 Morningside Ave., M1E3G3 | Lumenus - Maplewood Maplewood HS 120 Galloway Rd. M1E 1W7 |
| Lumenus (Kenton Sec) Kenton Public School 34 Kenton Drive M2R 2H8 | Central Toronto Youth Services (New Outlook) 65 Wellesey St. E. M4Y 1G7 | | Scarborough Health Network 2877A Ellesmere Rd., M1E 4B9 |
| Lumenus - Merge Thistletoen Cl 20 Fordwich Cres. M9W 2T4 | Dixon Hall Bill Graham Youth Centre 51 Wyatt Ave. M5A 1Y7 | | Springboard (Attendance) 2568 Lawrence Ave E M1P 2R7 |
| Lumenus- Path (Pilot Alternative Therapeutic Holistic) & TESS Program Central Etobicoke 10 Denfield St. M9R 3H1 | George Hull: Day Program and Clear Directions Western Tech. 160 Glendownynne Rd. M6P 0A5 | | Springboard -Terry Fox House Overland Learning Centre 55 Overland Dr M3C 2C3 |
| The Neighbourhood Group 1280 Finch Ave West M3J 3K6 | Hospital for Sick Children (Eating Disorder, Medical, Substance Abuse & Psychiatry) 555 University Ave. M5G 1X8 | | Strides Toronto Cedarbrae Cl 200 Poplar Rd M1E 1Z7 |
| Tre-ADD Barrhead Learning Centre 30 Barrhead Cres M9W 3Z7 | Jerome D. Diamond 196 Keewatin Avenue M4P 1Z8 | | Strides Toronto Winston Churchill Cl 2339 Lawrence Ave E M1P 2P7 |
| | Jessie’s and June Callwood Centre for Women and Families 205 Parliament St. M5A 2Z4 | | Sunnybrook Sciences (Fresh Start) 2075 Bayview Ave M4N 3M5 |
| | Lumenus - Merge York Memorial Cl 1700 Keele St. M6M 3W5 | | Turning Point Overland Overland Learning Centre 55 Overland Drive. M3C 2C3 |
| | Lumenus - Valta York Humber HS 100 Emmett Ave., M6M 2E6 | | Turning Point Wexford Cl SA 1176 Pharmacy Ave M1R 2H7 |
| | Lumenus - Visions York Memorial Cl 1700 Keele St. M6M 3W5 | | |
| | Sick Kids CCMH Jarvis Cl 495 Jarvis St. M4Y 2G8 | | |
| | Youthdale Central Toronto Academy 570 Shaw St. M6G 3L6 | | |
| | Youthdale Covenant House 21 McGill Street. M5B 1H3 | | |
| | Youthdale Crisis 227 Victoria St. M5B 1T8 | | |

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

Alternative Programs – Staffing Officer: Nicole Cardoso Melo

| CARING AND SAFE SCHOOLS – SUSPENSION/EXPULSION PROGRAMS | | | |
|---|---|--|--|
| North West | South West | North East | South East |
| <p>*BARRHEAD Suspension & Expulsion/Assessment & Support Program Barrhead Cr. Learning Centre 30 Barrhead Cres. M9W 3Z7</p> | <p>*Bickford Suspension & Expulsion The Bickford Centre, 777 Bloor St W.</p> | | <p>*PHARMACY Suspension & Expulsion Assessment & Support Program 1641 PharmacyAve. M1R 2L2</p> <p>*MIDLAND Suspension & Expulsion/Assessment & Support Program 720 Midland Ave. M1K 4C9</p> |
| CARING AND SAFE SCHOOLS – ASSESSMENT AND SUPPORT PROGRAMS | | | |
| | | | |
| <p>*Assessment & Support – South-Stanley 75 Stanley Rd. (Stanley P.S.)</p> | | <p>*Assessment & Support – North - Arrow Rd. 995 Arrow Road M9M 2Z5</p> | <p>*Assessment & Support - Operation Springboard 2568 Lawrence Ave. E. M1P 2R7</p> <p>*Assessment & Support Strides 100 Consilium Place M1H 3E4</p> |
| ALTERNATIVE ATTENDANCE & SAL PROGRAMS | | | |
| North West | South West | North East | South East |
| <p>*BARRHEAD Alt. Att. Program Barrhead Cr. Learning Centre - 30 Barrhead Cres. M9W 3Z7</p> <p>*Flemington Alt Att Program Flemington PS 10 Flemington Rd M6A 2N4</p> <p>*PASS Alt Att. Program 24 Silverview Dr. M2M 2B3</p> <p>*WRAP Alt Att. Program Barrhead Cr. Learning Centre- 30 Barrhead Cr. M9W 3Z7</p> | <p>FAIRBANK ALT. ATT Program Fairbank Memorial 555 Harvie Ave. M6E 4M2</p> <p>*SALC ALT. ATT Program Cloverdale PS 160 Silverhill Dr. M9B 3W7</p> | | <p>ACCESS Alt. Att. Program Terraview 1641 Pharmacy Ave. M1R 2L2</p> <p>CAP – HEATHER Alt. Att. Program Heather Heights PS 80 Slan Ave. M1G 3B5</p> <p>D.A. MORRISON Alt Att. Program DA Morrison MS 271 Gledhill Av. M4C 4L2</p> |
| CONTINUOUS INTAKE CO-OP PROGRAMS (CIC) | | | |
| North West | South West | North East | South East |
| | | <p>Assessment & Support – <u>Experiential Learning</u> – CIC Vanier SS 3000 Don Mills Rd. M2J 3B6</p> | <p>Assessment & Support – Experiential Learning – CIC Danforth CTI 800 Greenwood Av M4J 4B7</p> |

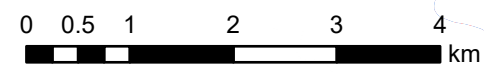
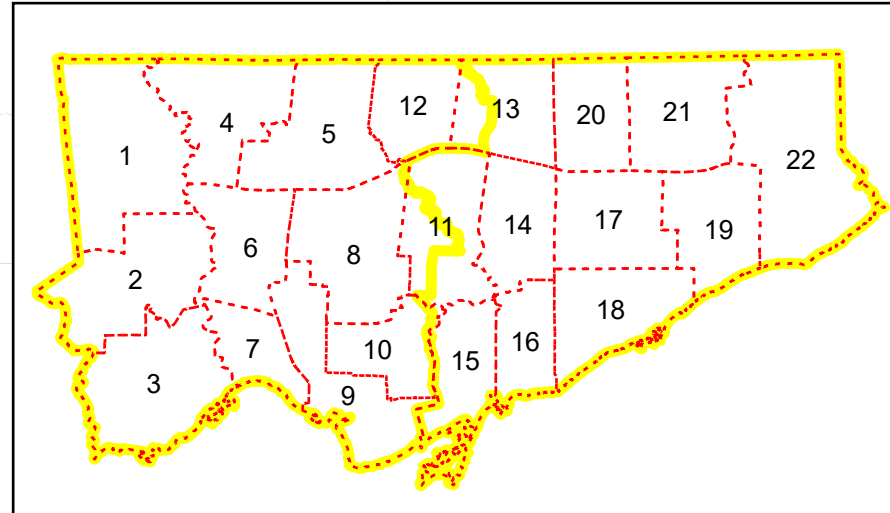
Note: Program names and locations are as known at the time of publication of the Staffing Binder

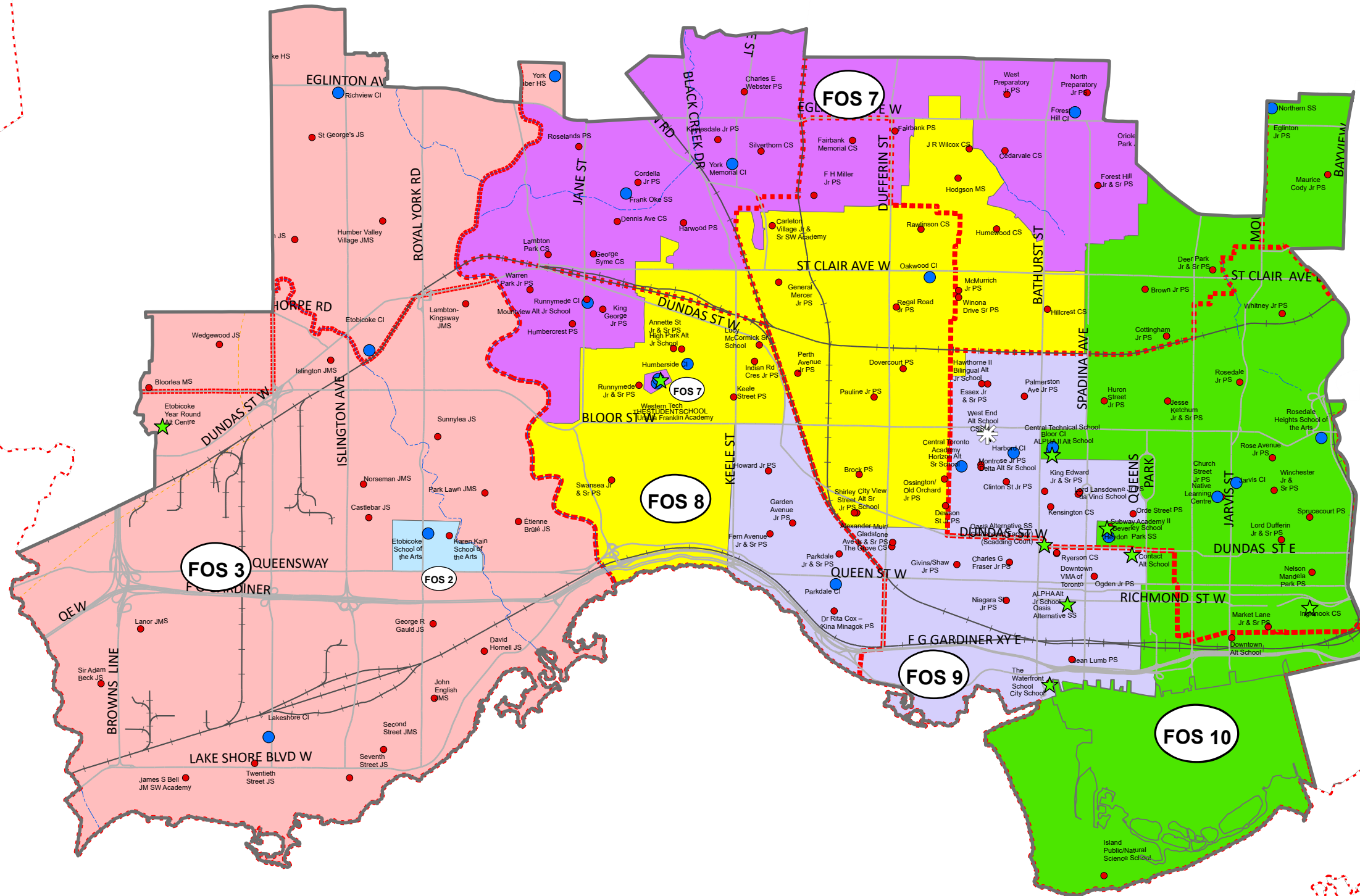


- Family of Schools Learning Centre 1 Executive Superintendent Jack Nigro**
- FOS 1 - Ali Jahangir
 - FOS 2 - Lorraine Linton
 - FOS 4 - Jacqueline Spence
 - FOS 5 - Domenic Giorgi
 - FOS 6 - Cassandra Alviani-Alvarez
 - FOS 11 - Ainsworth Morgan (Acting)
- Secondary Alternative School
FOS25 - Jim Spyropoulos
- Avondale Secondary Alternative School City School
North West Sec Alt School
Subway Academy II

- Elementary School
 - Secondary School
 - ★ Adult Learning Centre
Peter Chang
 - ★ Caring and Safe School
Jim Spyropoulos
 - ✳ Indigenous Education
Tanya Senk
 - ★ Secondary Alternative School
- Railway
 - Road
 - Utility Line
 - Waterway
 - Ward Boundary
 - Learning Centre Boundary

TDSB Ward Boundary and Learning Centres





Family of Schools
Learning Centre 1
Executive Superintendent
Jack Nigro

- FOS 2 - Lorraine Linton
- FOS 3 - Harpreet Ghuman
- FOS 7 - Alex Tracey (Acting)
- FOS 8 - John Currie
- FOS 9 - Erin Altosaar
- FOS 10 - Jennifer Chan

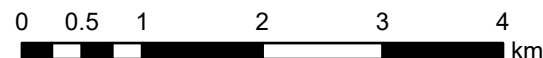
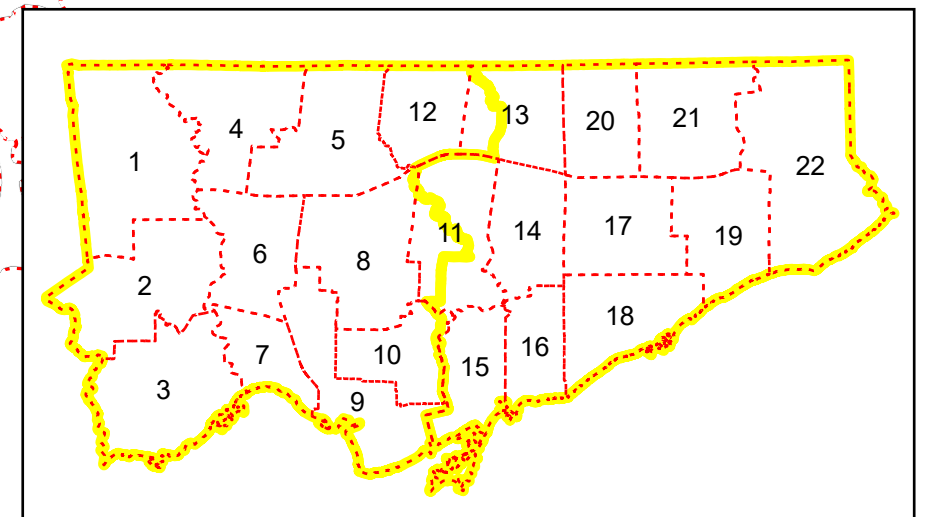
Secondary Alternative School
FOS25 - Jim Spyropoulos

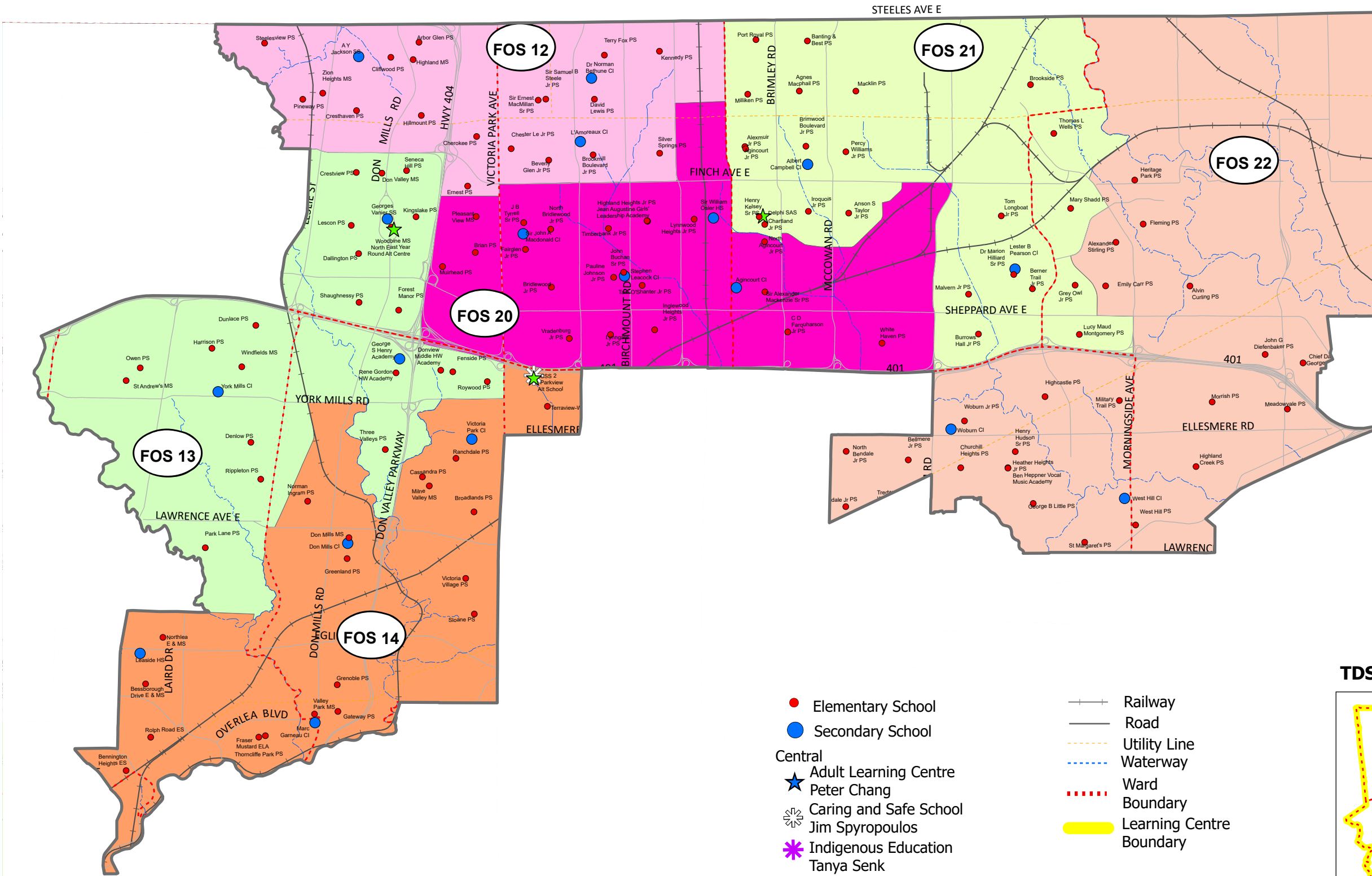
City School
Contact Alternative School
Etobicoke Secondary Alternative School
Inglenook Community School
Oasis Alternative Secondary School
School of Experiential Education
West End Alternative School

- Elementary School
- Secondary School
- ★ Adult Learning Centre
Peter Chang
- ★ Caring and Safe School
Jim Spyropoulos
- ✳ Indigenous Education
Tanya Senk (Located in LC2 FOS15)
- ★ Secondary Alternative School

- Railway
- Road
- Utility Line
- Waterway
- Ward Boundary
- Learning Centre Boundary

TDSB Ward Boundary and Learning Centres





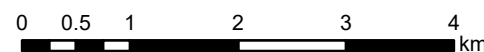
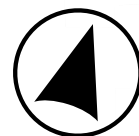
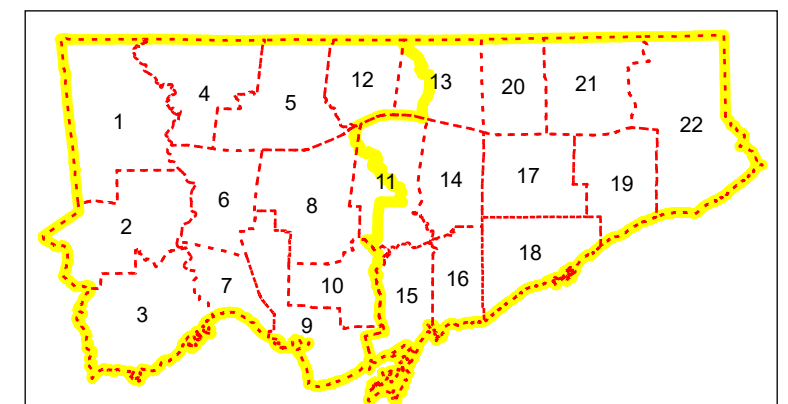
Family of Schools
Learning Centre 2
Acting Executive Superintendent
Elizabeth Addo

- FOS 12 - Peter Chang
- FOS 13 - Kurt McIntosh
- FOS 14 - Nadira Persaud
- FOS 20 - Mary Linton
- FOS 21 - Monday Gala
- FOS 22 - Marwa Hamid

Secondary Alternative School
FOS25 - Jim Spyropoulos

Delphi Secondary Alternative School
North East Secondary Alternative School

TDSB Ward Boundary and Learning Centres

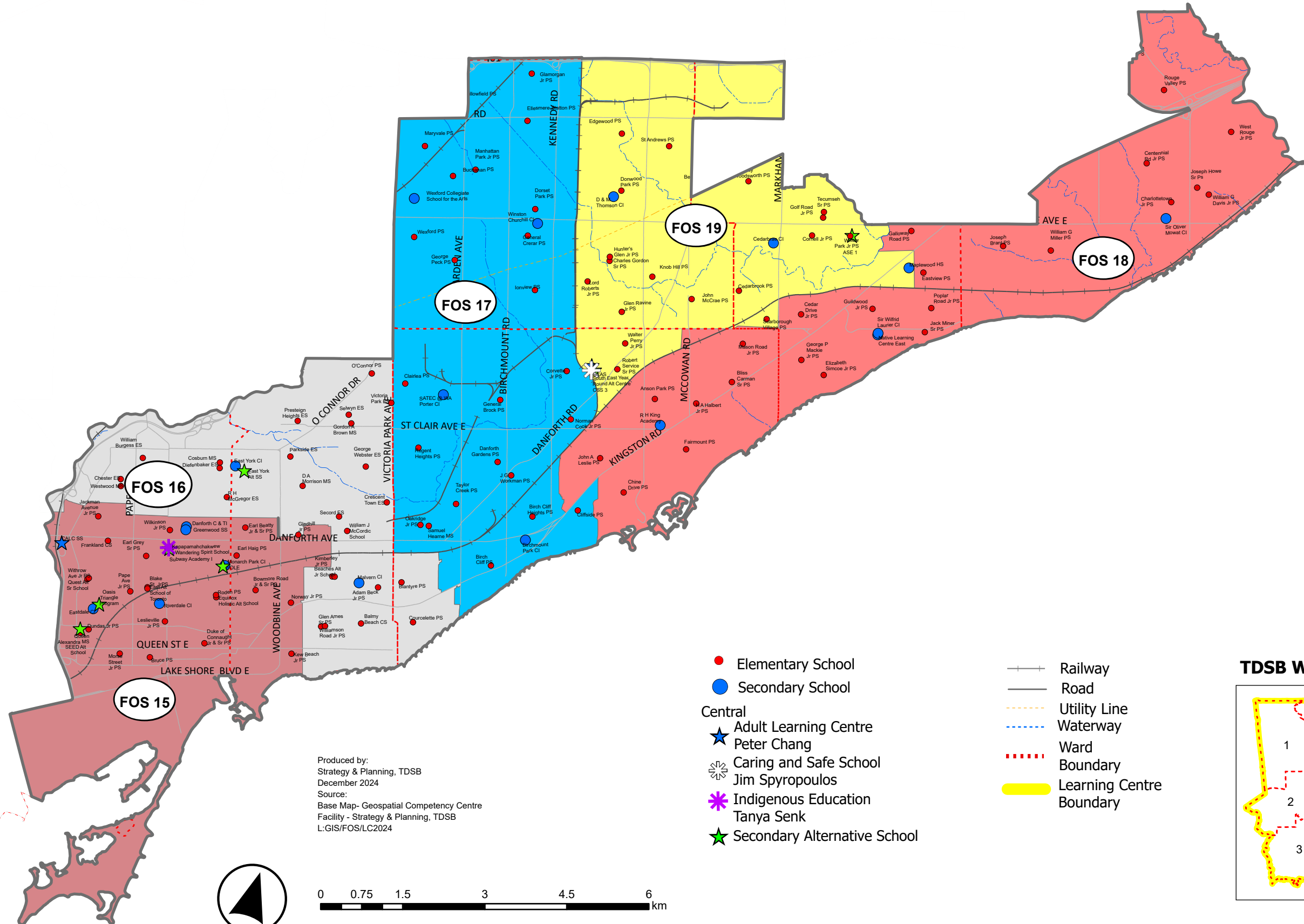


Family of Schools
Learning Centre 2
Acting Executive Superintendent
Elizabeth Addo

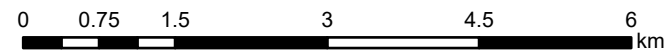
- FOS 15 - Anastasia Poulis (Acting)
- FOS 16 - Kwame Lennon
- FOS 17 - Debbie Donsky
- FOS 18 - Courtney Lewis
- FOS 19 - Jason Kandankery Acting

Secondary Alternative School
FOS25 - Jim Spyropoulos

Alternative Scarborough Education 1
East York Alternative Secondary School
Parkview Alternative School
SEED Alternative School
South East Secondary Alternative School
Subway Academy I



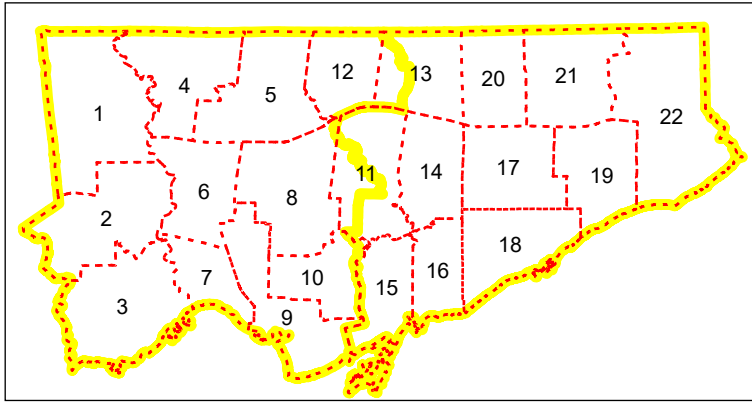
Produced by:
Strategy & Planning, TDSB
December 2024
Source:
Base Map- Geospatial Competency Centre
Facility - Strategy & Planning, TDSB
L:GIS/FOS/LC2024



- Elementary School
- Secondary School
- ★ Adult Learning Centre
- ★ Peter Chang
- ☀ Caring and Safe School
- ☀ Jim Spyropoulos
- ★ Indigenous Education
- ★ Tanya Senk
- ★ Secondary Alternative School

- Railway
- Road
- Utility Line
- Waterway
- Ward Boundary
- Learning Centre Boundary

TDSB Ward Boundary and Learning Centres



SECONDARY SCHOOL/PROGRAM CLOSING STAFFING PROCEDURES

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SECONDARY SCHOOL/PROGRAM CLOSING STAFFING PROCEDURES

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

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

1. Teachers:

- All Teachers, including Curriculum Leaders and Assistant Curriculum Leaders on the staff list of a secondary school/program that is scheduled to close effective the following September will complete a Transfer Request Form. **This form is due 12 noon on March 3, 2025.**
- A meeting date will be set with the teaching staff between the date when school surplus is declared across the system and the date of the first Transfer meeting. **In 2025, this meeting will take place at the closing school/program location on Tuesday, April 22, 2025.**
- At that meeting, all Teachers, will be able to examine the vacancies available in the secondary schools/programs as of that date. It may not be possible to provide specific timetables, but rather general timetable subjects, e.g., Math/Chemistry, English/Geography, with an indication of intermediate and/or senior level.
- Teachers will be able to indicate their interest in any of the vacancies listed, regardless of what they requested on their Transfer Request Forms. They will be asked to rank their choices, for as many positions as they are interested in. They may consider vacancies for which they have qualifications or for subjects they are Experienced But Not Certificated (EBNC), as recorded on the seniority verification form.
 - (a) Teachers with fewer than twenty (20) completed years of secondary school teaching experience with the TDSB and any of its legacy boards will only be considered for:
 - (i) vacancies for which they have qualifications, or
 - (ii) vacancies for which they are Experienced But Not Certificated (“EBNC”) (to a maximum of three sections), all as recorded on the seniority verification form.
 - (b) Teachers with twenty (20) or more completed years of secondary school teaching experience with the TDSB and any of its legacy boards will only be considered for:

- (i) vacancies for which they have qualifications, or
 - (ii) vacancies for which they are EBNC (to a maximum of four sections), all as recorded on the seniority verification form.
- (c) Where Teachers are considered under (a), (ii) above by virtue of being EBNC in respect of three sections or are considered under (b), (ii) above by virtue of being EBNC in respect of either three or four sections, the Teacher will be assigned to the vacancy as a “try on” provided that any such Teacher will only be considered for one such “try on” vacancy. If the “try on” is not a fit, the Teacher shall still be considered and may be placed under the School/Program Closing Procedure in a vacancy for which they have qualifications or for which they are EBNC to a maximum of two sections.
- Teachers will be given 2 school days by which time they must provide a list of their choices to the school Principal, who will forward the information to the appropriate Staffing Officer by **Thursday, April 24, 2025** (noon).
 - If any Teacher does not want to indicate a preference for any of the listed vacancies, the information on their Transfer Request Form will be used for their placement.
 - Any Teacher who is displaced by a School/Program Closing who chooses not to use the School/Program Closing Procedure or is not placed through this Procedure shall go through the process described in the Staffing Rules section, page 1, 2(b), The Placement of Surplus Teachers Into Vacancies, or who is placed through the School/Program Closing Procedure shall be subject in their new school to surplus procedures and timetable adjustments, provided that if a timetable adjustment is necessary, the majority of original subjects on the timetable will be maintained.
 - If more than one Teacher is interested in a specific position and is qualified for the position, seniority will determine which Teacher is placed in that vacancy.
 - The Senior Manager, Labour Relations or designate, will be responsible for chairing a meeting where the placements for any closing school/program Teachers will be discussed.
- Present at the meeting will be the same persons as those listed as present for the Facilitated Transfer Committee Meetings.
- Senior Manager, Labour Relations or designate
 - OSSTF TTBU representative

- This meeting will take place before the posting round and the first regular Transfer Meeting. **In 2025 this meeting will take place on April 25.**
- The purpose of the meeting is to place as many of the closing school's/program's Teachers in available vacancies as possible, in accordance with their preferences as indicated as a result of their examination of the list of vacancies. The closing school's/program's Teachers placed at this meeting will be informed about their placements by their school/program Principal at the conclusion of the meeting.
- Teachers who are placed as a result of their preference for a position on the vacancy list will be deemed to have withdrawn their transfer request if the placement matches the criteria on their transfer form.
- If the placement does not match the criteria on the Transfer Request Form, the Transfer Request Form will remain in effect, unless the Teacher requests that it be withdrawn. The deadline for withdrawal of the transfer form is **May 9, 2025** (noon).
- The Teachers in closing schools/programs who are not placed at this special meeting will be considered for placement at every Transfer Committee Meeting, as per the order of operations in central staffing:
 - Facilitated Transfers
 - School/Program Closing
 - Transfers
- The Teachers who are placed as a result of their preference for a position on the vacancy list become a member of that school/program staff and are subject to bumping and other staffing rules as are all other Teachers. If a timetable adjustment is necessary, the majority of original subjects on the timetable will be maintained.
- If any of the closing school/program Teachers are not placed once the Learning Centre Placement Meetings commence, their names will be added to the surplus list for their Learning Centre. The rules for placement will be the same rules for placement that apply to all other surplus Teachers.

2. Teachers in Positions of Responsibility (POR):

- The allowance for all Teachers holding a Position of Responsibility at the closing school or program will be continued for **2025/2026**.
- All Teachers holding a Position of Responsibility at the closing school or program may apply for any POR that is posted in **2025/2026**.

- A Teacher holding a POR at the closing school or program who is successful in obtaining a new POR will be paid no more, and not less, than the allowance to which they were entitled at the closing school or program, subject to the following exception:

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

3. Late Program Closures - TDSS [Education and Community Partnership Program (ECP)].

TDSS (ECP) is comprised of Ministry funded Teacher positions. The Ministry determines the number of positions that will be funded, when programs will close, and when staffing will be increased or decreased. Therefore, any Teacher(s) affected by a late program closure after **April 25** due to program closure or staff reduction will be handled as follows:

- When there is a late program closure within TDSS (ECP), the Board will inform the OSSTF TTB.
- Subject to seniority and qualifications, the affected Teacher(s) will first be offered any vacancies within TDSS (ECP). If the Teacher(s) accepts such a vacancy, the new TDSS placement then becomes the Teacher's home school.
- Should the affected Teacher(s) decline the offered vacancies or if there are no TDSS (ECP) vacancies available, the Teacher(s) will be placed into the next available teaching vacancy, subject to seniority and qualifications and subject, if possible, to the preferences recorded on the Seniority Verification form. Such a Teacher will (by **March 1, 2026** noon) have the option of requesting that this placement be designated as the Teacher's home school, subject to staffing and surplus procedures.
- If there are no teaching vacancies for which the Teacher(s) is qualified, the Teacher will be assigned, subject to qualifications and to the preferences recorded on the Seniority Verification form, to a supernumerary position in another location within the TDSB for the following school year, but this assignment will not be designated as the home school.
- For the subsequent school year, displaced Teachers without a home school will be subject to the School/Program Closing staffing procedures.

4. Unforeseen Circumstances

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

FULL TIME TEACHING REQUESTS

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FULL TIME TEACHING REQUESTS

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

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

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

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

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

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

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

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

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

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

12:00 noon on May 1
to the Secondary Teaching Office
theresa.raine@tdsb.on.ca

- This form must be completed annually.

A. PERSONAL IDENTIFICATION

Teacher Name: _____
Surname
Preferred First Name

School: _____ Employee #: _____

B. REQUEST DETAILS

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

or

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

Learning Centre 1 North West

Learning Centre 1 South West

Learning Centre 2 North East

Learning Centre 2 South East

or

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

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

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

Teacher's Signature: _____ Date: _____

Principal's Acknowledgement of Application: _____ Date: _____

LEAVES OF ABSENCE PROCEDURES

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MEMORANDUM

TO: ALL SECONDARY PRINCIPALS
ALL SECONDARY TEACHERS

FROM: Abe Nasirzadeh, Senior Manager, Labour Relations

DATE: February 1, 2025

RE: Secondary Staffing 2025-2026
LEAVES OF ABSENCE PROCEDURES (Full Time and Half Time Leaves)

1. Approved Leaves of Absence:

- Leaves of absence without pay will have a limit of 24 consecutive months, exclusive of statutory leave (e.g., pregnancy/parental leave under the Employment Standards Act). At the end of the leave, the Teacher must return to work, subject to any statutory entitlement to additional leave.
- If the return date occurs during the school year, an alternate mutually acceptable return date may be agreed upon by the Teacher and the appropriate Senior Manager. This date will not extend beyond the beginning of the next school year.
- Leaves of absence without pay will not be granted for more than one school year at a time. Applications must be made in accordance with the dates set out in the appropriate Collective Agreements.
- Exceptions to the two year limit may be approved by the Executive Superintendent – Employee Services or designate, only for reasons that arise from extraordinary circumstances.
- The deadline for applying for a full time leave of absence without pay is **12 noon, March 3, 2025.**
- **Full time Teachers who submit their requests for a full year leave by the 12 noon, March 3, 2025 deadline will have their leaves approved automatically. Teachers on a .5 contract who submit their requests for a full year leave by the March 3 deadline will also have their leaves approved automatically.**
- Teachers applying for a full year leave under this provision must complete the Application for Leave Of Absence (Full Time or Half Time) form. The Principal's signature, under these circumstances, is for information purposes only, not for the purpose of a recommendation.
- Teachers at a school/program scheduled to close the following September, who ask for a leave of absence without pay by the deadline, will be granted the leave. Their home school for return to work will be determined by the staffing procedures under "Secondary School/Program Closing Procedures" in the Secondary Staffing Binder.
- Applications for **Family Medical Leave** will be approved in accordance with clause L43.0 of the Collective Agreement.

2. Half Time Leaves of Absence:

- Full time Teachers who wish to apply for a half time leave (full semester or half time all year) or wish to extend their half time leave in the next school year must complete the Application for Leave of Absence (Full Time or Half Time) form. Teachers wishing to apply for a half time leave of absence should refer to the clauses of the Collective Agreement regarding:
- the number of half time Teachers in any one school;
- a return to full time;
- the application for an extension.
- After **March 3, 2025**, Teachers requesting leaves of absence without pay for semester 2 or the period beginning **January 1, 2026, or February 1, 2026**, and ending **August 31, 2026**, must submit the application form to their Principal by **12 noon, October 15, 2025**. Principals will submit these forms to the appropriate Staffing Officer, by 4:00 p.m. **October 15, 2025**.

According to The Ontario Teachers' Plan Pension Board rules, in most cases selecting "Half Time All Year" is considered a voluntary reduction of workload and as such, is non-pensionable and buy-back options are not available. However, Teachers working part-time due to disability or childcare responsibilities may be eligible to purchase credited pension service in such circumstances. Please contact the Ontario Teachers' Pension Plan directly to see if you qualify.

- It is the responsibility of the Teacher to follow up with the TDSB Benefits and Pension Departments (telephone (416) 395-9642) and the Ontario Teachers' Pension Plan Board (telephone (416) 226-2700) regarding possible impact on the Teacher's pension plans.
- It is also the responsibility of the Teacher to follow up with OTIP Benefits Services (telephone 1-866-783-6847) regarding possible impact on their Health, Dental, Life Insurance and Accidental Death and Dismemberment benefits. Teachers can view a tutorial video and find answers to the most commonly asked questions about the benefit plan at www.otip.com/loginhelp.
- **Long Term Disability Coverage:**
Teachers with long term disability coverage must contact Teachers' Life, telephone number (416) 620-1140, to clarify their coverage.
- Generally, there is no limit on the number of years a Teacher may apply for a half time leave of absence. However, the ability to accommodate a half time leave request is dependent upon staffing and program needs in the Teacher's home school.
- Teachers in a Position of Responsibility (POR) who are approved for a half time leave of absence all year are required to relinquish their POR for that school year.

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

3. Pregnancy/Parental/Expanded Parental Leaves

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

4. Other Provisions Affecting Leaves of Absence:

- For the purposes of staffing, the Teacher's home school will remain the same.
- Teachers whose leave year on **the Self-Funded Leave Plan** is scheduled to commence September 1, will automatically be granted that leave. For more information about the Self-Funded Leave Plan, please see Article L37.0 of the Collective Agreement on www.tdsb.on.ca
- **Teachers whose leaves are approved will not be able to rescind their leave requests until such time as there are no surplus Teachers who have rights to a position that the Teacher requesting the rescission would fill.**
- The **Application for Leave Of Absence (Full Time or Half Time)** form must be used by all Teachers applying for a full or half time leave including Teachers requesting statutory leaves (i.e. pregnancy leaves).

This form is available in school offices and on www.tdsb.on.ca.

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

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

- A Teacher on a leave without pay can enter into temporary employment relationships with other employers except as a contract Teacher in the Province of Ontario. Teaching experience for salary purposes cannot be accrued while on a leave of absence without pay. Related experience for salary purposes cannot be accrued while on a leave of absence without pay.
- **Principal's Signature:**
 - Is for information only, for requests for a full year leave of absence, as described above, received by the noon, **March 3, 2025**, deadline;

- **Indicates, for all other leaves, whether or not the Principal recommends the request be granted. If the approval is not recommended, the Principal will provide reasons.**

- Teachers, Principals and Staffing Officers will be notified in writing of the decision concerning the leave request.

5. Request To Rescind A Leave Of Absence:

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

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

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

7. Return To Teaching:

- Clause L33.3 of the Collective Agreement states: "If a Teacher decides not to return to the Board following a leave of absence, the Board shall be notified, in writing, as soon as possible of this decision and not later than May 15 for the following September or November 30 for the following January."
- Clause L33.4 of the Collective Agreement states: "The Board shall reassign a Teacher who notified the Board in writing by March 1 of the Teacher's intention to return from a leave ending on August 31 and by October 15 from a leave ending December 31 or at the end of

the first semester, to the school from which the Teacher went on leave but final placement shall be subject to the surplus procedures. A Teacher who does not so notify the Board shall be assigned subject to the surplus procedures to a teaching position which may be elsewhere in the system.”



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

NAME: _____ EMPLOYEE NUMBER: _____

SCHOOL NAME: _____

Please complete Section A or Section B or Section C

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

Commencing: _____ Ending: _____
Day Month Year Day Month Year

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

_____ Day Month Year

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

Reason and Details for this request: _____

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

SECTION B – HALF TIME ALL YEAR LEAVE OF ABSENCE WITHOUT PAY for the 20__ to 20__ School Year

I am a full time Teacher requesting **to teach half time all year** (alternating days, 1/2 days all year)

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

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

SECTION C – PREGNANCY/PARENTAL/EXPANDED PARENTAL/EXTENSION OF EXPANDED PARENTAL

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

(DD / MM / YYYY)

(DD / MM / YYYY)

Pregnancy (17 weeks) from _____ to _____ only/and

Parental (up to 61 weeks) from _____ to _____ only/and

Expanded Parental from _____ to _____ only/and

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

Included with this application is:

Pregnancy Leave – Medical Certificate stating the Expected Birth Date

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

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

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

Employee Signature

Date

Recommended by:

Principal

Date

Approved by:

Staffing Officer, Secondary Teaching Office

Date

DISTRIBUTION by People and Culture: Employee, Principal, Payroll

RETURN TO: People and Culture, Secondary Teaching, LC1 North West & LC1 South West nadia.d'ambrosio@tdsb.on.ca; LC2 North East & LC2 South East nicole.cardosomelo@tdsb.on.ca

ADDITIONAL INFORMATION FOR LEAVES OF ABSENCE

- Your Leave of Absence **cannot** be processed unless Section A or B or C and all other sections of the Leave of Absence (Full Time or Half Time) are completed.
- All requests for a **full time leave** must be submitted to the Principal by **12 NOON on March 3, 2025**.
- Application for a half time leave of absence is subject to the needs of the school and approval of the Principal.
 - All requests for a **half time leave commencing the following school year** must be submitted to the Principal by **12 NOON on March 3, 2025**.
 - All Requests for a **half time leave commencing semester two** of the current school year must be submitted to the Principal by **12 NOON on October 15, 2025**.
 - Full time Teachers requesting a half time leave will automatically return to a full time teaching assignment commencing the following school year unless they apply and are approved for another half time leave of absence.
- If you are approved for a leave of absence while you are enrolled in the T.D.S.B. Self-Funded Leave Plan, the leave year of the Self-Funded Leave Plan will be deferred. Please note that the Self-Funded Leave Plan can only be extended by one year and no further extensions can be made to the Plan. If you have any questions, please contact the Secondary Teaching Records Administrator at (416) 397-3247.
- Teachers on an approved leave of absence should maintain a current password for their TDSB email account to ensure they may access communications that are sent from the Board.
- To return early from a pregnancy/parental leave, Teachers are required to provide their Principal with at least four (4) weeks notice, in writing, prior to the date of the expected return.
- To rescind an approved leave of absence a request must be submitted in writing to the appropriate Staffing Officer, Secondary Teaching Office, with a copy to the Principal. **Requests to rescind an approved leave of absence are not automatically granted.** Please contact your Staffing Officer for details.
- **Employment Insurance (EI)** – For more information on employment insurance eligibility during a leave of absence, please contact Service Canada at 1-800-206-7218

ADDITIONAL INFORMATION FOR LEAVES OF ABSENCE

Employee Benefit Coverage

Your benefit plan administrator is the Ontario Teachers Insurance Plan (OTIP). OTIP Benefits Services Representatives are available to assist you with benefit enrolment and ongoing benefit plan administration. You can also access and make changes to your benefits and submit claims through OTIP's secure member website at www.otip.com. For information about your benefit plan please contact OTIP Benefits Services at 1-866-783-6847.

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

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

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

If you have any questions, please contact the Compensation, Benefits & Pension Administration (416) 395-9642.

Long Term Disability Coverage

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

Pension Plan Coverage

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

According to The Ontario Teachers' Plan Pension Board rules, in most cases selecting "Half Time All Year" is considered a voluntary reduction of workload and as such, is non-pensionable and buy-back options are not available. However, Teachers working part-time due to disability or childcare responsibilities may be eligible to purchase credited pension service in such circumstances. Please contact the Ontario Teachers' Pension Plan directly to see if you qualify.

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

College of Teachers

Teachers are responsible for payment of their College of Teachers membership fees.

As per Clause L28.4: "When a Teacher is not in receipt of regular earnings in the month in which the Ontario College of Teachers' fee is collected by the Board, the Teacher shall be responsible for making arrangements for payment of the Ontario College of Teachers' fee."

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

OVERVIEW OF THE SECONDARY STAFFING PROCESS

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OVERVIEW OF THE SECONDARY STAFFING PROCESS

1. Seniority Verification:

- Information required for seniority lists will be collected on or before **February 1, 2025**.
- All Teachers will complete the Placement Preference Information Section as part of the verification process, to assist in the placement of Teachers should they be surplus at any time in the staffing process.
- The data included for each Teacher on the lists shall be made available to the Teacher in the Teacher's school by **January 8, 2025**, and the Teacher shall verify the data by **January 29, 2025**.
- New hires in February will complete seniority form information as part of the documentation process.
- Principals will clearly communicate the following with Teachers:
 - that data on the seniority verification form must be accurate;
 - **all subjects on the seniority verification form, whether certificated or experienced but not certificated, may be reflected on a Teacher's timetable during the staffing process.**
 - If you do not wish to be considered for a code listed as experienced but not certificated on your seniority verification form you must delete the code from this area by circling and marking "delete".

2. Seniority Lists:

- **Seniority lists will be available in the schools on February 27, 2025.**
- Schools will receive an alpha list for their Teachers and a list of staff in seniority order. Both complete lists will be made simultaneously available to Teachers in schools. OSSTF TTBU and the Staffing Officers will receive a full master seniority list and a full alpha list.
 - Complete lists and qualifications, including Division in General Education subjects and Basic/Advanced in Technological Education subjects, and Qualification Review amendments, will be forwarded to OSSTF TTBU, coincidental with the Staff Allocation Roll Out.

3. Enrolment Projections:

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

4. Staffing Allocations and Staffing Binder Reviews:

- The Senior Manager, Labour Relations or designate, will conduct an information session, for new Administrators, on the 2025-2026 Staffing Binder materials on **February 27, 2025**. Representatives of OSSTF TTBU will be invited to attend.
- Staffing will be allocated to secondary schools by Planning staff, based on formulae that have been designed in consultation with People and Culture and the Principals. Included in the staff allocation numbers will be:
 - A flex holdback, to meet local program needs and to address anomalies in the staff allocations prior to the commencement of the staffing process in late March. Part of this holdback will be retained to address staffing problems that arise as the school staffing process progresses in the spring;
 - A mandatory holdback that will not be released prior to September;

No later than **March 31** of each school year, following the release of the Core Education Funding to school boards and prior to the initial allocation of secondary Teachers for the upcoming school year, the Executive Superintendent of Employee Services or designate will review with the Secondary Consultation Committee the generation of the proposed total secondary Teacher allocation for all programs [clause L25.2]. The date of this meeting for 2025–2026 will be **March 17, 2025** (tentatively).

- Staffing allocations on a school-by-school basis will be distributed to the schools by People and Culture. This date will be **March 17, 2025** (tentatively). Representatives of OSSTF TTBU will be invited to attend.

- After staff allocation, and before surplus declaration, allocations will be reviewed to identify anomalies. Flex holdback may be distributed to address these circumstances.

5. Development of the Staffing Model:

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

6. School Surplus Declaration:

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

Teachers Tentatively Identified: **April 3, 2025**
Teachers Informed By Letter: **April 23, 2025**

7. School/Program Closing Procedures:

- Prior to the commencement of the transfer process and the second posting process, Teachers at closing schools/programs will have an opportunity to be transferred to fill any of the school vacancies listed by the Secondary Teaching Office.
- In this year's process a meeting will take place on **April 22, 2025, and preferred vacancies will be identified by April 24, 2025 by noon.**
- The procedures for Teachers and Teachers holding Positions of Responsibility in schools/programs that are being closed by the commencement of the next school year are described in the Staffing Binder, under "Secondary School/Program Closing Staffing Procedures".

8. Posting of Teaching Vacancies:

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

First Teaching Posting: **April 24, 2025**
Second Teaching Posting: **June 3, 2025**

9. Pull Backs:

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

- The rules regarding pull backs fall into three time frames:

Prior to **May 9**

May 12 to May 26

May 27 to August 29

10. Order of Operations in Central Staffing:

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

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

11. Transfer Committee Meetings:

- The requests for transfer will be considered at Transfer Committee Meetings, chaired by the Senior Manager, Labour Relations or designate.
- After consideration of Teachers on the **Facilitated Transfer List** and unplaced Teachers in **schools/programs scheduled for closure**, transfer requests from other Teachers will be dealt with by the Committee.
- All secondary Principals must be available by telephone when Transfer Committee Meetings are being held. The Principals representing the Learning Centre Offices will be responsible for contacting other Principals from their Learning Centre Offices should questions arise during the Transfer Committee Meetings.
- Other secondary Principals and Superintendents of Education may attend as observers for all Transfer Committee Meetings, with the exception of those meetings dealing with Teachers on the Facilitated Transfer List. Observers will not participate in the discussions.

- The transfer requests will be considered in accordance with the procedures outlined in the “Transfer Procedures” document, found in this binder.
- The first Board-wide Transfer Committee Meetings will take place on **May 12, 2025** (morning – facilitated transfers; afternoon – all other transfers). The final Transfer Meeting prior to the Learning Centre Placement Meetings will take place on **May 14, 2025**. Thereafter, until the end of the last Board-wide Placement Meeting in **June**, transfers will be considered upon the conclusion of each Board-wide Placement Meeting.
- Teachers will be informed if their transfer has been granted on **June 2, 2025** or **June 27, 2025**.

12. Learning Centre Placement Meetings:

- Learning Centre Placement Meetings will place surplus Teachers into available vacancies through a Learning Centre placement process. Updated information about transfers will be given to these meetings on a daily basis.
- As a guiding principle, the staffing rules that govern the Learning Centre Placement Meetings will also govern the Board-wide Placement Meetings.
- All Principals will participate in their Learning Centre’s meetings, which will be chaired by the Senior Manager, Labour Relations or designate, assisted by the Staffing Officers. Representatives from OSSTF TTBU will also participate in the process.
- The Learning Centre Placement Meetings will take place **May 14, 2025** and **May 16, 2025**.
- Superintendents of Education may attend these meetings as observers.

13. Board-wide Placement Meetings:

- Board-wide Placement Meetings will be held on, **May 21, 22, 23, 26, 2025**, as needed.
- Present at the table will be:
 - Senior Manager, Labour Relations or designate (Chair)
 - Centrally Assigned Principal, Secondary Teaching
 - 2 Staffing Officers
 - 2 Principals from each of the Learning Centre Offices

- Representatives from OSSTF TTBU
 - Staffing/Seniority Analyst
 - Support Staff
- Principals and Superintendents of Education may attend the Board-wide Placement Meetings as observers.
 - The Staffing Officers will ensure that up-to-date staffing information is coordinated from the Learning Centre Placement Meetings and the Transfer Committee Meetings.
 - As a guiding principle, the staffing rules that will govern the Learning Centre Placement Meetings will also govern the Board-wide Placement Meetings.
 - The Board-wide Placement Meetings will continue until their purpose has been met.

14. Declaration of Board Surplus:

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

Teachers Tentatively Identified: **June 2, 2025**
 Teachers Informed By Letter: **June 27, 2025**

- At the last Board meeting in May, the Board will be notified of the Teachers tentatively identified as surplus to the Board for the following school year. The Board-wide Placement Committee will continue its work.
- The Collective Agreement requires that Teachers shall be advised, on or before **June 8, 2025**, that they are tentatively surplus to the Board or remain surplus to their school but have been tentatively assigned to a position in another school, with the location of that placement. This notification will be given by the school Principals in a letter prepared by the Secondary Teaching Office.
 - The Branch President or designate will be present when the surplus Teachers, including those on a leave of absence, are informed of their status.

See notification process in the Surplus Declaration section.

- On **June 2, 2025**, the “cone of silence” on the staffing process is lifted.

- At the last Board meeting in June, the Board will terminate the employment of Teachers still surplus to the Board, effective **August 31**.
- On or before **June 30**, Principals must inform Teachers that they are surplus to the Board, and their contracts terminated as of **August 31**. They will present the surplus Teachers with a letter from the Secondary Teaching Office stating this. **In 2025, this notification will be given on June 27, 2025.**
 - The Branch President or designate will be present when surplus Teachers, including those on a leave of absence, are informed of their status.

See notification process in the Surplus Declaration section.

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

15. Staffing Processes in late June, July and August:

- **Prior to Board-wide Placement Meetings, a separate meeting is held to consider Teachers remaining on the:**
 - Facilitated Transfer list;
 - Closing School/Program list.

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

- Unplaced (Surplus) Teachers list/Placements to be Reviewed list (combined in seniority order);
- Extreme Geographic Criteria list;
- Transfer applicants (prior to July);
- Part Time to Full Time list/Rescind Leave of Absence list (combined in seniority order).
- Board-wide Placement Meetings will adjourn after **July 8, 2025**. The meetings will re-commence on **August 18, 2025**.
- The pull back procedures, described in the “Pull Back Procedures” section apply to the Teachers who obtain a school placement **up to 12 noon, August 29, 2025**.
- As noted in the “Recall Rights and Procedures” section of the binder, Teachers who are declared surplus to the Board and whose employment with the Board is terminated as of **August 31, 2025**, must

complete, and email the Teacher Contact Information form to their Staffing Officer provided by the Board **by 12 noon, July 9, 2025**. Please consult the Learning Centre Directory in the “Introduction” section in this Secondary Staffing Manual to identify your Staffing Officer.

16. Staffing Processes in September/October:

- The Senior Manager, Labour Relations or designate will oversee the staffing process across the TDSB in the fall and will meet with the Staffing Officers regularly. The major responsibilities of the Senior Manager and the Staffing Officers at this time will be:
 - To ensure the appropriate recalls and placements of surplus Teachers.
 - To adjust staff allocations where needed.
 - To fill vacancies.
 - To identify needs requiring the release of holdback.
 - To provide updates to the Executive Superintendent of Employee Services, on a weekly basis.
 - To provide updates on a weekly basis to OSSTF TTBU.
 - To review with the Secondary Consultation Committee adjustments to enrolment and Teacher allocation.
- Learning Centre Staffing meetings will be held with the Principals and OSSTF TTBU as required, to review vacancies, enrolments, staffing allocation adjustments and requests for holdback considerations. Superintendents of Education will be invited to these meetings.
- Requests for leaves without pay of significant duration or mutual consent resignations must be forwarded to the Senior Manager, Labour Relations or designate, for approval.

17. Placement Meetings for Teachers on the Recall List:

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

POSITIONS OF RESPONSIBILITY (POR)

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POSITIONS OF RESPONSIBILITY (POR)

1. Procedures for Submitting Vacancies to be Posted:

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

Posting Process:

- Positions of Responsibility will be posted electronically on the TDSBweb and provided to OSSTF TTBU. Clause L11.7: "Positions of Responsibility vacancies shall be posted electronically."
- Teachers will be eligible to apply under the following conditions:
 - Only full time secondary school Teachers, both probationary and permanent will, be eligible to apply, subject to having the qualifications as noted below. **All Positions of Responsibility are full time and may not be shared during a school year.**
- All Positions of Responsibility will require specialist qualifications, if such are available, in one of the areas/subjects/programs.
- All Positions of Responsibility will require three years experience as a Teacher as of **August 2025**.
- The first posting will include the requirement that candidates have specialist qualifications in one of the areas taught in the department. If there are no specialist qualifications offered in the area/subject/program identified in the posting, then candidates must have specialist qualifications in any area/subject/program.
- If no candidate is appointed from that first posting, a second posting will be distributed, with the requirement that the successful candidate have appropriate specialist qualifications by **August 31, 2025**.
- If no candidate is appointed from that second posting, the third posting will have an acting term of one year and will be open to all candidates who have certification in one of the areas/subjects/programs taught in the department.
- Teachers who have been granted a leave of absence for the following school year may not apply for a one year POR.
- **As part of the application process, applicants will be required to include a copy of their Certificate of Qualification with their resumes.**

- During the application process, applicants may view job descriptions for the POR position(s) to which they are applying on the Secondary Teaching website on the TDSBweb. If the job description is unavailable on the website, they will be provided it upon request from the school.
- The schedule of postings applies to all Positions of Responsibility one full year or longer. Once the school year calendar is approved by the Ministry of Education for the next school year the Board and OSSTF TTBU will establish posting timelines for the next school year. The schedule of posting timelines will be sent to all schools in the fall to be made available to Teachers. All Positions of Responsibility will be posted for five days.

Application Process:

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

Interview Process:

- The interview team may short-list if there is a large number of candidates. The criteria for the short-listing will be established by the interview team in advance. Where candidates are short-listed, a minimum of 4 candidates must be interviewed.
- If there are fewer than 5 qualified applicants, than all applicants will be interviewed.
- **Only candidates with the qualifications indicated on the posting are to be interviewed.**
- There must be at least two people on the interview team.
- All candidates will be asked the same questions. The questions will be given to the candidates in print form during the interview as well as having them read aloud to them.
- When a POR is posted for the third time, any applicant who holds appropriate specialist qualifications will be given an interview. All applicants interviewed will have equal opportunity to be recommended for the POR.
- Portfolios will not be part of the interview process. Written essays will also not form part of this interview.
- At least one reference must be checked for the interviewed candidates and that referee must be a Vice-Principal, a Principal or a Supervisory

Officer. Teacher colleagues or Teachers in Positions of Responsibility cannot be named as referees for this process.

- Candidates are to be told the number of candidates being interviewed, if they ask.
- Principals will ask the interview team to help create feedback notes for the unsuccessful candidates and will keep those notes on file for 12 months. In some circumstances it may be necessary to keep the notes for a longer period of time.

Recommended Candidate Procedures:

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

Feedback for Unsuccessful Candidates:

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

2. Process for Filling Interim Positions of Responsibility 2024-2025:

- The Principal will:
 - request approval from the Senior Manager, Labour Relations or designate to fill the interim POR for the remainder of the 2024-2025 school year;
 - post the interim POR as prepared by the Secondary Teaching Office among the members of his/her school staff, for five school days, with the requirement for specialist qualifications;
 - share the posting electronically to the TDSB email address of all secondary Teachers in the school;
 - interview qualified candidates from among the school staff;
 - if no candidate is appointed from the first posting, the interim POR will be re-posted among the staff with the requirement that the position will be open to staff who have certification in one of the subjects/areas taught in the department.
- If there is no successful candidate and the Principal feels that the interim POR needs to be filled immediately and posted across the system, the Principal will contact his/her Staffing Officer. The Staffing Officer will consult with the Senior Manager, Labour Relations or designate to determine if approval to post the interim POR will be given.

3. Approved Leaves from a Position of Responsibility:

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

4. Return to Position of Responsibility from an Acting Assignment/Centrally Assigned Position:

- Subject to the Staffing Rules governing leave rescinds, any Teacher who holds a POR and who is hired into any acting assignment or into a

centrally assigned position will be returned to their POR upon return from their acting assignment or their centrally assigned position, unless either assignment occurs in the final year of the termed POR appointment.

5. Return to Position of Responsibility from a Secondment:

- Subject to the Staffing Rules governing leave rescinds, any Teacher who holds a POR and who is working in a secondment will be returned to their POR upon return from their secondment, unless the secondment occurs in the final year of the termed POR appointment.



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

**SECONDARY TEACHING VACANCIES
2025-2026**

Posting # _____

NAME: _____

EMPLOYEE NUMBER: _____

CURRENT SCHOOL: _____

SCHOOL PHONE NUMBER: _____

CURRENT CONTRACT STATUS:

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

I am enclosing the following required information:

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

Signature

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

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

POSTING OF TEACHING VACANCIES

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POSTING OF TEACHING VACANCIES

1. The First Teaching Posting Process:

- Vacancies that are identified on **April 24, 2025**, will first be considered for Teachers on the Facilitated Transfer List followed by Closing School/Program Teachers as per the Order of Operations. Please refer to the “Secondary School/Program Closing Staffing Procedures” section of this binder for a description of the process.
- All remaining vacancies will then be posted and will be open to current secondary school Teachers in the TDSB who have not been granted a leave of absence for the upcoming school year and those on their Self-Funded leave year.
- Teachers who were declared surplus to school/program on **April 23, 2025**, will be eligible to apply for these vacancies.
- Qualified part time Teachers may only apply for part time positions.
- Qualified full time Teachers may only apply for full time positions.
- The First Teaching Posting does not provide an opportunity for Part Time Teachers to increase their full-time equivalency (FTE) status from 0.5 to 1.0. Part time Teachers who apply to an 0.5 vacancy which may appear complementary to their current teaching assignment will not have their FTE status increased to 1.0. For example, if a 0.5 Teacher timetabled for Semester 1 is the successful candidate for a posted Semester 2 position they will not be increased to full-time (1.0) status; rather, they will be a Part Time (0.5) Teacher now working in Semester 2 only.
- **The posting will be distributed on April 24, 2025 and will close noon on April 30, 2025. Interviews will be held on May 1, 2, 5, 6, 2025.**
- Principals may short list candidates for interviews if there are more than 4 applicants.
- Principals will inform the Secondary Teaching Office of the successful candidates on **May 7, 2025**.
- Teachers who are successful in the interviews will be considered as part of that school’s staff for the remainder of the staffing/surplus procedures and subject to the bumping procedures. Letters will be sent by the Secondary Teaching Office to those Teachers indicating their new home schools.

2. The Second Teaching Posting Process:

- The second teaching postings are vacancies which are identified as “true vacancies”. These are vacancies that cannot be filled by a surplus Teacher or a Teacher requesting a transfer.
- When vacancies have been identified as “true vacancies”, the positions will be posted across the TDSB. **The posting will be distributed on June 3, 2025 and will close noon on June 9, 2025. Interviews will be held on June 10, June 11, June 12, and June 13, 2025.**
- All secondary school Teachers may apply including those identified as surplus to the Board for the following school year.
- Teachers on leave for the following school year are eligible to apply for these posted positions. If they are selected, their leaves will be automatically rescinded, and the new school becomes their home school.
- In the Second Teaching Posting process part time secondary school Teachers may apply for part time and/or full time positions. If a Part Time Teacher secures a complementary 0.5 position or a 1.0 position their status will be increased to full time (1.0). Full Time Teachers who accept part time will have their contract status changed to 0.5 permanently.
- In the second Teaching Posting process Principals may consider applicants’ certification based on 2 EBNCs or mutual consent to a maximum of 2 sections for a 1.0 timetable.
- Principals will inform the Secondary Teaching Office of the successful candidates on **June 16, 2025**.
- The Board may hire Teachers to a teaching pool in identified subjects where a shortage is anticipated. They will be placed in accordance with the Collective Agreement.

3. Term Postings for TDSS (ECPP) and Caring & Safe Schools – Alternative Programs and Alternative Attendance Programs:

- In order to give Teachers the opportunity to see whether working in a program that is significantly different from that of a regular secondary school is a good fit, the Board and the Union have agreed to a posting process that will provide Teachers with an opportunity to try teaching in TDSS (**ECPP**) and Caring and Safe Schools – Alternative Programs and Alternative Attendance Programs.
- All postings for teaching vacancies in TDSS (**ECPP**) and Caring and Safe Schools – Alternative Programs, and Alternative Attendance Programs will note that the position is for one full school year only, and that the successful candidate will remain on the staffing list of the home

school for the following school year, subject to staffing and surplus procedures.

- Teachers who are declared surplus to their school and who apply to and win a term position through the teacher postings, will remain “unplaced” for home school purposes only until Central Staffing locates a home school for the Teacher, subject to pull back procedures.
- If a Teacher has been declared surplus to their school and is placed into a vacancy at TDSS (**ECPP**) and Caring and Safe Schools – Alternative Programs and Alternative Attendance Programs, in the Central Staff process, the school becomes the Teacher’s home school, subject to pull back procedures. Teachers in this circumstance may access the placement to be reviewed process specifically designed for placement in a vacancy that is normally a term assignment. See Staffing Rules for more information.
- Teachers who are in a Term Position and subsequently win a home school Position of Responsibility, will have that school become their home school, subject to staffing and surplus procedures.

During the first or second year:

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

During the first year:

- If the Principal supports the extension of a Teacher in a Term Position, then that Teacher will receive an email to their Board email address from their Staffing Officer advising them of the extension process during the first week of **February 2025**. The Teacher must reply by email, indicating whether he/she is requesting an extension of the term appointment or a return to his/her home school, no later than **March 3, 2025 (noon)**.
- The request for extension will be held until all of the following have been confirmed:
 - Staff Allocation is released and confirmation that the term position will continue into the next school year;
 - Confirmation that a Teacher on leave, secondment or central assignment is not returning the following year;
 - Surplus declaration has taken place to ensure that the term Teacher will not be displaced.

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

During the second year:

- If the Principal supports that the Term Position will become the Teacher's new home school, then that Teacher will receive an email to their Board email address from their Staffing Officer advising them of the process to request that this position become their new home school. The Teacher must reply by email, indicating whether he/she is requesting that the term position placement become the new home school or whether he/she wishes to return to his/her current home school, no later than **March 3, 2025 (noon)**.
- The request for a new home school designation will be held until all of the following have been confirmed:
 - Staff Allocation is released and confirmation that the term position will continue into the next school year;
 - Confirmation that a Teacher on leave, secondment or central assignment is not returning the following year;
 - Surplus declaration has taken place to ensure that the term Teacher will not be displaced.

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

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

4. Term Postings for Developmental Disabilities (DD):

The term of centrally posted Developmental Disabilities (DD) positions shall be 3 (three) years, commencing **September 1, 2024 and ending August 31, 2027**.

During the third year:

- If the Principal chooses not to support the extension of a teacher in a centrally posted DD term position the Principal will notify both the Teacher and the Staffing Officer on or before **January 15**. The Staffing Officer will notify the appropriate OSSTF TTBU Staffing Officer.
- If the Principal supports the extension of a Teacher in a centrally posted DD term position, the Teacher will receive an email to their Board email address from their Staffing Officer advising them of the extension process during the first week of February. The Teacher must reply by email, indicating whether he/she is requesting an extension of the term appointment or a return to his/her home school, no later than **March 1, 2027 (noon)**.
- The request for approval for extension will be held for approval until Staff Allocation is released and confirmation that the term position will continue into the next school year. If the Allocation is not confirmed the Teacher will

return to his/her original home school position, subject to staffing and surplus procedures.

- The acceptance of an extension does not preclude the possibility of a Teacher holding a centrally posted DD term position from applying to a centrally posted DD position at another school site should the opportunity present. Nor does it preclude these teachers from applying to other Teacher postings or POR postings.
- The limit on the number of extensions of centrally posted DD positions by means of the mutual consent of the Teacher and the Principal is two terms.

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

5. Interview Process for Teaching Vacancies:

- The interview team may short-list if there is a large number of candidates. The criteria for the short-listing will be established by the interview team in advance. Where candidates are short-listed, a minimum of 4 candidates must be interviewed.
- If there are fewer than 5 qualified applicants, then all applicants will be interviewed.
- There must be at least two people on the interview team.
- All candidates will be asked the same questions. The questions will be given to the candidates in print form during the interview as well as having them read aloud to them.
- At least one reference must be checked for the interviewed candidates and that referee should be a Vice-Principal, a Principal or a Supervisory Officer.
- Candidates are to be told the number of candidates being interviewed, if they ask.
- Principals will ask the interview team to help create feedback notes for the unsuccessful candidates and will keep those notes on file for 12 months. In some circumstances it may be necessary to keep the notes for a longer period of time.

Recommended Candidate Procedures:

- Principals will email their Staffing Officer the names of the first and second recommended choices for the position.

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

Feedback for Unsuccessful Candidates:

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

6. Teaching Vacancies That Occur During the School Year:

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

7. Teaching Vacancies Posted Externally:

- Teaching Vacancies posted externally prior to noon on **September 1, 2025**, are open to all qualified secondary Teachers.

8. Posting Notes:

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

February 1, 2025

To:

From:

CC: School Principal

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

Dear (Teacher):

Our records indicate that you were appointed to a one year term position (2024-2025) at (school) and that your home school remains (school).

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

To be considered for extension you must reply by email selecting option A or B by March 3, 2025 (noon).

Option A I would like to request an extension of my term position for one additional year, 2025-2026 at (school).

Option B I would like to return to my home school (school) effective **September 1, 2025, subject to staffing and surplus procedures.**

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

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

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

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

Sincerely,

(Name of Staffing Officer)
Staffing Officer

February 1, 2025

To:

From:

CC: School Principal

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

Dear (Teacher):

Our records indicate that you were appointed to a one year term position in 2023-2024 at (school) and your one year term position was extended for the 2024-2025 school year. Your home school remains (school).

You must reply by email selecting option A or B by March 3, 2025 (noon).

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

Option B I would like to return to my home school (school) effective **September 1, 2025, subject to staffing and surplus procedures.**

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

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

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

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

Sincerely,

(Name of Staffing Officer)
Staffing Officer



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

**SECONDARY TEACHING VACANCIES
2025 - 2026**

Posting # _____

NAME: _____

EMPLOYEE NUMBER: _____

CURRENT SCHOOL: _____

SCHOOL PHONE NUMBER: _____

CURRENT CONTRACT STATUS:

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

I am enclosing the following required information:

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

Signature

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

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

PULL BACK PROCEDURES

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PULL BACK PROCEDURES

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

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

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

- Principals will inform Teachers that they have been identified as tentatively surplus to school on **April 3, 2025**, and will inform the Senior Manager, Labour Relations or designate, of the list of tentatively school surplus Teachers by 12 noon on **April 3, 2025**.
- Vacancies that are identified on **April 3, 2025**, will first be considered for Teachers on the Facilitated Transfer List followed by Closing School/Program Teachers in seniority order as per the Order of Operations.
- **As a result of this posting and selection process, new “vacancies” will be created by the filling of some or all of the posted positions.**
 - Principals will pull back, subject to seniority and qualifications, one or more of their Teachers who had been identified as surplus to school on **April 3, 2025**.
 - Principals must describe the vacancy and indicate any intended pull back to their Staffing Officer, by 12 noon, **May 8, 2025**.
 - The Staffing Committee will meet to review intended pull backs.
 - Senior Manager, Labour Relations or designate, will confirm all pull backs on **May 9, 2025**. This information will be shared with OSSTF TTBU, either in a meeting or by an electronic document.

2. Pull Back to the home school for Teachers who remain school surplus on or after May 9, 2025, prior to the Board Wide Placement Meeting on May 26, 2025.

- As vacancies occur at the Learning Centre Placement Meetings, Teachers who were identified as surplus to their home school may be placed in another school, subject to their seniority and qualifications.

- If there is a Teacher who has requested a transfer to a school where there is a qualified Teacher who meets the conditions for a pull back as described directly below, the pull back Teacher has the right to the position over the Teacher requesting the transfer.
- If a vacancy occurs in the home school of a Teacher who was school surplus, that Teacher will be pulled back to the home school, subject to seniority and qualifications.

3. **Pull Back to the home school for Teachers who remain school surplus after May 26, 2025, prior to the termination of Teacher contracts as of August 31, 2025:**

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

Please note:

- Nothing in these procedures prevents a massaging of placements and transfers, so that the guiding principle of finding ways of returning Teachers to their home schools, subject to their seniority and qualifications, is upheld.
- Staffing Officers will be responsible for co-ordinating the information relevant to potential pull backs.
- Teachers who are tentatively identified as surplus to the Board and are so informed on **June 2, 2025**, will be placed in vacancies that arise after that

date, subject to their seniority and qualifications. When placements are found, these Teachers are subject to the pull back provisions as described above.

- In the following circumstances Teachers are no longer eligible for pull back:
 - Successful in obtaining a position in a Teacher Posting;
 - Successful in obtaining a Transfer;
 - Successful in obtaining a Position of Responsibility;
 - Approved for a MAPS;
 - Successful changing their FTE status by obtaining a full time position.
- These pull back procedures will be in place until **12 noon** on **August 29, 2025**, for the **2025-2026** school year. In the event Teachers are required to report sooner, the deadline for pull backs shall be 12 noon, two working days prior to the first day of school for Teachers.

QUALIFICATIONS REVIEW COMMITTEE

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SECONDARY TEACHERS' QUALIFICATIONS REVIEW COMMITTEE

Purpose:

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

Committee Members:

- The Committee shall be chaired by the Senior Manager, Labour Relations or designate.
- Four representatives named by the Senior Manager, Labour Relations or designate.
- Four representatives named by the President of OSSTF TTBU.
- Staffing/Seniority Analyst.

Procedures:

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

- ◆ **This determination will stay in effect as long as the Teacher is employed as a Teacher in the TDSB.**
- In very extraordinary circumstances, a Teacher may apply to the Committee to have their determination reversed. If such an application is made, then:
 - ◆ The Committee will meet upon receipt of the application;
 - ◆ If the Committee determines to re-instate the subject(s), the reinstatement will be effective for the following school year and letters will be sent by the Employee Services department.
- The Staffing/Seniority Analyst will maintain the records.
- The Board will distribute to Teachers notification of the Qualification Review procedures and the appropriate forms no later than December 15, 2024.

APPLICATION DEADLINE:

For 2025, the deadline is 12 noon, January 15, 2025.

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

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



APPLICATION TO THE SECONDARY TEACHERS' QUALIFICATIONS REVIEW COMMITTEE

**Deadline: 12:00 noon
January 15, 2025**

Name: _____ School: _____

Employee Number: _____

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

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

The reasons for this application are as follows:

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

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

We have discussed this application.

(Teacher's Signature)

(Principal's Signature)

Return to: theresa.raine@tdsb.on.ca

You will be contacted with the decision in writing by People and Culture prior to the start of the school staffing process.

RECALL RIGHTS & PROCEDURES

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RECALL RIGHTS AND PROCEDURES

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

- Recall Rights apply only to Teachers whose employment with the Board has been terminated because the Teacher is surplus to the Board. Recall Rights thus formally commence **September 1**. Please note that Teachers who have been terminated and are also on a statutory leave (e.g. pregnancy/parental leave) must also adhere to all of the provisions of the Recall Rights and Procedures.
- Recall Rights are limited to the 24 month period immediately following the date the termination of employment as a surplus Teacher became effective (**August 31, 2025**). Recall Rights and Procedures will apply to vacancies that occur in the school year immediately following the date of termination.
- The Board will maintain a list of Teachers with Recall Rights up to **August 31, 2027**.
- Teachers on the Recall List must complete and return the Teacher Contact Information form provided by the Board via email within 15 days of receiving notice of termination. Email the form to your Staffing Officer, **by noon on July 9, 2025**. Please consult the Learning Centre Directory in the “Introduction” section in this Secondary Staffing Manual to identify your Staffing Officer.
- In order to maintain Recall Rights, the Teacher must:
 - keep the Board advised of the Teacher's current address and telephone number;
 - be able to respond personally and expeditiously to any offer of employment by the Board.
- The Board will maintain the list of Teachers who have Recall Rights and the OSSTF TTBU will have copies of the list and any revisions made to the list.
- The Board will keep details concerning any Teachers removed from the lists and the OSSTF TTBU will be so informed.
- Severance Pay provisions are detailed elsewhere in this section, under “Severance Pay Provisions”. A copy of the provisions and the form, along with all other necessary materials will be sent by People and Culture, Secondary Teaching, to any Teacher whose contract is terminated effective **August 31, 2025**.

- When a position becomes available, the Board shall contact each qualified Teacher remaining on the recall list in order of seniority, to ascertain whether the Teacher wishes to accept a position, until that position is filled.
- Teachers who are deemed part time placed and part time surplus at the last Board meeting in June will have their contract status reduced .5 but retain their recall rights to a 1.0 position during the next school year as described above.
- **A Teacher who refuses a recall to a position for which the Teacher is qualified or fails to respond under L47.4 shall no longer be entitled to recall [clause L47.8].**
- A Teacher who has been recalled to a position as a Teacher within 4 calendar months (by **December 31, 2025**) of the effective date of the termination of the Teacher's employment as a Teacher shall be credited with Teaching Experience as though there had been no interruption in employment.
- An optional information session for Teachers who have been notified that they will be terminated will be held on **July 4, 2025**, at 10:00 a.m. (tentative).
- In years where there is a recall list and it is not exhausted by **October 15**, the Board and the OSSTF TTBU will consider implementing one or more of the in-year placement review processes, i.e., Placement Review, Extreme Geographic Criteria, Mutually Agreed Position Switch.

Fixed Term Contracts

The Board may offer Teachers on the Recall List for the **2025/2026** school year, Fixed Term Contract positions, in order of seniority, subject to qualifications, to fill long term vacancies that may otherwise be filled by Occasional Teachers.

OSSTF District 12 Toronto Teachers' Bargaining Unit (TTBU) will monitor this process.

Teachers who accept a Fixed Term Contract shall be employed as members of the TTBU for the duration of the Fixed Term Contract.

Teachers will remain on the Recall list as per the provisions of the Collective Agreement.

For greater clarity, a Fixed Term Contract Teacher, as described above, is distinct from a *Replacement Teacher*, as defined by the Collective Agreement.

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

For complete reference, please see clause L48.0 of the Collective Agreement.

1. Who is eligible to receive severance pay?

A secondary Teacher who:

- is a Permanent Teacher;
- has been terminated by the Board, effective **August 31, 2025**, because of being surplus to the needs of the Board;
- has not refused a position with the Board, for which the Teacher is qualified.

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

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

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

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

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

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

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

3. Can severance pay be deferred?

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

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

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

5. When can I apply for severance pay?

- The effective date of termination is **August 31, 2025**. An eligible Teacher may apply for severance pay **at any time from September 1, 2025, up to and including the end of the business day on August 31, 2027**.
- An eligible Teacher will be assumed to have requested deferral of severance pay unless the severance pay is specifically requested. The automatic deferral will enable Teachers to maintain their Recall Rights until **August 31, 2027**.
- However, eligible Teachers who are not recalled by **August 31, 2027**, must **request** the severance pay before **the deadline of the end of the business day, August 31, 2027**.

6. How do I apply for severance pay?

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

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

No. The Collective Agreement states that the gratuity is available for Teachers who retire and who are entitled on such retirement to receive their pension (see clause L39.2 for full details).

8. Can I receive a service gratuity?

The Collective Agreement states: “The Service Gratuity Plans in force in **North York and Toronto** during the school year 1969-70 shall remain in force for all Teachers who were under Contract with either of the above Predecessor Boards for the school year 1969-70 and who continued under Contract with such Predecessor Board and who have continued to be employed as Teachers with the Board on the effective date of this Agreement.” [clause L42.1].

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

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

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

Yes, for contract positions and occasional teaching positions.

NOTE:

Given that each situation is different for each surplus Teacher, you may wish to contact the Secondary Teaching Staffing Officers (Learning Centre 1 North West and 1 South West): Nadia D’Ambrosio 416-397-3255 (Learning Centre 2 North East and 2 South East): Nicole Cardoso Melo 416-397-3256 and/or OSSTF TTBU representatives (416-393-8900).



SAMPLE FORM

SECONDARY STAFFING AND SURPLUS PROCEDURES

REQUEST FOR SEVERANCE PAY

SURPLUS TEACHER'S NAME: _____

EMPLOYEE NUMBER: _____

SCHOOL TO WHICH THE SURPLUS TEACHER WAS ASSIGNED IN THE **2024-2025** SCHOOL YEAR: _____

DATE OF APPLICATION FOR SEVERANCE PAY: _____

Note:

- Please refer to section L48.0 of the Collective Agreement for provisions regarding severance pay.
- Surplus Teachers who have questions are encouraged to contact EITHER
 - Nadia D'Ambrosio, Staffing Officer for LC1 North West & LC1 South West, nadia.dambrosio@tdsb.on.ca
 - Nicole Cardoso Melo, Staffing Officer for LC2 North East & LC2 South East, nicole.cardosomelo@tdsb.on.ca
- OR**
- OSSTF TTBU (416-393-8900)

SURPLUS TEACHER'S SIGNATURE: _____

THIS FORM MUST BE RECEIVED BY 4:30 p.m. AUGUST 31, 2027:

LC1 North West & LC1 South West, nadia.dambrosio@tdsb.on.ca
LC2 North East & LC2 South East, nicole.cardosomelo@tdsb.on.ca

FOR OFFICE USE ONLY:

Verification by Senior Manager, Labour Relations or designate _____

Date: _____

Approval by Business Services: _____

Date: _____

Copy to Teacher's File:

Date: _____

SECONDMENTS

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PROCEDURES FOR REQUESTING A SECONDMENT TO AN OUTSIDE ORGANIZATION

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

8. The salary and benefits paid to the seconded employee will be the salary and benefits of the employee for the position the employee holds in the TDSB.

9. Request To Cancel/Rescind An Approved Secondment:

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

10. OSSTF Representation

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

SENIORITY VERIFICATION

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SENIORITY VERIFICATION

- Information required for seniority lists will be collected on or before **February 1, 2025**.
- All Teachers will complete the Placement Preference Information Section as part of the verification process, to assist in the placement of Teachers should they be surplus at any time in the staffing process.
- The data included for each Teacher on the lists shall be made available to the Teacher in the Teacher's school by **January 8, 2025**, and the Teacher shall verify the data by **January 29, 2025**.
- New hires in February will complete seniority form information as part of the documentation process.
- Principals will clearly communicate the following with Teachers:
 - a) Teachers are responsible for ensuring data on the seniority verification form is accurate.
 - b) all subjects on the verification form, whether certificated or experienced but not certificated, may be reflected on a Teacher's timetable during the staffing process.

January 8, 2025

To: OSSTF TTBU Members
Secondary Schools

From: Abe Nasirzadeh
Senior Manager, Labour Relations

Michelle Teixeira
President, OSSTF Toronto

Re: **Verification of Seniority Data**

With this memo, each Teacher will receive:

- two copies of a verification form displaying qualifications and experience;
- a form on which a Teacher may wish to list subjects which have been taught within the Toronto District School Board for which the Teacher does not hold the credentials (evidence of subjects successfully taught) in order to have them added for consideration in the staffing/surplus process.

The annual seniority process utilizes information generated by SAP (the employee information system). In order to ensure that information on the computer file is accurate, it is important that every Teacher checks and verifies the attached verification form. This verification process is in accordance with section L44.7 of the current Collective Agreement and **no further confirmations will be issued**. Placement on the Seniority List will be determined by the information provided on the verification forms.

| |
|--|
| All Teachers, including those on leaves of absence, must sign and return the verification forms to the Principal of the school shown in the upper left corner no later than Wednesday, January 29, 2025 . |
|--|

FTE STATUS (upper right corner)

“FTE Status” indicates the highest appointment status a Teacher has held while in continuous employment with the Board. For example, if you were hired as a full-time Teacher, this field will display “1.0”, even if you are on a half time leave of absence. If you are a part time Teacher this field will show “0.5”.

TEACHING EXPERIENCE AS OF JUNE 30, 2025 (Section 2)

Clauses L44.1, L44.5 and L44.6 of the Collective Agreement stipulate the manner in which seniority is calculated. *

CERTIFICATION (Section 3)

a) Certificated

The data that appears under “Certificated” has been downloaded from the Ontario College of Teachers.

- i. If you have obtained additional qualifications not shown on the verification form, please add them to the form and we will verify them with the College of Teachers.
- ii. If you obtain an additional qualification after submitting your verification form you are responsible for providing evidence of successful completion of the qualification to the Secondary Teaching Office (theresa.raine@tdb.on.ca) for consideration in the staffing process on a go-forward basis.

iii. Request to Set Aside Qualification(s)

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

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

If you wish to request that a certain qualification be set aside for consideration for staffing purposes, please complete the “Application to the Secondary Teachers Qualifications Review Committee” form (available from your Principal or Branch President) and submit to:

Secondary Qualification Review Committee
c/o theresa.raine@tdsb.on.ca

Deadline: Wednesday, January 15, 2025

b) Experienced but Not Certificated (EBNC)

The data shown under “Experienced but not Certificated” is sometimes known as “historical” or as “successfully taught”. **If you do not wish to be considered for the courses corresponding to the EBNC code on your seniority verification form, for staffing and surplus procedures you must delete the code from this area by circling and marking “delete”.** This code will not be added in subsequent years until a corresponding course is taught again. **When a code appears under EBNC a Teacher may reasonably expect that they can be timetabled into the courses which correspond to that EBNC code. For staffing purposes, a Teacher is considered to have consented to teach any course listed in this section of the seniority verification form. Teaching experience in a Long Term Occasional Assignment is not eligible for granting of an EBNC code.**

If you wish to add an EBNC code corresponding to a course recently taught within the TDSB [either Semester 2 of the **2023-2024** school year, Semester 1 of the **2024-2025** school year or scheduled for all of the **2024-2025** school year], please complete the form attached, obtain the signature of the TDSB Principal for whom you taught the course and return the form with your verification form. Please note that:

- i. Even though you may be on a Temporary Letter of Approval for one of the restricted subjects, you may NOT add that subject to the Experienced section.
- ii. Should concerns arise which are directly related to the teaching of a course not on the Teacher's seniority verification form, the Principal will discuss these concerns with the Teacher in a timely manner. This may preclude the Principal from signing the "Experienced but Not Certificated" form.
- iii. Please note that Experienced but Not Certificated qualifications may be used to place surplus Teachers in senior course assignments at Central Placement Meetings.

SURPLUS PLACEMENT PREFERENCE (Section 4)

It is essential that all Teachers complete this section. The information will be utilized for Teachers declared surplus to school in the staffing procedures. Any subjects listed must reflect teaching certification. Please **circle one** Learning Centre of the TDSB in which you would prefer to be placed (only one choice is acceptable). A list of the schools within each Learning Centre is attached.

NEW:

If you hold Special Education qualifications, please indicate your willingness to teach Developmental Disabilities (DD) by circling yes or no. This information will be used **as a guideline** for placement purposes in the event that a Teacher is declared surplus.

Please make a copy of the verification form for your own records. **Please direct any questions to your school Principal.** Thank you for your co-operation.

***The determination of seniority for the Teachers shall be based on the following criteria in order:**

- Aggregate secondary and elementary Teaching Experience with the Board and all Predecessor Boards, including secondary and elementary Long Term Occasional Teaching Experience, but excluding other occasional teaching experience and where this is equal (Eligible Aggregate experience),
- Most Recent Continuous Secondary Teaching Experience with the Board and all Predecessor Boards, including secondary Long Term Occasional Teaching Experience, but excluding other occasional teaching experience and where this is equal,
- Aggregate Secondary Teaching Experience with the Board and all Predecessor Boards, including secondary Long Term Occasional Teaching Experience, but excluding other occasional teaching experience and where this is equal,
- Subject to L44.3, Other Teaching Experience accepted for salary purposes, and where this is equal (this does not include experience in fields other than teaching that has been used as Related Experience for salary purposes),
- As determined by lot, conducted by the Board.

Teachers hired to commence teaching after September 1st, 2016, or after the ratification of this contract if it is a later date, will have their seniority calculated on the following basis (clause L44.6):

- Aggregate Secondary Teaching Experience with the Board and all Predecessor Boards, including secondary Long Term Occasional Teaching Experience and Adult Day School Teaching Experience but excluding other occasional teaching experience and where this is equal (Eligible Aggregate experience),
- Most Recent Continuous Secondary Teaching Experience with the Board and all Predecessor Boards, including secondary Long Term Occasional Teaching Experience and Adult Day School Teaching Experience, but excluding other occasional teaching experience and where this is equal,
- Subject to L44.3, Other Teaching Experience accepted for salary purposes, and where this is equal, (this does not include experience in fields other than teaching that has been used as Related Experience for salary purposes),
- As determined by lot, conducted by the Board.

Please note that TDSB experience is based on the effective start date and not the date of the acceptance of employment.



EVIDENCE OF “EXPERIENCED BUT NOT CERTIFICATED” (EBNC) TEACHING

Teacher Name: _____
(please print)

School: _____
(please print)

Employee Number: _____
(available on verification form)

Teacher’s Signature: _____

For additional EBNC code(s) taught within the **Toronto District School Board** as a **Secondary Permanent Contract Teacher only** in:

Semester 2, **2023-2024** (Quad 3 or Quad 4, **2023-2024**)

Semester 1, **2024-2025** (Quad 1 or Quad 2, **2024-2025**) OR

All year, **2024-2025**

which do not appear on the VERIFICATION form, consult your timetable and include both the subject code and course name:

NOTE:

- i. Please note that Regulation 298 precludes credit under this process in French, Special Education, Deaf, Hard of Hearing or in some cases a Technological Education subject. Even though you may be on a Temporary Letter of Approval for one of these subjects, you may NOT add that subject to the Experienced section.
- ii. For staffing purposes, a Teacher is considered to have consented to teach any course corresponding to the EBNC code(s) being added.

Principal’s Name: _____ School: _____

Principal’s Signature: _____

A signature must be obtained from the Principal or, if the Principal is unavailable, a Vice Principal to indicate that the subject was successfully taught at that TDSB school location. If more than one location is involved, please use a separate form for each location.

Toronto District School Board
Verification of Seniority Data – OSSTF TTBU

Section 1:

| | |
|------------------|-------------|
| Teacher Name: | OCT Number: |
| School: | Degree: |
| Employee Number: | FTE Status: |

Section 2:

According to our records the following is your teaching experience as of June 30, 2025 (recognized for Seniority purposes):

| Eligible Aggregate | Most Recent Continuous | AggregateSec | Other |
|--------------------|------------------------|--------------|-------|
|--------------------|------------------------|--------------|-------|

Section 3:

To make changes in sections 3 and 4 below, please refer to the accompanying memo and Course Code list. Changes to Certification must be registered with the College of Teachers as soon as possible.

Certificated:

Experienced But Not Certificated (EBNC):

Section 4:

Surplus Placement Preference Information

In the event you are declared surplus during the Secondary Staffing Procedures, we will use this information below as a GUIDELINE for staffing purposes but cannot guarantee placement preference.

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

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

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

Holds certification in Special Education and willing to teach Developmental Disabilities (DD): Yes No (Circle one)

Circle One Learning Centre of the TDSB in which you would prefer to be placed:

Learning Centre 1 - NW Learning Centre 1 - SW Learning Centre 2 - NE Learning Centre 2 - SE

Please ensure Corrections or Deletions (EBNC) are clearly marked. Teachers who are currently on leave should submit forms to their Home School Principal.

Please return to your Principal by Wednesday, January 29, 2025

Date: _____ Signature: _____

SCHOOL STAFFING COMMITTEES

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SCHOOL STAFFING COMMITTEES

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

1. Principles of Operation:

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

2. Role of the School Staffing Committees:

The Collective Agreement for the 2022-2026 school years states:

- L20.1 A School Staffing Committee shall be established in every school. The term of office of the Teacher representatives on the School Staffing Committee shall be **November 1 to October 31**. If any of the Teacher representatives resign from the committee or are transferred to another school, the Teachers of the school shall elect a replacement from their number.
- L20.2 The Teachers of each school shall elect two of their number to the School Staffing Committee. The Bargaining Unit may select two additional members. Unless otherwise notified by the Bargaining Unit, the additional members shall be the Branch President and School Workload Representative. The Branch President will inform the Principal in writing of the members by **November 15**.
- L20.3 The principal and time-tabling vice-principal(s) of the school shall also be members of the School Staffing Committee.

- L20.4 The School Staffing Committee shall be co-chaired by the school principal and the Branch President or their designates.
- L20.5 The Committee will meet on a regular basis or at the request of either chairperson at a mutually convenient time.
- L20.6 The School Staffing Committee will concern itself only with:
- a) developing and proposing a staffing model (which will meet the requirements of Workload Accord, the Education Act, or Regulations made thereunder, as amended from time to time) based on projected enrolment and staff allocation;
 - b) reviewing the current staffing and workload and proposing any modifications as may be required;
 - c) considering and responding to such staffing and workload proposals and/or suggestions, including Student Success Program initiatives as are submitted to the committee;
 - d) review and monitor the staffing implications of student success initiatives within the school;
 - e) receive and review reports of student success results and best practices;
 - f) forward to the Secondary Consultation Committee such reports, results, and best practices as may be applicable from L20.6(e);
 - g) reviewing equitable distribution of coverage and supervision.
 - h) reviewing utilization of Emergency Replacement Personnel.
- L20.7 Members of the School Staffing Committee shall be provided with information on enrolments, staffing (projected and actual), seniority and qualifications, program needs and school divisors, pupil-teacher contact reports, class sizes and class targets, changes to staffing model, and mutual consent forms for uncertified subjects and unbalanced workloads.
- Such information will be provided in accordance with the timelines set out in the Secondary Staffing Binder. Where no timelines exist, the information should be provided by the principal or designate within five days of receipt.
- L20.8 The final staffing model will be subject to the approval of the Executive Superintendent of Employee Services or designate. Such approval is to be based on criteria established by the joint sub-

committee of the Secondary Consultation Committee established under L21.12.

L21.18 The procedures in L21.14 will be published as the “Secondary Staffing Binder” and made available by the Board to the Bargaining Unit office and School Staffing Committee co-chairs.

L26.15 In order to ensure transparency, the schedule and usage of assignments shall be monitored by the School Staffing Committee.

3. Annual Tasks and Timeline Guidelines:

- November – February:
 - Review of the school’s staffing model based on the Workload Accord;
 - Review of the revised Semester 2 timetables prior to commencement of Semester 2;
 - Co-chairs receive a copy of the “Secondary Staffing Binder”;
 - Receive and consider such program proposals and/or suggestions as are submitted to the Committee, including recommendations relevant to programs made by the school’s Curriculum Leaders/Assistant Curriculum Leaders;
 - Receive Mutual Consent forms, in a full-year school, for Teachers exceeding 180 Pupil Teacher Contacts.
 - Set tentative schedule of meetings for March to October.

- March:
 - Receipt of staffing information within five school days of Principal’s receipt (Principals are encouraged to provide this information as soon as possible):
 - school’s projected staffing, projected enrolment data and projected program needs;
 - alpha seniority list for their Teachers and a list in seniority order;
 - list of Teachers in the school requesting full year leaves without pay, half time teaching assignments and full time teaching assignments, Teachers returning from leave, Teachers returning from or going on the leave year under the Self Funded Leave Plan, resignations and retirements;
 - seniority verification documentation;
 - list of Teacher certifications, including Qualifications Review amendments, Division in General Education subjects and Basic/Advanced in Technological Education subjects.
 - please refer to the TDSB Secondary Certification/Subject Codes 2025/2026 in constructing the school staffing model.

- One copy of the above information will be provided to the Teacher Co-chair of the Committee for the confidential use of the School Staffing Committee only;
 - Consider and respond to such program proposals and/or suggestions as are submitted to the Committee, including recommendations relevant to programs made by the school's Curriculum Leaders/Assistant Curriculum Leaders;
 - Based on the above shared information, the Staffing Committee will begin the process to develop and propose a staffing model for the following school year. There should be an opportunity to consider various proposals for the staffing model.
 - Receive Mutual Consent forms, in a semestered school, for Teachers exceeding 180 Pupil Teacher Contacts.
- April:
 - Develop and propose a staffing model for the following school year, by the date determined for the declaration of school surplus. The Principal will submit the staffing matrix, to the Board and will copy the Branch President;
 - Monitor initial list of school vacancies in preparation for the pre-placement posting process;
 - Receive information on retirements, resignations, approved leaves, etc.;
 - Monitor Mutual Consent of the Teacher and the Principal where required;
 - Note: Mutual Consent does not apply for an assignment to a subject/program/course listed on a Teacher's seniority verification form as experienced but not certificated;
 - Review the list of Teachers surplus to the school for accuracy;
 - The Principal and Branch President or designate will inform Teachers, including those on a leave of absence, identified as surplus to school as per the surplus declaration dates identified in the Staffing Dates section;
 - See notification process in Surplus Declaration section;
 - Review list of potential pull backs.
 - As staffing changes occur during the Cone of Silence, the Principals will review them with the Teacher Co-chair.
- May:
 - Review of list of school pull backs resulting from the pre-placement posting process;
 - Receive information on retirements, resignations, approved leaves, etc.

Note: changes to Teachers' timetables during the Cone of Silence [(period between the deadline date for pull backs) that result from the

pre-placement posting and the announcement of staff changes (transfers, bumps, surplus, etc.)] (**May 9, 2025 to June 2, 2025**) are confidential to the Principal and Teacher Co-chair while the Board staffing processes described in this binder continue.


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

- September/October:
 - If timetable changes are required (due to reallocation, additional allocation or re-timetabling in order to meet class size caps) the Committee will meet to identify the Teachers to be involved.
 - Receipt of staffing information:
 - Teacher timetables, including assigned workload, upon request
 - Mutual consent forms for uncertified subjects, E-learning, Extended French or French Immersion, Excess of Maximum of PTC, Excess of Maximum of Half Credits, and Unbalanced Workload.
 - updates on projected and actual enrolments
 - staffing changes
 - meet to discuss changes in Teacher allocation

- September to June:
 - Monitoring of the schedule of availability and usage of assignments of coverage and supervision begins. Within three school days after the end of each month, the Principal must report on the usage of coverage and supervision to the Senior Manager, Labour Relations or designate. A copy of that report will be provided to the members of the Committee at the same time.

- The Secondary Teaching Office will provide monthly summaries of the usage of coverage and supervision for all schools to the Secondary Consultation Committee.
- The Secondary Teaching Office will provide to the Secondary Consultation Committee by October 1, a list of all Teachers who have exceeded their coverage and supervision limits in the previous year, indicating their current worksite.
- Upon request of the Branch President, the Principal, as the need presents, will provide the Staffing Committee with the teaching qualifications of the teachers that are new to the school.
- A report on the Pupil Teacher Contacts (PTC) for each school will be provided to the Secondary Consultation Committee within ten school days after **October 31**, with an interim report for semestered schools provided on that same date. A final report for semestered schools will be provided to the Secondary Consultation Committee within ten school days after **February 28**.
- The School Staffing Committee shall review and monitor class size. To facilitate that role:
 - The School Staffing Committee in all schools will be provided with a final class size report within 5 school days after **October 31**.
 - The School Staffing Committee in semestered schools will be provided with a class size report within 5 school days after **February 28**.
 - The Secondary Teaching Office will provide an electronic copy of the class size report for each school to the OSSTF TTBU within 5 days of the applicable compliance dates identified in the Workload Accord.

STAFFING DATES FOR THE SCHOOL YEAR 2025-2026

| | | |
|--------------|---|---|
| Dec 13, 2024 | Distribution of Qualifications Review section & application form | |
| January 8 | Seniority Verification Forms to be distributed to Teachers | |
| January 8 | POR Round 1 Posting | |
| January 15 | Deadline for Qualifications Review Form (Noon) | |
| January 29 | Teachers Return Seniority Verification Forms to Principal | |
| January 31 | Information for Seniority Lists to be returned to Secondary Teaching Office | |
| February 10 | POR Round 2 Posting | |
| February 27 | Seniority Lists to be available in schools | |
| *March 3 | Deadline: Applications for Leave of Absence and Half Time Teaching Without Pay Requests (Noon) | |
| | Deadline: Transfer Applications (Noon) | |
| March 5 | Blue Binder Information Session for New Administrators | |
| March 17 | Staffing Binder Highlights & Staff Allocation Roll Out | |
| March 17 | POR Round 3 Posting | |
| March 31 | Applications for Secondment should be submitted by the end of March 2025 and no later than June 30, 2025 | |
| April 3 | Principals to inform Teachers they are Tentatively Surplus to the School Staffing Summary, Vacancies, Teacher Matrices to Secondary Teaching Office | |
| April 23 | Principals inform Teachers in writing that they are Surplus to School | |
| April 22 | Meeting With Teachers Regarding School/Program Closing (3:45 P.M.) | |
| April 24 | School/Program Closing Report Vacancy Choices (Noon) | |
| April 25 | School/Program Closing – Placement Meeting (9:00 A.M.) | |
| April 24 | First Teaching Posting | |
| April 28 | POR Round 4 Posting | |
| April 30 | First Teaching Posting Closes (Noon) | |
| *May 1 | Deadline: Full Time Teaching Requests (Noon) | |
| | Deadline: Self Funded (X/Y) Leave Plan | |
| May 7 | Principals inform Secondary Teaching Office of successful First Posting candidates | |
| May 8 | Identification of Pull Backs (Noon) | |
| May 9 | Deadline: Withdrawal of Transfer Requests (Noon) | |
| | Confirmation of Pull Backs | |
| | Cone of Silence begins | |
| May 12 | Board-Wide All-Day Transfer Committee Meeting |  |
| May 14 | Transfer/Learning Centre Placement (Learning Centres) | |
| *May 15 | Deadline: Notice of Retirement (As per Collective Agreement for 2025) | |
| May 16 | Transfer/Learning Centre Placement (Learning Centres)(tentative) | |
| May 21 | Board-Wide Placement Meeting | |
| May 22 | Board-Wide Placement Meeting | |
| May 23 | Board-Wide Placement Meeting | |
| May 26 | Board-Wide Placement Meeting | |
| June 2 | Teachers advised of Tentatively Surplus to Board status/Teachers advised of new placements | |
| | Cone of Silence ends | |
| June 3 | Second Teaching Posting | |
| June 6 | POR Round 5 Posting | |
| June 9 | Second Teaching Posting Closes (Noon) | |

*NB: When March 1st, May 1st or May 15th falls on a weekend, the deadline will be the next school day.

STAFFING DATES FOR THE SCHOOL YEAR 2025-2026

| | |
|-------------|--|
| June 16 | Principals inform Secondary Teaching Office of successful candidates |
| June 18 | Board-Wide Placement Meeting |
| June 20 | Deadline for distribution of Tentative Timetables to Teachers (As early as possible; no later than the end of the regular school day) Beginning of MAPS Process |
| June 27 | Notification to Teachers Surplus to Board/Teachers advised of new placement(s) Deadline for applications for Secondment |
| July 3 | Board-Wide Placement Meeting |
| July 4 | Surplus Teachers' Information Meeting (Tentative) |
| July 8 | Board-Wide Placement Meeting |
| July 9 | Deadline: Teacher Contact Information Forms returned to Secondary Teaching Office |
| August 18 | Board-Wide Placement Meeting (Tentative) |
| August 21 | Board-Wide Placement Meeting (Tentative) |
| August 25 | Board-Wide Placement Meeting (Tentative) |
| August 28 | Deadline: MAPS Application (Noon) |
| August 29 | Pullback and Confirmation of MAPS (Noon) |
| September 3 | Recall Teachers Meeting (Tentative) |
| October 15 | Deadline: Leave Applications for Semester 2 |

STAFFING RULES

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STAFFING RULES

1. Guiding Principles:

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

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

(a) Seniority Verification

- Teachers are provided the opportunity to add and delete “Experienced But Not Certificated (EBNC)” codes through this year’s seniority verification process:
 - Teachers may delete a code from this area, with the understanding that the code will not be added in subsequent years until a corresponding course is successfully taught again;
 - if Teachers wish to add an EBNC code corresponding to a course recently taught in the TDSB (either Semester 2 of the previous school year, Semester 1 of the current school year or scheduled for all of the current school year), they must 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 (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:

| 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.

| | | Extended French | French Immersion |
|---------------------------------|-------|--------------------------|--------------------------|
| # of Sections/Course Code/Grade | _____ | <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.

| | | Extended French | French Immersion |
|---------------------------------|-------|--------------------------|--------------------------|
| # of Sections/Course Code/Grade | _____ | <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.

TDSB Secondary Certification/Subject Codes 2025

| | <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> ♦ |
|---------------|-------------------|----------------------------------|---|------------------------------|------------------------------|--|
| A Arts | | | | | | |
| | ADA | Dramatic Arts | 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 | |
| | ATC | Dance | | | | |
| | | | 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 | |
| | Other | Arts - general | 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 2025

| | | | | | |
|--------------------|---|--|-------|------------------------|-----|
| B Business | | | | | |
| BAC | Business Studies - Accounting | | | | |
| | | Accounting Essentials | BAI | BAC | |
| | | Financial Accounting Fundamentals | BAF | BAC | |
| | | Financial Accounting Principles | BAT | BAC | |
| | | Accounting for a Small Business | BAN | BAC | |
| BSR | Business Studies - Data Processing/Information Management/Information & Communication Technology | | | | |
| | | Information and Communication Technology: the Digital Environment | BT A | BSR, DCS, DSC or CST | BSR |
| | | Information and Communication Technology in the Workplace/Multimedia | BT X | BSR, DCS, DSC or CST | BSR |
| Other | Integrated Business | | | | |
| BMK/ | Business Studies - Marketing and | | | | |
| BDE/ | Business Studies - Entrepreneurial Studies/Entrepreneurship and | | | | |
| BST | Business Studies - General (Basic Qual) | | | | |
| | | Building the Entrepreneurial Mindset | BEM1O | BAC,BMK,BDE,BSR or BST | BBA |
| | | Launching and Leading a Business | BEP2O | 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 |
| D Computers | | | | | |
| DCS | Computer Studies | | | | |
| | | Digital Technology and Innovations in the Changing World | ICD2O | DCS, DSC or CST | DCS |
| DSC | Computer Science | | | | |
| CST | Computer Studies (Basic Qual) | | | | |
| | | 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 |
| E English | | | | | |
| ENG | English | English | ENG | ENG | |
| | | Presentation & Speaking Skills | EPS | ENG | |
| | | Canadian Literature | ETC | ENG | |
| | | Literacy Skills: Reading & Writing | ELS | ENG | |
| | | Writer's Craft | EWC | ENG | |

TDSB Secondary Certification/Subject Codes 2025

| | | | | | | |
|---|-------------|---|--|-------|-----------------|--------------------|
| | | | Communications in the World of Bus. & Tech. | EBT | ENG | |
| | | | Studies in Literature | ETS | ENG | |
| | | | Ontario Secondary School Literacy | OLC | ENG | |
| | | | English: Understanding Contemporary First Nations, Métis, and Inuit Voices | NBE | NAC or ENG | |
| | | | English | ENL1W | ENG | |
| | EMD | Media | | | | |
| | | | Media Studies | EMS | EMD | |
| L English as a Second Language | | | | | | |
| | ESL | English as a Second Language/ | | | | |
| | | Teaching English Language Learners | | | | |
| | | | English as a Second Language | ESL | ESL | |
| | | | English Literacy Development | ELD | ESL | |
| F French/French as a Second Language | | | | | | |
| | FSF/ | French | | | | |
| | FSL | French as a Second Language | | | | |
| | | | French | FSF | FSF or FSL | restricted subject |
| | | | Extended French | FEF | FSF or FSL | restricted subject |
| | | | French Immersion | FIF | FSF or FSL | restricted subject |
| J International Languages | | | | | | |
| | LBG | Greek | Greek | LBG | LBG | |
| | LKC | Cantonese | Cantonese | LKC | LKC | |
| | LKJ | Japanese | Japanese | LKJ | LKJ | |
| | LKM | Mandarin | Mandarin | LKM | LKM | |
| | LPV | Vietnamese | Vietnamese | LPV | LPV | |
| | LWG | German | German | LWG | LWG | |
| | LWI | Italian | Italian | LWI | LWI | |
| | LWP | Portuguese | Portuguese | LWP | LWP | |
| | LWS | Spanish | Spanish | LWS | LWS | |
| | LRR | Russian | Russian | LRR | LRR | |
| | LYH | Hebrew | Hebrew | LYH | LYH | |
| | LNO | Native Languages: Ojibwe | Native Languages: Ojibwe | LNO | LNO | |
| | VLL | Classical Studies - Latin | Latin | LVL | VLL | |
| | VGG | Classical Studies - Greek | Ancient Greek | LVG | VGG | |
| | | | Classical Civilization | LVV | VLL, VGG or HIS | VCC |
| G Geography | | | | | | |
| | GOG | Geography | | | | |
| | | | 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 | |

TDSB Secondary Certification/Subject Codes 2025

| | | | | | |
|----------|----------------|---|-------|-----------------|------------|
| | | World Issues: A Geographic Analysis | CGW | GOG | |
| | | World Geography: Urban Patterns and Population | CGU | GOG | |
| | | Living in a Sustainable World | CGR4E | GOG | |
| | | The Environment and Resource Management | CGR4M | GOG | |
| | | Spatial Technologies in Action | CGO | GOG | |
| H | History | | | | |
| | HIS | History | | | |
| | | 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 Inte | 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 |
| | NAC | First Nations, Métis and Inuit Studies | | | |
| | | 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 | |
| | HSC/ | Individual and Society/Social Sciences and | | | |
| | HZC/ | Philosophy and | | | |
| | NCS | Contemporary Studies | | | |
| | | 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 |

TDSB Secondary Certification/Subject Codes 2025

| | | | | | | |
|---|------------|---|---|-------|------------|-----|
| | | | World Religions and Belief Traditions in Daily Life | HRF | HSC or NCS | HSC |
| | | | World Religions and Belief Traditions: Perspectives, Issues & Challenges | HRT | HSC or NCS | HSC |
| | | | Equity, Diversity, and Social Justice | HSE3M | HSC or NCS | HSC |
| | | | Equity and Social Justice: From Theory to Practice | HSE4M | HSC or NCS | HSC |
| | | | Gender Studies | HSG | HSC or NCS | HSC |
| | | | World Cultures | HSC | HSC or NCS | HSC |
| | HLW | Law | | | | |
| | | | Understanding Canadian Law | CLU3M | HLW | |
| | | | Understanding Canadian Law in Everyday Life | CLU3E | HLW | |
| | | | Canadian & International Law | CLN4U | HLW | |
| | | | Legal Studies | CLN4C | HLW | |
| | HPO | Politics | | | | |
| | | | 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 |
| | HXE | Economics | | | | |
| | | | The Individual & the Economy | CIE | HXE | |
| | | | Making Personal Economic Choices | CIC | HXE | |
| | | | Analysing Current Economic Issues | CIA | HXE | |
| M Mathematics | | | | | | |
| | MAT | Mathematics | | | | |
| | | | 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 | |
| N Guidance & Career Education/Co-operative Education | | | | | | |
| | NGD | Guidance/Guidance and Career Education | | | | |
| | | | 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 |

TDSB Secondary Certification/Subject Codes 2025

| | | | | | |
|--|--|---------------------------|-----|-----|-----|
| | | Discovering the Workplace | GLD | NGD | NGD |
| | | Navigating the Workplace | GLN | NGD | NGD |

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.)**

| PHE | | Physical Education and Health/Health and Physical Education | | | | |
|-------------------------|------------|--|--|-----|----------------------|-----|
| | | 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 | | |
| S Science | | | | | | |
| | SNC | Science - General | General Science | SNC | SNC, SBI, SCH or SPH | SNC |
| | | | Earth & Space Science | SES | SNC, SBI, SCH or SPH | SNC |
| | SBI | Science - Biology | Biology | SBI | SBI | |
| | SCH | Science - Chemistry | Chemistry | SCH | SCH | |
| | SPH | Science - Physics | Physics | SPH | SPH | |
| | SEN | Environmental Science/ Environmental Education | Environmental Science | SVN | SEN or SNC | SEN |
| | SGE | Science - Geology | | * | | SGE |
| T Family Studies | | | | | | |
| | NFS | Family Studies | Challenge & Change in Society | HSB | HSC, NCS or NFS | HSC |
| | | | Introduction to Anthropology, Psychology & Sociology | HSP | HSC, NCS or NFS | HSC |
| | | | Exploring Family Studies | HIF | NFS | |
| | | | Food & Nutrition | HFN | NFS or TFJ | |
| | | | Understanding Fashion | HNC | NFS | |
| | | | The World of Fashion | HNB | NFS | |
| | | | Clothing | HNL | NFS | |
| | | | Nutrition and Health | HFA | NFS or TFJ | |
| | | | Food and Culture | HFC | NFS or TFJ | |
| | | | Food and Healthy Living | HFL | NFS or TFJ | |
| | | | Working with Infants and Young Children | HPW | NFS | |
| | | | Housing and Home Design | HLS | NFS | |

TDSB Secondary Certification/Subject Codes 2025

| | | | | | | |
|----------------------|--------------|-----------------------------|--|-----|-----------------|-----|
| | | | Personal Life Management | HIP | NFS | |
| | | | Human Development Throughout the Lifespan | HHG | HSC, NCS or NFS | NFS |
| | | | Families in Canada | HHS | HSC, NCS or NFS | NFS |
| | | | Dynamics of Human Relationships | HHD | HSC, NCS or NFS | NFS |
| | | | Raising Healthy Children | HPC | NFS | |
| | | | Working with School-Age Children and Adolescents | HPD | NFS | |
| U Music | | | | | | |
| | AMI | Music - Instrumental | Band | AMI | AMI | |
| | | | Brass | AMB | AMI | |
| | | | Stage Band | AMH | AMI | |
| | | | Orchestra | AMO | AMI | |
| | | | Percussion | AMP | AMI | |
| | | | Steel Drum | AMQ | AMI | |
| | | | Woodwinds | AMW | AMI | |
| | AMV | Music - Vocal | Vocal/Choral | AMV | AMV | |
| | | | Vocal Music – Jazz | AMJ | AMV | |
| | Other | Music – general | 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 |
| V Visual Arts | | | | | | |
| | AVI | Visual Arts | 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 | |

TDSB Secondary Certification/Subject Codes 2025

| | | | | | | |
|----------------------------------|--------------|---|--|---|--|--------------------|
| | | | Sculpture | AWP | AVI | |
| | | | Stage Design | AWJ | AVI | |
| | | | Ceramics | AWC | AVI | |
| | | | Crafts | AWA | AVI | |
| | | | Visual Design | AWD | AVI | |
| | | | Cultural/Historical Studies | AWU | AVI | |
| | Other | Video – Extended Media, Film, Computer | | | | |
| | | | Media Arts | ASM | AVI or EMD | AVM |
| | | | Film/Video | AWR | AVI or EMD | AVM |
| X Special Education | | | | | | |
| | RSE | Special Education | Resource | | RSE, RHA, RSL, RBE, SEG, SEL, RAU, SEP, RSP, RDD, or RMD | restricted subject |
| | | | Learning Strategies (for IEP students) | GLE | | restricted subject |
| | RHA | Multiple Exceptionalities | Multiple Exceptionalities | | RHA or RSE | restricted subject |
| | RSL | Learning Disability | Learning Disability | | RSL or RSE | restricted subject |
| | RBE | Behavioural | Behavioural | | RBE or RSE | restricted subject |
| | SEG | Gifted | Gifted | | SEG or RSE | restricted subject |
| | SEL | Language | Language | | SEL or RSE | restricted subject |
| | RAU | Autism | Autism | | RAU or RSE | restricted subject |
| | SEP | Physical | Physical | | SEP or RSE | restricted subject |
| | RSP | Speech & Language | Speech & Language | | RSP or RSE | restricted subject |
| | RDD | Developmental Disabilities | Developmental Disabilities | | RDD or RSE | restricted subject |
| | RMD | Mild Intellectual Disability | Mild Intellectual Disability | | RMD or RSE | restricted subject |
| Z Other | | | | | | |
| | COP | Co-operative Education | Co-operative Education | COP/NGC | COP | |
| | | | Creating Opportunities through Co-op | DCO | COP | |
| | QTL | Librarianship/ | Library | QTL | QTL | |
| | | Teacher Librarian | | | | |
| | SED | Deaf and Hard of Hearing | Deaf and Hard of Hearing | SED | SED | restricted subject |
| | Other | | Core | ICR | ** | n/a |
| | | | Interdisciplinary Studies | IDC, IDP | ** | n/a |
| | | | Student Success Initiatives | SSI | ** | n/a |
| | | | Credit Recovery | RCR | ** | n/a |
| 0 Technical – Health Care | | | | | | |
| | TPJ | Health Care | | NOTE: Tech subjects are partially restricted | | |
| | | | 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 | |

TDSB Secondary Certification/Subject Codes 2025

| | | | | |
|---|------------|--------------------------------------|---|------------|
| | | Therapy Services | TPT3/4 | TPJ |
| | | Child Development | TOC4C | TPJ |
| | | Gerontology | TOG4C | TPJ |
| | | Dental Services | TPD3/4 | TPJ |
| | | Child Development and Gerontology | TOJ4C1 | TPJ |
| 4 Technical – Hairstyling and Aesthetics | | | | |
| | TXJ | Hairstyling and Aesthetics | NOTE: Tech subjects are partially restricted | |
| | | 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 |
| 1 Technical – Transportation Technology | | | | |
| | TTJ | Transportation Technology | NOTE: Tech subjects are partially restricted | |
| | | 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 |
| 2 Technical – Construction | | | | |
| | TCJ | Construction Technology | NOTE: Tech subjects are partially restricted | |
| | | 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 |
| 3 Technical – Design & Technology | | | | |
| | TDJ | Technological Design | NOTE: Tech subjects are partially restricted | |
| | | Exploring Technological Design | TDJ101 | TDJ |

TDSB Secondary Certification/Subject Codes 2025

| | | | | | |
|--|------------|--|---|-----|--|
| | | Technological Design | TDJ201 | TDJ | |
| | | Technological Design | TDJ3-4 | TDJ | |
| | | 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 | |
| 5 Technical – Hospitality and Tourism | | | | | |
| | TFJ | Hospitality Services | NOTE: Tech subjects are partially restricted | | |
| | | 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 | |
| 6 Technical – Manufacturing | | | | | |
| | TMJ | Manufacturing Technology | NOTE: Tech subjects are partially restricted | | |
| | | 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 | |
| 7 Technical – Communications | | | | | |
| | TGJ | Communications Technology | NOTE: Tech subjects are partially restricted | | |
| | | Exploring Communications Technology | TGJ101 | TGJ | |
| | | Communications Technology | TGJ201 | TGJ | |
| | | Communications Technology | TGJ3-4 | TGJ | |
| | | Broadcast and Print Production | TGJ301 | TGJ | |

TDSB Secondary Certification/Subject Codes 2025

| | | | | | | |
|--|------------|----------------------------|--|---|----------|-----|
| | | | Interactive New Media and Animation | TGI3/4 | TGJ | |
| | | | Print and Graphic Communications | TGG3/4 | TGJ | |
| | | | Digital Imagery and Web Design | TGJ401 | TGJ | |
| | | | Photography and Digital Imaging | TGP3/4 | TGJ | |
| | | | TV, Video and Movie Production | TGV3/4 | TGJ | |
| | | | Radio, Audio and Sound Production | TGR3/4 | TGJ | |
| 8 Technical - Computer Technology | | | | | | |
| | TEJ | Computer Technology | | NOTE: Tech subjects are partially restricted | | |
| | | | 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 *** | |
| 9 Technical - Green Industries | | | | | | |
| | THJ | Green Industries | | NOTE: Tech subjects are partially restricted | | |
| | | | 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 **** | |
| 10 Technical - Other | | | | | | |
| | | | Technology and the Skilled Trades | TAS1/2 | ** | n/a |
| Alternative (Non Credit) Courses | | | | | | |
| | | | 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 |

TDSB Secondary Certification/Subject Codes 2025

| | | | | | |
|--|--|-----------------------------------|-----|----|-----|
| | | Social Skills Development | KHD | ** | n/a |
| | | Culinary Skills | KHI | ** | n/a |
| | | Numeracy and Numbers | KMM | ** | n/a |
| | | First Canadians | KNA | ** | n/a |
| | | Personal Health & Fitness | KPF | ** | n/a |
| | | Choices Making for Healthy Living | KPH | ** | n/a |
| | | Self Help and Self Care | KPP | ** | n/a |
| | | Exploring Our Environment | KSN | ** | n/a |
| | | Computer Skills | KTT | ** | n/a |

| | | | | | |
|---|--|--|--|--|--|
| LEGEND | | | | | |
| ■ 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 may be assigned 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. | | | | | |
| Note: 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: https://www.ontario.ca/laws/regulation/900298#BK14 | | | | | |

SURPLUS DECLARATION

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SURPLUS DECLARATION

School Surplus Declaration

- Important dates to remember:

Teachers Tentatively Identified: **April 3, 2025**
Teachers Informed by Letter: **April 23, 2025**

- Principals will verbally inform Teachers that they have been identified as tentatively surplus to school on **April 3, 2025**.
- The Branch President or designate will be present when Teachers are informed of their status.
- For Teachers on a leave of absence of any kind on **April 3, 2025**, the Principal and Branch President or designate will phone the Teacher to inform them of their surplus status.
- Principals will complete the School Staffing Summary Form, the Surplus Declaration Form, the Vacancy Declaration Form and the Listing of Mutual Consent for Uncertified Subject Form. These forms, including “nil” forms, must be sent with the staffing matrix-**by noon on April 3, 2025**, to Theresa Raine, Staffing/Seniority Analyst (**email: theresa.raine@tdsb.on.ca**). Principals will copy the Branch President on this email by **April 3, 2025** and will forward to the Branch President any corrections to the foregoing documents in a timely manner.
- Principals will prepare and give the Teachers identified as surplus to school a letter stating their status on **April 23, 2025**. Principals must use template provided.
- For Teachers on a leave of absence of any kind as of **April 23, 2025**, the Principal and Branch President or designate will phone the Teacher to inform them of their surplus status. On **April 23, 2025**, the Principal will email the surplus letter to the Teacher. A hard copy of the surplus letter will subsequently be mailed to the Teacher’s home address.
- A list of surplus Teachers and vacancies across the TDSB will be produced by the Secondary Teaching Office. The information will be provided to the OSSTF TTBU.

Board Surplus Declaration

- Important dates to remember:

Teachers Informed by Letter: **June 2, 2025**
Teachers Informed by Letter: **June 27, 2025**

- At the last Board meeting in May, the Board will be notified of the Teachers tentatively identified as surplus to the Board for the following school year. The Board-wide Placement Committee will continue its work.
- The Collective Agreement requires that Teachers shall be advised, on or before June 8, that they are tentatively surplus to the Board or remain surplus to their school but have been tentatively assigned to a position in another school, with the location of that placement. This notification will be given by the school Principals in a letter prepared by the Secondary Teaching Office. **In 2025, this notification will be given on June 2, 2025.**
- The Branch President or designate will be present when the surplus Teachers are informed of their status.
- For Teachers on a leave of absence of any kind on or before **June 2**; the Principal and Branch President or designate will phone **and** email the letter to the Teacher informing them of their surplus status. **In 2025, this notification will be given on June 2, 2025.** A hard copy of the letter will subsequently be mailed to the Teachers' home address.
- On **June 2, 2025**, the "cone of silence" on the staffing process is lifted.
- At the last Board meeting in June, the Board will terminate the employment of Teachers still surplus to the Board, effective **August 31**.
- On or before **June 30**, Principals must inform Teachers that they are surplus to the Board, and their contracts terminated as of August 31. They will present the surplus Teachers with a letter from the Secondary Teaching Office stating this. **In 2025, this notification will be given on June 27, 2025.**
- The Branch President or designate will be present when surplus Teachers are informed of their status.
- For Teachers on a leave of absence of any kind on or before **June 30**, the Principal and Branch President or designate will phone **and** email the letter to the Teacher to inform them of their surplus status. **In**

2025, this notification will be given on June 27, 2025. A hard copy of the letter will subsequently be mailed to the Teacher's home address.

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



SECONDARY STAFFING AND SURPLUS PROCEDURES 2025-2026 SCHOOL YEAR

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

Principals are requested to:

- Retain one copy of each page for the school’s records
- Provide one copy of each page to the Branch President (including any nil reports)
- Email to:
 Theresa Raine, Staffing/Seniority Analyst
 Secondary Teaching Office
 Email: theresa.raine@tdsb.on.ca

NO LATER THAN 12:00 NOON ON April 3, 2025

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

School Name

Principal’s Name (please print)

Principal’s Signature

Date

| | |
|---|--|
| Number of F.T.E. School Surplus for 2025-2026 (Part II) | |
| School Allocation F.T.E. 2025-2026 | |
| Number of F.T.E. Teachers Timetabled for 2025-2026 | |
| Number of F.T.E. Vacancies for 2025-2026 (Part III) | |

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



SECONDARY STAFFING AND SURPLUS PROCEDURES 2025-2026 SCHOOL YEAR

Part II – Declaration of School Surplus

Note:

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

_____ School Name

| Seniority No. | Teacher Name (surname first) | FTE Status | FTE Surplus |
|---------------|------------------------------|------------|-------------|
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SECONDARY STAFFING AND SURPLUS PROCEDURES 2025-2026 SCHOOL YEAR

Part III – Declaration of School Vacancies

- This declaration form is intended to be used only for the **April 3, 2025**, report.
- All schools must submit a Vacancy Declaration Form; if no vacancies exist, please mark “nil” and forward the report.
- Repeat this page for additional vacancies if necessary.

SCHOOL NAME: _____

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

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

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

| | # Sections | Subject Code | Grade | Level | Additional Information |
|----------------|------------|--------------|----------|----------|-----------------------------|
| EXAMPLE | 1 | TIJ | 1 | O | TTJ and TDJ required |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

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

| | # Sections | Subject Code | Grade | Level | Additional Information |
|----------------|------------|--------------|----------|----------|------------------------|
| EXAMPLE | 1 | PPL | 2 | O | Female PHE |
| | | | | | |
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SECONDARY STAFFING AND SURPLUS PROCEDURES 2025-2026 SCHOOL YEAR

Part IV – Listing of Mutual Consent for Uncertified Subject

Note:

- *The listing is intended to be used only for the **April 3, 2025**, report.*
- *All schools must submit a Listing of Mutual Consent for Uncertified Subject Form; nil reports must be submitted.*
- *Please list all Teachers from whom mutual consent for uncertified subject has been obtained (in seniority order).*
- *If a Teacher has a certification code listed as experienced but not certificated (EBNC) on their Seniority Verification Form, mutual consent is not required.*

_____ School Name

| Seniority No. | Teacher Name (surname first) | Course Code | No. of Sections | Check to Indicate Mutual Consent Form Received | |
|----------------|------------------------------|--------------------|-----------------|--|----------|
| EXAMPLE | 7000 | David Moore | CGG305 | 2 | √ |
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April 23, 2025

<NAME>
<ADDRESS>

Dear <FIRST NAME>:

I am advising you, with regret, that at this time you are <"0.5 or "1.0"> surplus to the staffing needs of <SCHOOL NAME> for the school year 2025-2026.

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

On **June 2, 2025**, you will be notified whether:

you are pulled back to the school, or

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

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

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

Yours sincerely,

<PRINCIPAL'S NAME>

pc Principal, <SCHOOL NAME>
Staffing Officer

TEACHER REALLOCATION PROCESS

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TEACHER REALLOCATION PROCESS

Guiding Principles

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

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

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

Criteria for Reallocation of Teachers

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

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

Teacher Reallocation Process

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

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

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

- The in-school staffing committee will meet to discuss the school's Teacher allocation change and, with a view to keeping disruption to the staff and re-timetabling to a minimum, will identify the most junior Teacher(s) with qualifications in subject areas that are compulsory for most students (English, ESL, French, Geography, History, Mathematics, Phys. Ed., Science and Social Sciences) to be placed into a vacancy at another school.
- Teachers cannot volunteer to be part of the reallocation process.
- Teachers employed in a Position of Responsibility cannot be identified for reallocation.
- Principals will complete the "Teachers Identified for Reallocation" (TIFR) form to identify the most junior Teacher(s) with qualifications in subject areas that are compulsory for most students (English, ESL, French, Geography, History, Mathematics, Phys. Ed., Science and Social Sciences) to be placed temporarily into a vacancy at another school. Forms will be submitted to Secondary Teaching Staffing Officers for confirmation.
- Teachers identified on the TIFR form may or may not be reallocated, subject to staffing needs at other schools.
- Principals will provide one copy of each TIFR form to the Branch President who will forward a copy to OSSTF TTBU.
- Principals will meet with the Teacher(s) identified for the purposes of reallocation and will provide the Teacher(s) with a letter confirming their status and the process to follow. The Branch President or designate will be present when Teachers are informed of their status.
- Prior to the Board and TTBU placing Teachers identified for Reallocation, the Facilitated Transfer Committee will review the list of Teachers identified for

Reallocation for the purpose of identifying any with documented Human Rights Accommodation needs that may warrant special consideration.

- The Facilitated Transfer committee will work to ensure that throughout the Reallocation process, the Human Rights Accommodation needs of those Teachers so identified are met appropriately, pursuant to the provisions of the Ontario Human Rights Code.
- The Teacher(s) identified for the purpose of reallocation will be required to complete a Teacher Reallocation Procedures Preference (TRPP) form indicating their choice of preferred Learning Centre and subjects into which they would prefer to be placed.
- Teachers will have one working day from the date of the meeting with their Principal at which they were informed of their status to complete the TRPP form. Principals will email the forms to their Staffing Officer.
- The Secondary Teaching Staffing Officers will provide a copy of the TRPP form for each Teacher to OSSTF TTBU.
- The Board and OSSTF TTBU will work together to place Teachers with consideration for the Teacher preference form where possible and on the basis of seniority and subject qualifications. In the placement process, the most junior Teachers (with or without seniority numbers) will be considered first for vacancies.
- Should more than one vacancy arise for which there is a match, the Secondary Teaching Staffing Officer will contact the Teacher to determine his/her preference. Should more than one Teacher be qualified for a vacancy, the most junior Teacher will be placed into the vacancy.
- Once placed, the Principal will meet with the Teacher(s) identified for the purpose of reallocation and provide the Teacher(s) with a letter indicating their temporary placement. The Teacher(s) will also be advised of the choice to take an unpaid leave of absence. The Branch President or designate will also be present at this meeting.
- Teachers will have one working day from the date of the meeting with their Principal to advise their Principal of their decision.
- Teachers opting to take an unpaid leave of absence will be required to complete the Application for Leave of Absence (Full Time or Half Time) form located in the Staffing Binder. It is recommended that employees opting for a Leave of Absence contact OTIP Benefits Services (1-866-783-6847) and the Ontario Teachers Pension Plan (416-226-2700) regarding possible implications. The home school remains the school from which the Teacher is taking a leave.
- Principals will email the completed Leave of Absence forms to their Staffing Officer in the Secondary Teaching Office.

Additional Information

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

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

<DATE>

<NAME>
<SCHOOL NAME>

Dear <FIRST NAME>:

Please be advised, owing to the low student enrolment at <SCHOOL NAME> you have been identified for the purposes of Teacher Reallocation in the 2025-2026 school year.

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

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

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

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

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

Yours sincerely,

<PRINCIPAL'S NAME>

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

<DATE>

<NAME>
<SCHOOL #1 NAME>

Dear <FIRST NAME>:

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

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

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

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

Yours sincerely,

Abe Nasirzadeh
Senior Manager, Labour Relations

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



Toronto District School Board Secondary Teaching Teacher Reallocation Procedures Preference

Name: _____

Home School: _____

PLACEMENT PREFERENCE INFORMATION

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

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

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

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

-
-

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

Learning Centre 1 North West _____ Learning Centre 1 South West _____ Learning Centre 2 North East _____
Learning Centre 2 South East _____

Date: _____ Signature: _____



Toronto District School Board Secondary Teaching Teachers Identified for Reallocation

School Name: _____

Total FTE to be potentially withdrawn: _____

| Employee Number | Teacher Name (surname first) |
|------------------------|-------------------------------------|
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Teachers identified on the TIFR Form may or may not be reallocated, subject to staffing needs at other schools.

TRANSFER PROCEDURES

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TRANSFER PROCEDURES

MEMBERS OF THE TRANSFER COMMITTEE

- The responsibility for transfers as part of the staffing process will be given to the members of the Transfer Committee. The members of the Committee are as follows:
 - Senior Manager, Labour Relations or designate (Chair)
 - Centrally Assigned Principal, Secondary Teaching
 - Staffing Officers, Secondary Teaching
 - 2 Principals from each of the four Learning Centres
 - OSSTF TTBU Representatives
 - Support Staff, Secondary Teaching
- Other Secondary Principals and Superintendents of Education who wish to observe the process may attend, but no observers will be able to participate in the discussions at the table.

CONFIDENTIALITY

- All members of the Transfer Committee and observers will be bound by the rules of utmost confidentiality.
- As surplus procedures are likely to impact on some completed transfers, all transfers being considered and/or accommodated will be kept in the strictest confidence until the notification letters are distributed on **June 2, 2025**.
- **Principals, Superintendents of Education and OSSTF TTBU representatives will not inform staff of any results until procedures are completed.**

TRANSFER PROCEDURES

(a) Teachers in Schools/Programs Scheduled for Closure:

- Teachers in schools/programs scheduled for closure the following September who have not already been placed will have their transfer requests addressed after those on the Facilitated Transfer List and before all others who requested transfers.

(b) Facilitated Transfers:

There are occasions where, for very special circumstances and with the full knowledge of the Teacher, the Principal, the Superintendent of Education and OSSTF TTBU, a Teacher needs to be transferred from the current home school. The process to effect such a transfer is described below:

- Names for consideration for Facilitated Transfer will be provided by OSSTF TTBU and by the Employee Services Department to a joint committee. Both parties will share relevant information associated with the request for Facilitated Transfer.
 - The Committee will be composed of two members: the Senior Manager, Labour Relations or designate and an OSSTF TTBU representative;
 - Seniority/Staffing Analyst, Secondary Teaching;
 - If both parties agree, the Teacher will be added to the Facilitated Transfer List;
 - If there is no agreement, the Teacher will not be added to the Facilitated Transfer List;
 - **Teachers who have received one unsatisfactory rating and who have not completed the next appraisal process and Teachers who are “under review” (i.e., have received two consecutive unsatisfactory ratings) will only be considered for Facilitated Transfer with the prior approval of the Senior Manager, Labour Relations or designate and the OSSTF TTBU representative;**
- Placements **into vacancies** of Teachers on the Facilitated Transfer List will **occur prior to the regular Transfer Process** by a sub-committee of the Transfer Committee. The members of the sub-committee will be:
 - Senior Manager, Labour Relations or designate
 - Centrally Assigned Principal, Secondary Teaching
 - 2 TDSB Staffing Officers, Secondary Teaching
 - 2 OSSTF TTBU Staffing Officers
 - Staffing/Seniority Analyst, Secondary Teaching

- **These meetings will be held in private, to protect the confidentiality of the Teachers on the list. The first meeting to consider those on the Facilitated Transfer List will be held immediately before the first transfer meeting. This list will be kept confidential to the members of the sub-committee of the Transfer Committee.**
- Teachers who have been added to the Facilitated Transfer List will be notified by OSSTF TTBU. They will be informed that once a suitable placement is found, they will be transferred automatically to that placement.
 - Teachers will not be given a choice of placement.
 - Teachers will be asked for their preference of Learning Centre, although such geographic preferences may not be able to be granted.
 - Placements will be made on the basis of the Teacher's seniority and qualifications and subjects they have successfully taught as indicated on the verification of seniority form.
- The Senior Manager, Labour Relations or designate will notify OSSTF TTBU, in writing, which Teachers are placed on the Facilitated Transfer List.
- Teachers who are transferred will be notified by Employee Services.
- When a Teacher is placed at a school through the Facilitated Transfer process for medical reasons, the appropriate Board designate will contact the Principal of the receiving school to discuss the transferred Teacher's accommodation requirements.
- Facilitated Transfers will only be considered where there are special circumstances that have been well documented and have involved OSSTF TTBU and Senior Board Staff in attempts at resolution. Issues of "geography" or Teacher preferences for specific timetables will not be considered as situations for Facilitated Transfer, unless required for documented Human Rights Accommodations or for other circumstances acknowledged by the Transfer Sub-committee as extraordinary. Consideration for vacancies will occur at all meetings in the central staffing process once transfer meetings commence and will continue until seniority lists are distributed for the subsequent school year.
- When it is agreed by the Board and OSSTF TTBU that a Human Rights Accommodation requires a move of schools for a Teacher, the Teacher will be added to the Facilitated Transfer List.
- When it is agreed by the Board and the OSSTF TTBU that a move of schools is required for reasons of an extraordinary nature other than Human Rights Accommodations, the Teacher will be added to the Facilitated Transfer List
- Teachers placed on the Facilitated Transfer List will be considered for vacancies at all placement meetings in the central staffing process beginning with the commencement of transfer meetings and ending as of the date that

seniority lists are distributed for the subsequent school year. All due consideration for vacancies will be given as is appropriate to the individual's circumstances.

- After the distribution of seniority lists, Facilitated Transfers made in the current school year will be temporary placements (i.e. until the last day of the school year). A Teacher placed into a temporary Facilitated Transfer will remain on the staff list of their current home school for the purpose of staffing and surplus procedures, and on the Facilitated Transfer List for the purpose of finding a new home school/permanent Facilitated Transfer placement.

(c) Transfer Committee Meetings:

- Transfer requests will be considered by the Transfer Committee prior to the Learning Centre Placement Meetings. The date for the first Transfer Meeting will be, **May 12, 2025**. Once the Learning Centre Placement Meetings have commenced, the Transfer Meetings will take place in the morning before the Learning Centre Meetings. The final Transfer Committee Meeting to consider transfers **prior** to the Learning Centre Placement Meetings will take place on **May 14, 2025**. Thereafter, until the end of the last Board-Wide Placement Meeting in **June**, the Transfer Committee will meet to consider transfers upon the conclusion of each Board-Wide Placement Meeting. At the Board-wide Placement meeting in June, the list of Transfer applicants will be considered after surplus teachers, and after teachers on the Inappropriate Placement (IP) List and the Extreme Geographic Criteria (EGC) List, but before consideration of Teachers on the Part to Full List.
- First consideration will be given to Teachers on the Facilitated Transfer List and then unplaced Teachers in schools/programs scheduled for closure. Transfer requests for all other Teachers will then be considered, on the basis of seniority, with the most senior Teacher's request being considered first.
- A Teacher who has requested a transfer and has been declared surplus to school, will not have the transfer request considered until such time as the Teacher is pulled back to the home school or placed in the surplus procedure. When the Teacher is pulled back or placed, the transfer request will be considered active, but only for vacancies that remain or arise after the pull back/placement has occurred.
- Teachers who have been granted a leave of absence without pay for the **2025/2026** school year are not eligible to apply for a transfer for the **2025/2026** staffing process.
- Teachers who submitted a transfer request but who are successful in obtaining a position in another school through the first posting process (**April 24 to May 7**) will be deemed to have withdrawn their transfer request.
- Teachers who submitted a transfer request but who are successful in obtaining a position in another school through the second posting process (**June 3 to June 9**) will be deemed to have withdrawn their transfer request.

- Teachers who have received a Summative Report that has a rating of “unsatisfactory” and who have not yet completed the next appraisal process by the deadline date for transfer requests, will not be considered for transfer at this time.
- Teachers who have received a Summative Report that has a rating of unsatisfactory but who, in the next appraisal process received a satisfactory rating, will be considered for transfer at this time.
- Teachers who have been seconded for the upcoming school year are eligible to apply for transfer.
- When completing the Transfer Form Teachers may indicate a willingness to be transferred into ESL sensitive courses (CGC1D8, SNC1P8, etc.) or Special Education sensitive courses (MFM1P9, ENG3C9, etc.). If a Teacher indicates a willingness to be transferred into such courses in the transfer process they may be placed into these vacancies, provided they are certificated as per their Seniority Verification form.
- If subjects listed on the Teacher’s Seniority Verification form as “Experienced but not Certificated” are part of the vacancy, the Teacher will be assigned to that vacancy as a “try on”.
- If the “try on” is not a fit, the Teacher remains on the transfer list.
- Multiple “try ons” may be assigned. The offer of multiple “try ons” will be dependent on seniority.
- Geographic requests, if indicated, and teaching assignment requests will be considered, and **both must match in order for the transfer to be declared a “fit”**. It is recognized that timetable adjustments may have to be made, later in the staffing/surplus process and/or later in the year, to accommodate changes in student enrolments and staffing changes. However, the majority of the original subjects on the timetable will be maintained.
- One of the Principals sitting at the central table representing the receiving Learning Centre will confirm the “fit” with the receiving Principal and the sending Principal.
- The Staffing Officer will announce the “fit” or indicate why the tentative “fit” is not confirmed. The OSSTF TTBU will be consulted about “fits” that are not confirmed.
- If there is a “fit”, the Teacher will be transferred.
- **The transfer request cannot be rescinded once it has been granted.**
- Once a transfer is confirmed, the resulting vacancy may either be declared immediately or considered for timetable reorganization. Principals will be given limited time to declare the vacant timetable to the Staffing Officer. If the

timetable is radically changed, the Principal will also provide rationale for the change.

- Once a number of transfers have been confirmed, the placements (not the timetables) may be adjusted or switched, so as to accommodate more transfer requests and to ensure the best possible matches and placements for the Teachers and programs under consideration.
- A school vacancy to be considered for the transfer process shall be defined as a vacancy in a school for which there is no qualified surplus Teacher from that school.
- A vacancy will not be dealt with at the Learning Centre meetings until dealt with at the transfer meetings.
- The tracking and co-ordination of this phase of the transfer process will be the responsibility of the Staffing/Seniority Analyst.
- A Teacher who has been transferred may be bumped.
- Teachers will be informed if their transfer has been granted on **June 2, 2025** or **June 27, 2025**.

SECONDARY STAFFING AND SURPLUS PROCEDURES TRANSFER FORM FOR THE SCHOOL YEAR 2025/2026

A. PERSONAL INFORMATION

TEACHER NAME: _____
Surname Preferred First Name

SCHOOL: _____ EMPLOYEE #: _____

B. TRANSFER REQUEST (Location)

Note:

- Select **EITHER** B-1 OR B-2. **Completion of both sections will invalidate this form.**
- Restrictions on a transfer request reduce the opportunities for mobility.

B-1 I request to be transferred as indicated below:

Please circle one or more Learning Centres. **Up to six (6) schools** in each Learning Centre may be excluded.

Learning Centre 1 North West Excluding

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

Learning Centre 1 South West Excluding

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

Learning Centre 2 North East Excluding

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

Learning Centre 2 South East Excluding

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

B-2 I request to be transferred to the following schools **ONLY** (list a maximum of fourteen):

| | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

C. TRANSFER REQUEST (Timetable)

I am **CERTIFICATED** for and willing to be transferred into subjects that are listed under the following Certification Codes (refer to the document entitled “TDSB Secondary Certification/Subject Codes 2024/2025”). For each Certification Code listed check as many boxes as appropriate.

| Certification or Subject Code(s) | Intermediate (Grades 9/10) | Senior (Grades 11/12) | ESL Sensitive | Special Education Sensitive |
|----------------------------------|-------------------------------|--------------------------|--------------------------|--------------------------------|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Note: If ‘RSE’ Special Education is listed above, please specify from among the following:

- Behavioural/Adjustment Learning Disability Gifted TDSS (ECP)
- Multiple Exceptionalities Physically Handicapped Developmental Disability
- Autism Mild Intellectual Disability (MID) Other: _____

I am **EXPERIENCED BUT NOT CERTIFICATED** (as indicated on my seniority verification form) and I am willing to be transferred into the following:

| Certification or Subject Code(s) | Intermediate (Grades 9/10) | Senior (Grades 11/12) | ESL Sensitive | Special Education Sensitive |
|----------------------------------|-------------------------------|--------------------------|--------------------------|--------------------------------|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional area(s) into which I am willing to be transferred:

- Student Success Credit Recovery e-Learning

D. DECLARATIONS

I have read the Transfer Guidelines and understand the conditions under which I am requesting a transfer.

Teacher’s Signature: _____ Date: _____

I have discussed with the above-named Teacher this transfer form.

Principal’s Signature: _____ Date: _____

NOTE: Deadline to rescind form is: **May 9, 2025** (noon)

The transfer request cannot be rescinded once it has been granted.

PLEASE EMAIL BY 12:00 NOON on March 3, 2025: theresa.raine@tdsb.on.ca

GUIDELINES FOR SECONDARY TEACHERS REQUESTING TRANSFERS

PART A: Completion of Form

1. The Transfer Procedures state that geographic requests if indicated and teaching assignment requests will be considered and **both must match for the transfer to occur.**

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

For example:

- A Teacher who lists only 5 schools as possible placements may miss out on being placed in a nearby school with an ideal timetable.
- A Teacher who lists only “Senior MAT” under subjects may miss out on being placed in a timetable in a desired school because the timetable included a combination of Intermediate MAT as well as Senior MAT.
- Be specific, do not state “HIS” if you also want to be considered for HXE; you must state both if you are willing to teach either subject. Likewise, do not state “ENG” if you also want to be considered for EMD; you must state both if you are willing to teach either subject.

PART B: Process

1. Teachers requesting a transfer must complete the Secondary Staffing Transfer form and return it to the Principal **not later than noon on March 3, 2025.**

(A map identifying school locations and a list of schools in each Learning Centre indicating which schools are semestered or full year is available in each school office. The website to access school profiles is www.tdsb.on.ca.)

2. Teachers who have been granted a leave of absence without pay for the **2025/2026** school year are not eligible to apply for a transfer for the **2025/2026** staffing process.
3. All other Teachers, including probationary Teachers may apply for transfer across the TDSB. However:
 - Teachers who have received a Summative Report that has a rating of “unsatisfactory” and who have not yet completed the next appraisal process by the deadline date for transfer requests, will not be considered for transfer at this time;
 - Teachers who have received a Summative Report that has a rating of unsatisfactory but who, in the next appraisal process received a satisfactory rating, will be considered for transfer at this time;
 - Teachers cannot apply for a transfer to their home school.

4. Applications for transfer will be considered prior to the placement of surplus Teachers, in accordance with the provisions of the Collective Agreement.
5. (a) All transfer requests will be considered but may not be able to be accommodated.

(b) Teachers who are declared surplus to school will have their transfer requests put on hold until they are “pulled back” to their home school or placed in the staffing process.

(c) Teachers who submitted a transfer request but who are successful in obtaining a position in another school through the first posting process (**April 24 to May 7**) will be deemed to have withdrawn their transfer request.

(d) Teachers who submitted a transfer request but who are successful in obtaining a position in another school through the second posting process (**June 3 to June 9**) will be deemed to have withdrawn their transfer request.
6. **The procedures for dealing with transfer requests are outlined in the secondary Staffing Binder section entitled “Transfer Procedures” which will be available in the schools in mid-February.**
7. This transfer request may be withdrawn by notifying Theresa Raine, Seniority/Staffing Analyst, Secondary Teaching. This notification may be sent by mail or by email (theresa.raine@tdsb.on.ca). These requests must be received **no later than noon May 9, 2025.**
8. All transfer requests are subject to surplus procedures and timetable adjustments. If a timetable adjustment is necessary, the majority of the original subjects on the timetable will be maintained.
9. When a subject appears under “Experienced But Not Certificated” a Teacher may reasonably expect that this subject can be timetabled. For staffing purposes, a Teacher is considered to have consented to teach any subject listed in this section.
10. Teachers will be informed if their transfer has been granted on **June 2, 2025** or **June 27, 2025.**
11. There is nothing in these procedures that prevents qualified Teachers from also applying for any position that is posted.
12. Questions about the process should be directed to any of the following:
 - Nadia D’Ambrosio: Learning Centre 1 North West and South West (416-397-3255)
email: nadia.d’ambrosio@tdsb.on.ca
 - Nicole Cardoso Melo: Learning Centre 2 North East and South East (416-397-3256)
email: nicole.cardosomelo@tdsb.on.ca

OSSTF TTBU:

- Chris Chandler, Vice President
(416-393-8900 Ext. 241) email: cchandler@osstftoronto.ca
- Mark Kissel, Executive Officer
(416-393-8900 Ext. 240) email: mkissel@osstftoronto.ca
- Rony Masri, Executive Officer
(416- 393-8900 ext. 238) email: rmasri@osstftoronto.ca
- Nicole Gauthier, Executive Officer
(416-393-8900 ext. 222) email: ngauthier@osstftoronto.ca

WORKLOAD ACCORD

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**People and Culture – Secondary Teaching
5050 Yonge Street – 2nd Floor
Toronto, Ontario M2N 5N8**

M E M O R A N D U M

**TO: All Secondary Principals
All Branch Presidents**

**FROM: Abe Nasirzadeh
Senior Manager, Labour Relations
Michelle Teixeira
President, OSSTF-TTBU**

DATE: July 2025

**RE: Secondary Staffing 2025-2026:
THE WORKLOAD ACCORD FOR 2025-2026**

PREAMBLE

As a result of discussions between the Board and the OSSTF TTBU, the following timetabling guidelines will be in force for Teacher timetables for the 2025-2026 school year.

While the primary responsibility of Teachers is to teach in the classroom and to perform duties consistent with effective teaching, Teachers also engage in activities and perform duties outside the classroom that should be recognized in appropriate ways. The Board and the OSSTF TTBU recognize that a key element in supporting student success is ensuring that all students are provided with a broad spectrum of opportunities for learning including engaging in activities beyond the classroom. Both the Board and the OSSTF TTBU are committed to creating an atmosphere in the school which recognizes the professionalism of Teachers and encourages Teachers to volunteer in activities which support student learning and provide professional growth in addition to their classroom teaching obligations.

The Board and the OSSTF TTBU believe that student safety and a learning environment conducive to the well-being of students is a shared responsibility. Adults in schools have a professional obligation to ensure that students are safe in schools. The Workload Accord outlined below recognizes these values.

TEACHER WORKLOAD

The implementation direction contained in the 2025-2026 Workload Accord will be based on the following:

1. All full time Teachers will be assigned to core professional responsibility for teaching six periods out of eight.
2. Core professional teaching responsibilities will be prorated for part time and/or half time Teachers.
3. In addition to the core professional responsibility for teaching six periods out of eight, Teachers will be assigned to Alternative Professional Assignments including coverage/supervision in accordance with the Collective Agreement and Workload Accord.
4. All Teachers will have Professionally Managed Activities that will include Student and Teacher Mentoring. With respect to the professional culture that both the Board and the OSSTF TTBU are committed to maintaining, it is the expectation of both parties that these activities will be part of the Teacher's professionally managed time.

PROFESSIONALLY MANAGED ACTIVITIES

Student Mentoring

This list may include but is not limited to:

- making referrals to guidance, special education or other departments
- providing extra help
- advocating for students
- contacting parents
- working with other school personnel to provide consistent support for students
- meeting one-on-one with at-risk students
- assisting students with test anxiety
- providing computer lab assistance
- counseling late and absent students
- providing support for literacy
- providing support for numeracy
- providing support for EQAO

Teacher Mentoring

This list may include but is not limited to:

- sharing curriculum
- sharing instructional strategies
- sharing lesson plans
- long range planning
- sharing classroom management techniques
- professional learning communities
- implementation of initiatives that honour all student destinations
- modeling exemplary practice
- sharing strategies for effective communication with parents

Note: Teaching timetable template should show the following sentence:

“In addition to the teaching assignments and Alternative Professional Assignments listed on this timetable, Professionally Managed Activities will be part of the Teacher’s professionally managed time.”

COVERAGE AND SUPERVISION

Coverage is defined as coverage of a class or classes on an occasion when a Teacher is absent for part of the school day, on an occasion when an Occasional Teacher is late for an assignment or on an occasion when a full day teacher absence entered in SmartFindExpress is not picked up by an Occasional Teacher.

Supervision may be assigned by the Principal “from time to time” in advance at specified periods throughout the school year. Under the terms of the Letter of Understanding in the Collective Agreement, the Principal may assign supervision in advance as follows:

- The first and last week of a semester or school year;
- Immediately prior to or during examinations;
- The week prior to Winter Break and March Break;
- In conjunction with any special event or circumstances within the school;
- Where the Principal reasonably anticipates a special need.

STUDENT SUCCESS INITIATIVES

The Ministry of Education identifies a role for a Student Success Teacher in every school in order to improve student success. Student Success Teachers track the progress of students at risk of not graduating, support school wide efforts to improve outcomes for students struggling with the secondary curriculum, re-engage early school leavers, provide direct support/instruction in order to improve student achievement, retention and transitions.

Student Success Initiatives may be a part of a Teacher’s timetabled workload and may include:

- In School Suspension Program
- Academic Assistance
- Learning Centre Programs
- Computer Lab
- Attendance Advisor
- The development of IEPs for non IPRC’d students and the monitoring of such students.
- Sections in locally developed compulsory credit courses, applied courses, workplace preparation courses, college preparation courses, learning strategy courses, career related senior course packages and guidance courses related to co-operative education.
- Any other initiatives for at-risk students which may be unique to the particular school population. For example, timetabled courses focused on at-risk students, special projects e.g. Learning to 18 Initiatives.

A Teacher with one or more of the above noted programs on the timetable is considered a Student Success Teacher.

All regular schools will be timetabled for at least a 1.0 FTE or equivalent Student Success Teacher, at least .5 FTE of which must be timetabled for non instructional Student Success duties.

CREDIT RECOVERY CLASSES

The Ministry of Education requires that every school will offer Credit Recovery classes for students who have completed a course within the school year or semester but have not been successful in demonstrating achievement of the curriculum expectations to a passing level.

These programs:

- focus on improving learning skills;
- may target particular curriculum expectations that students have failed to achieve;
- may include behavioural or other supports;
- may involve the recovery of more than one credit;
- can involve both independent and group learning;
- may accommodate continuous intake;
- are credit based and are linked to specific subject certification.

TIMETABLING GUIDELINES

Regular Classroom Teachers

(including Teachers delivering Credit Recovery and Student Success classes)

1. Assigned core professional responsibility for six teaching periods out of eight.
2. Alternative Professional Assignments will include coverage and supervision of 27 + 5 .
3. Professionally Managed Activities.

Curriculum Leaders

1. Assigned core professional responsibility for six teaching periods out of eight.
2. Alternative Professional Assignments will include a reduced level of coverage and supervision which is 14.
3. Curriculum Leaders should be assigned Alternative Professional Assignments in a manner which reflects a reduced level of coverage and supervision (i.e. called upon every other time to cover a scheduled on-call period, when possible).
4. Professionally Managed Activities.
5. Curriculum Leaders will have particular responsibility for Teacher Mentoring.

Assistant Curriculum Leaders

1. Assigned core professional responsibility for six teaching periods out of eight.
2. Alternative Professional Assignments will include a reduced level of coverage and supervision which is 14.
3. Assistant Curriculum Leaders should be assigned Alternative Professional Assignments in a manner which reflects a reduced level of coverage and supervision (i.e. called upon every other time to cover a scheduled on-call period, when possible)
4. Professionally Managed Activities.
5. Assistant Curriculum Leaders will have particular responsibility for Teacher Mentoring.

Co-operative Education Teachers

1. Assigned core professional responsibility for six teaching periods out of eight (recommended co-operative education models are attached).
2. Alternative Professional Assignment to identify and support at-risk students for Student Mentoring in lieu of coverage/supervision.
3. Professionally Managed Activities.

Guidance Teachers

1. Assigned core professional responsibility for six teaching periods out of eight which may include periods for Student Success assisting/advocating of identified at-risk students for whom the Teacher will be responsible.
2. Alternative Professional Assignments will include coverage and supervision of 27 + 5.
3. Professionally Managed Activities.

Library Teachers

1. Assigned core professional responsibility for six teaching periods out of eight.
2. Alternative Professional Assignments will include coverage and supervision of 27 + 5.
3. Professionally Managed Activities.

Special Education Teachers

1. Assigned core professional responsibility for six teaching periods out of eight which may include periods for Student Success assisting/advocating identified at-risk students for whom the Teacher will be responsible.
2. Alternative Professional Assignments will include coverage and supervision of 27 + 5.
3. Professionally Managed Activities.

Alternative School Teachers, Alternative Program Teachers including TDSS (Section 23), ESL Reception Centre Teachers, and EdVance Teachers and Teachers of Developmental Disability Programs, Alternative Attendance Programs and Caring and Safe Schools

Alternative School Teachers, Alternative Program Teachers including TDSS (Section 23), ESL Reception Centre Teachers, Alternative Attendance Programs and Caring and Safe Schools, where the working environment, program requirements or timetables for Teachers are considerably different from other secondary schools/programs, will continue to provide student instruction, Teacher mentoring, student mentoring and supervision in the same collaborative and consultative manner that has been implemented at each site.

Schools may develop Teacher timetables from the options listed below.

- Assigned core professional responsibility for six teaching periods out of eight which may include periods for Student Success assisting/advocating identified at-risk students for whom the Teacher will be responsible.

- Alternative Professional Assignments will include coverage and supervision of 27 + 5.
- Professionally Managed Activities.

OR

- Assigned core professional responsibility for six teaching periods out of eight.
- Alternative Professional Assignments to identify and support at-risk students for Student Mentoring in lieu of coverage/supervision.
- Assigned to identification of at-risk students within their program and provide student mentoring through professional management of their time.

OR

- Assigned core professional responsibility for six teaching periods out of eight.
- Alternative Professional Assignments will include coverage and supervision of 27 + 5.
- Professionally Managed Activities.

EdVance Teachers

All full time equivalent EdVance Teachers will be assigned core professional responsibility for the equivalent of six teaching periods out of eight (e.g. 8 out of 12 periods in a quadmestered school year), plus one of the following models:

- Assigned core professional responsibility for the equivalent of six teaching periods out of eight which may include periods for Student Success assisting/advocating identified at-risk students for whom the Teacher will be responsible.
- Alternative Professional Assignments will include coverage and supervision of 27 + 5.
- Professionally Managed Activities.

OR

- Assigned core professional responsibility for the equivalent of six teaching periods out of eight.
- Alternative Professional Assignment to identify and support at-risk students for Student Mentoring in lieu of coverage/supervision.
- Assigned to identification of at-risk students within their program and provide student mentoring through professional management of their time.

OR

- Assigned core professional responsibility for the equivalent of six teaching periods out of eight.
- Alternative Professional Assignments will include coverage and supervision of 27 + 5.

- Professionally Managed Activities.

Developmental Disability Teachers

- Assigned core professional responsibility for the equivalent of six teaching periods out of eight which may include periods for Student Success assisting/advocating identified at-risk students for whom the Teacher will be responsible.
- Alternative Professional Assignments will include coverage and supervision of 27 + 5.
- Professionally Managed Activities.

Coverage for Full-day Field Trips

Notwithstanding that clause L26.9 of the Collective Agreement stipulates that coverage cannot be provided to replace a Teacher absent for a full day except for the portion of the school day when an Occasional Teacher is late for such an assignment, the absence of a Teacher(s) taking their first class on a full-day field trip shall not be considered a full-day absence and, in as much, permits the use of on-calls when the need for coverage is occasioned by such circumstances.

For greater clarity, a Teacher's "first class" is not restricted to Period 1 and refers to any period that coincides with a Teacher's first class of the day, including, but not exclusively, Period 1.

CLASS SIZE

1. Singleton classes that exceed targets and the flex factor must be retimetabled.
2. Specialized classes that by their nature have always had a large class size due to program needs such as a repertoire music, choir, or band class may continue those class size ranges provided there is past practice in the above kinds of classes. Prior to the distribution of the Workload Accord to the School Staffing Committees, a list of specialized courses shall be provided to the Secondary Consultation Committee. The Secondary Consultation Committee or the appropriate sub-committee of Secondary Consultation shall review and revise this list on an annual basis based on the subject codes.
3. A class size target will have a flexibility factor of 5%.
4. No school will have more than 15% of its classes utilizing the 5% flex factor.

Full year schools and semester one in semestered schools may not use the flex factor after October 31 without exemption from the Secondary Consultation Committee.

In semester two, semestered schools may not use the flex factor after March 1, except by exemption from the Secondary Consultation Committee.

Edvance schools shall be in compliance with class size targets as per the following schedule unless otherwise exempted by the Secondary Consultation Committee:

- Quadmester 1: by day 20 of the quadmester
 - Quadmester 2: by day 15 of the quadmester
 - Quadmester 3: by day 15 of the quadmester
 - Quadmester 4: by day 15 of the quadmester
5. The School Staffing Committee shall review and monitor class size. An interim report shall be provided to the Secondary Consultation Committee by the second Monday in October and a final report will be provided by the second Monday of November of the school year to the Secondary Consultation Committee of the status of classes on November 1. An interim report will be provided by the fourth Monday in February for semester two in semestered schools and a final report by March 15. These reports will be provided by the Board database.
 6. The Senior Manager of Secondary Teaching may, in consultation with the OSSTF TTBU Co-Chair of the Secondary Consultation Committee, grant an exemption in exceptional program circumstances in a school. This exemption must be reported to the Secondary Consultation Committee.
 7. The maximum Pupil Teacher Contacts for a full time Teacher shall be 180 students except in Alternative Education Schools and EdVance programs with continuous intake. This will be pro-rated for part time Teachers.

A Teacher may by written mutual consent agree to teach in excess of the maximum. The 180 PTC shall be achieved in a full year school by November 1 and in a semestered school by February 28. A report on the PTC for each school will be provided to Secondary Consultation Committee within ten school days after November 1, with an interim report for semestered schools provided on that same date. A final report for semestered schools will be provided to the Secondary Consultation Committee within ten school days after February 28.

Two half credits equal a whole credit; therefore a student taking a half credit will count as .5 for PTC purposes (including but not limited to Civics CHV and Careers GLC). Teachers may not be timetabled for more than 6 half credits throughout the school year without signed mutual consent. For clarity, half-credit courses may include non-credit courses (i.e. K courses).

8. Multi-level courses shall use the average of the class size levels. This does not apply to Alternative Education Schools. This does not apply to classes exempted under #2.
9. Multi grade classes shall be 10% lower than the target number for the level at which the class is being taught. This does not apply to Alternative Education Schools. This does not apply to classes exempted under #2.

Processes for data collection and review will be in place centrally.

CLASS SIZE TARGETS 2025-2026

| Category | 2025 – 2026 Targets | 5% Flex in up to 15% |
|---|---|---|
| University | up to 31 | up to 33 |
| Academic | up to 30 | up to 32 |
| Applied | up to 23 | up to 24 |
| College | up to 26 | up to 27 |
| M University / College Course | up to 31 | up to 33 |
| Locally Developed Compulsory Course (LDCC) | up to 14 | up to 15 |
| Physical Education | up to 34 | up to 36 |
| ESL Credit (includes LEAP) | up to 20 | up to 21 |
| Computer | number of work stations note: if the class is held in an instructional area that has a large number of computers then the target shall be the category level | number of work stations note: if the class is held in an instructional area that has a large number of computers then the target shall be the category level |
| Workplace | up to 18 | up to 19 |
| Open | up to school divisor + 18% (refer to your staff allocation sheet) | add 5% flex factor to actual open number |
| Tech (excluding computer tech courses such as BTT, TIK, CAD, TGV, etc.) | up to 22 | up to 23 |
| Family Studies – Foods (HFA, HFN, HFC and HFL)* | up to 29 | up to 30 |
| GLE | up to 16 | up to 17 |
| Cooperative Education | up to 28 | up to 29 |
| Alternative Education Programs | up to 19 | up to 20 |
| MTH1W | up to 27 | up to 28 |
| SNC1W | up to 27 | up to 28 |

Class size maxima do not apply to Alternative Education Schools. They are governed by the rules on maximum PTC (Pupil Teacher Contacts) see #7.

Class size maxima, as described in the 'Class Size Targets 2025-2026' chart, apply to Edvance programs.

*When offered at the LDCC, college or workplace level, the applicable target and flex factor will apply.

Note:

Special Education Programs

Special Education class size caps for exceptionalities referred to in Regulation 298, S.31 of the Education Act, will be in accordance with the Education Act as it may be amended from time to time.

This chart is for information purposes indicating class sizes as per the Educational Act and Regulations at this current time.

| SPECIAL EDUCATION CLASS | SIZE |
|---|-------------|
| Autism | 6 |
| Behaviour | 8 |
| Blind Deaf Developmental Disability | 10 |
| Vision Impaired Hard of Hearing Physical Handicap | 12 |
| Mild Intellectual Disability (MID) | 16 |
| Multiple Exceptionalities | 16 |

TEACHER WORKLOAD 2025-2026

| | TEACHING ASSIGNMENT | ALTERNATIVE PROFESSIONAL ASSIGNMENTS | PROFESSIONALLY MANAGED ACTIVITIES |
|--|---|--|--|
| Classroom Teachers | 6.0 | 27 + 5 Coverage & Supervision | Student / Teacher Mentoring |
| Part-Time Classroom Teachers | 3.0 | 14 Coverage & Supervision | Student / Teacher Mentoring |
| Library | 6.0 | 27 + 5 Coverage & Supervision | Student / Teacher Mentoring |
| Guidance | 6.0 | 27 + 5 Coverage & Supervision | Student / Teacher Mentoring |
| Special Education | 6.0 | 27 + 5 Coverage & Supervision | Student / Teacher Mentoring |
| Curriculum Leaders/ Assistant Curriculum Leaders | 6.0 | 14 Coverage & Supervision Plus Teacher Mentoring | Student / Teacher Mentoring |
| Co-operative Education | 6.0 | Student Mentoring | Student / Teacher Mentoring |
| Alternative School Teachers Alternative Program Teachers Attendance Programs and Caring and Safe Schools TDSS (Section 23 Teachers) ESL Reception Centre Teachers | <p><u>Model 1</u> Assigned core professional responsibility for six teaching periods out of eight which may include periods for Student Success assisting/advocating identified at-risk students for whom the Teacher will be responsible.</p> <p><u>Model 2</u> 6.0 Timetabled Periods</p> <p><u>Model 3</u> 6.0 Timetabled Periods</p> | <p>27 + 5 Coverage & Supervision</p> <p align="center">OR</p> <p align="center">Student Mentoring</p> <p align="center">OR</p> <p align="center">27 + 5 Coverage & Supervision</p> | <p>Student / Teacher Mentoring</p> <p align="center">Student Mentoring</p> <p align="center">Student Mentoring</p> |
| EdVance | Equivalent of six teaching periods out of eight (e.g. 8 out of 12 periods in a quadmestered school year) | <p>27 + 5 Coverage & Supervision</p> <p align="center">OR</p> <p align="center">Student Mentoring 27 + 5</p> <p align="center">OR</p> <p align="center">Coverage & Supervision</p> | <p>Student / Teacher Mentoring</p> <p align="center">Student Mentoring</p> <p align="center">Student Mentoring</p> |