

STAFFING RULES

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STAFFING RULES

1. Guiding Principles:

- Staffing rules are guided by seniority subject to qualifications (certificated, 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 Area Placement Meetings will also govern the Board-wide Placement Meetings.

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

(a) Seniority Verification

- Teachers have had the opportunity to add and delete “experienced but not certificated” subjects through this year’s seniority verification process:
 - Teachers could delete a subject from this area, with the understanding that the subject would not be added in subsequent years until the subject was successfully taught again;
 - if Teachers wished to add a subject 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 had to complete the form, obtain the signature of the Principal for whom the Teacher successfully taught the course and return the form;
 - mutual consent to teach a course “in the future” cannot be considered as fulfilling the conditions for “experienced but not certificated” until the course is successfully taught. Subjects taught previous to 1999-2000 were added/deleted through the first TDSB wide seniority verification process.
- Principals and School Staffing Committees will consider this information as recorded.

(b) The Placement of Surplus Teachers Into Vacancies

- In the four Area 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 7 to 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 taken to tentatively assign a Teacher to courses on the school staffing matrix.
- After consultation with the staffing committee, the Mutual Consent form is to be completed by the Principal and provided to a Teacher who is being asked to teach a course for which the Teacher does not hold the appropriate qualification. Both the Principal and the Teacher must sign the form in order for mutual consent to be considered to have been given.
- 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.**
- 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. (a) Surplus to School Issues:

- A full time Teacher (1.0 contract status), who has requested and been granted a half time leave of absence but who is subsequently declared surplus to their school, will be considered for placement in accordance with their contract status as a full time Teacher (1.0 contract status). If that Teacher is placed in another school he/she must request a half time leave from the new Principal. The half time leave request will be granted if it is possible to accommodate that request.
- A full time Teacher may be 0.5 placed in a school and 0.5 surplus to a school. During the staffing process, both at the Area Placement Meetings and the Board-wide Placement Meetings, a full time placement will be sought for that Teacher.
- **Teachers cannot volunteer to be surplus to their home schools.**

(b) 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.

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

7. **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)
- Area Placement meetings will act as placement meetings only. Central meetings will act as Central Board-wide placement meetings, followed by Board-wide bumping.

8. **Placements To Be Reviewed List:**

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

In this situation:

- The Teacher will be placed in the position.
- The Teacher must submit to their Staffing Officer a completed Placement Application Review 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 are encouraged to submit their request as soon as possible for early consideration.
- Teachers who wish to be removed from the list must send a written request (email, fax, letter) to their Staffing Officer in the Secondary Teaching Office.

- Once a placement is found, this becomes the Teacher's home school, subject to pull back procedures.

This process will be in place until 12 noon on Monday, August 31, 2015 for the 2015-2016 school year.

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

In this situation:

- The Teacher will be placed in the position.
- A Teacher may submit a Placement Review Application Form for the current staffing year (2015-2016) as per the process described above.
- Teachers who are not successful in obtaining an alternate placement in the current staffing year (2015-2016) may reapply for placement review in the subsequent staffing year (2016-2017) only, using the process described above.
- Teachers who did not apply for placement review in the current staffing year (2015-2016) may apply for the subsequent staffing year (2016-2017) only, using the process described above.
- Teachers who complete a Placement Review Application Form and obtain an alternate placement in the subsequent staffing year (2016-2017) will not be subject to pull back procedures and this placement becomes the Teacher's home school (2016-2017)

9. Extreme Geographic Criteria List:

During the placement meetings, there will occasionally be a situation where a Teacher is placed in a position for which the Teacher is qualified but it is the opinion of both the Senior Manager, Secondary Teaching Office and the OSSTF TTBU representative that the placement would create an extreme hardship based on geographic considerations and should therefore be reviewed.

In this situation:

- The Teacher will be placed in the position.
- **Teachers are encouraged to submit their request as soon as possible for early consideration.**
- Should the Teacher believe that the placement constitutes extreme geographic hardship, the Teacher will submit, by fax, the Extreme Geographic Criteria Application Form to their Staffing Officer in the Secondary Teaching Office.
- As the staffing process progresses, other placements will be considered for Teachers placed on this list, subject to their seniority and qualifications, as long as a change of placement does not adversely affect another Teacher.

- **Teachers who wish to be removed from the list must send a written request (email, fax, letter) to their Staffing Officer in the Secondary Teaching Office.**
- **Once a placement is found, it is irrevocable, subject to pull back procedures.**
- A Teacher can only place his or her name on the list once during the same staffing process.

This process will be in place until 12 noon on Monday, August 31, 2015 for the 2015-2016 school year.

10. The Issue of "Excessive Numbers of Part-Time Requests in a School" (re clause 5.2.1.1.0.):

"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.

11. 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 MacMillan Centre

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

SCHOOL/PROGRAM	PRINCIPAL
ASE I	Principal of Alternative Schools
Alpha II Alternative School	Principal of Bloor CI
Avondale Alternative	Principal of Avondale School
Delphi Secondary Alternative School	Principal of Alternative Schools
City School	Principal of Alternative Schools
Contact Alternative (Includes the Ambassador Program)	Principal of Alternative Schools
Junior High Schools	School Principal
East York Alternative Secondary School	Principal of Alternative Schools
Edvance	Principal of Edvance Program
Inglenook Community School	Principal of Alternative Schools
Year Round Alternative Schools	Principal of Alternative Schools
Interact (Vaughan Road Academy)	Principal of Vaughan Road Academy
Oasis Alternative S.S. (Includes: Skateboard Factory, Arts and Social Change Program and Triangle)	Principal of Alternative Schools
Native Learning Centre/Native Learning Centre East	Principal of Jarvis CI/Principal of Sir Robert Borden BTI
Nighana	Principal of Lester B. Pearson CI
Parkview Alternative SS	Principal of Alternative Schools
TDSS (Section 23) Programs	Principal of TDSS (Section 23)
S.E.E. (School of Experiential Education)	Principal of Alternative Schools
SEED Alternative School	Principal of Alternative Schools
S.O.L.E. (School of Life Experience)	Principal of Greenwood SS
Student Success Initiatives	School Principal
Credit Recovery	School Principal
Subway Academy One	Principal of Eastern Commerce CI
Subway Academy Two	Principal of Alternative Schools
THESTUDENTSCHOOL	Principal of Western Technical
West End Alternative	Principal of Alternative Schools
Information Technology Support Analyst (ITSA)	School Principal
High School Retention Program (HSRP)	Principal of Albert Campbell CI
Timetables that include Technological Education courses that are part of a SHSM Program	School Principal
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	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 where there is bumping and the try-on process does not occur at the time of placement (including bumping):

- After notification of placement the Principal will contact the Teacher who is placed;
- They will discuss the working environment, program requirements and timetable;
- If the Teacher believes the placement is not a fit he/she may complete a Placement Review Application form and will be added to the Placement Review List.
- If the Principal believes the placement is not a fit he/she will submit a Principal Initiated Placement Review Application form to their Staffing Officer. The Teacher will remain in the placement and will be added to the Placement Review List.

(c) TDSS (Section 23) Programs

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

- For the purposes of staffing surplus procedures Teachers in TDSS (Section 23) are considered to be placed by Area where the program is situated;
- Teachers in TDSS (Section 23) will be moved to other TDSS (Section 23) programs only with mutual consent;
- Vacancies within TDSS (Section 23) will first be offered to the Teachers who are tentatively surplus to TDSS (Section 23), based on seniority and qualifications;
- If there is no TDSS (Section 23) vacancy then Teachers will be treated as all other Teachers surplus to Area;
- Remaining vacancies are then brought to the central staffing process and filled by the staffing process as outlined in the Secondary Staffing Binder;
- It is recognized that many of the Programs involve third parties.

(d) Alternative Attendance Programs

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

- For purposes of staffing surplus procedures Teachers in Alternative Attendance Programs are considered to be placed by Area where the program is situated;
- Teachers in Alternative Attendance Programs may be moved within the Area. Teachers in Alternative Attendance Programs will be moved to other Alternative Attendance Programs outside of their Area only with mutual consent;
- Teachers who are surplus to their Area and cannot or do not choose to be placed into a vacancy in another Area 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 Areas.

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

(f) Year Round Schools

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

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

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

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

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

- Senior Teachers with the special training requirements may bump junior Teachers with that specific training.

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

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

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

12. Staffing in Developmental Disability Programs (2 year pilot project – year 2):

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, a 2 year pilot project for filling these vacancies will begin for the 2014-2015 school year.

Vacancies at DD ISP programs (except Burnhamthorpe SS, Central Etobicoke HS, Don Valley JHS, 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 2 year term. The term will begin effective September 1, 2014 and is scheduled to end August 31, 2016, subject to any restructuring or reorganization.

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

If a particular DD ISP program moves within the same Area (i.e. A, B, C, D) during the two year term, teachers in the ISP program will be moved with the program. If a DD ISP moves outside the same Area, 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 two 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.

- If a Teacher bumps into or is placed into a DD ISP program, he/she may complete a Placement Review Application form and will be approved to be on the Placement Review list.
- If a Teacher bumps/is placed/is a new hire into a DD ISP program that was posted as a central vacancy, he/she will hold the DD timetable for 1 year only. In the subsequent year the school with the DD ISP program will continue to be their home school, subject to staffing and surplus procedures.
- The DD ISP position will be posted as a central vacancy for the remainder of the term.

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

As listed above, the following schools will not be included in the pilot project described above:

Burnhamthorpe SS
Central Etobicoke HS
Don Valley Junior JHS
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 elsewhere in the Staffing Rules.

13. 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 2015 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.

14. Teachers Teaching e-Learning Courses:

For the 2015-2016 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 2015 Chart and must first indicate their willingness to teach a course(s) by signing the mutual consent form for e-Learning (Page 19).

15. Mutually Agreed Position Switch (M.A.P.S.):

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

- The switch is proposed after June 8, 2015.
- It is **Teacher**-initiated.
- Teachers must be fully placed as per their contract status.
- The switch is qualifications-based.
- The switch is supported by the two Teachers involved and the two Principals involved. **The switch will not be approved without the agreement of all 4 people.**
- Once both Teachers have completed the MAPS form each Teacher must submit their signed form to the Secondary Teaching Office (fax: 416-397-3484).
- The switch will be recorded on a staffing log, after the Principals have confirmed support with the Staffing Officer.
- 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 pull back.
- Teachers will receive feedback upon request when a MAPS is not supported.
- The MAPS process will be available until 12 noon on August 31, 2015.

16. 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.

17. Positions of Responsibility and the Staffing/Surplus Process:

Teachers holding continuing Positions of Responsibility:

- Cannot be declared surplus to school. 2008-2012 Collective Agreement Clause 5.1.3.1.4 Identification of Teachers Surplus to a School "A Teacher who holds a continuing Position of Responsibility shall be excluded from procedures in 5.1.3.1.3." 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 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 of Responsibility is a management right.
 - One of the holdback positions will be released, if necessary, to create a position for the bumping Teacher.

18. Caucus Opportunities During the Staffing Processes:

- From time to time, the Transfer Committee Meetings, the Area 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.

19. Letters of Permission Checklist:

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

Letters of Permission Checklist
Secondary Teaching
(including credit Continuing Education sites)

Name of person to be appointed: _____
(Last Name) *(First Name)*

Start Date: _____ Employee Number: _____

Division: _____ For Inter/Sr: _____
Subject Area/Course Code

Principal: _____ School: _____

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

This form should be returned along with:

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

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

PLACEMENT REVIEW APPLICATION FORM

NAME: _____ EMPLOYEE NUMBER: _____ SCHOOL: _____

<u>RATIONALE FOR REQUEST:</u> _____ _____ _____ _____ _____

Please Note:

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

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

Teacher's Signature

Date

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

Approved: _____	Not Approved: _____
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EXTREME GEOGRAPHIC CRITERIA APPLICATION FORM

NAME: _____

EMPLOYEE NUMBER: _____

SCHOOL: _____

NATURE OF CONCERN:

Distance

Other

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 a placement is found, it is irrevocable**, subject to pull back procedures.
- Requests to be removed from the EGC list must be submitted in writing to their Staffing Officer, Employee Services, Secondary Teaching, 5050 Yonge Street, 2nd Floor (Fax number 416-397-3484). Any such request must be received before placement.

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

Teacher's Signature

Date

Principal's Signature

Date

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

Approved: _____ Not Approved: _____



MUTUAL CONSENT FORM FOR UNCERTIFIED SUBJECT

SECONDARY TEACHING

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

I _____ have offered _____
(Principal) (Teacher)

the below-named course in accordance with the principles, rules and guidelines as set out in the Secondary Staffing Binder, and in accordance with Regulation 298 of the Education Act of Ontario for the school year 2015-2016.

COURSE NAME & CODE/NUMBER OF SECTIONS:

I _____ consent to teach the above-noted teaching assignment during the school year 2015-2016, 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



MUTUAL CONSENT FORM FOR E-LEARNING SECONDARY TEACHING 2015-2016

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

I _____ have offered _____
(Principal) (Teacher)

the below-named course through e-Learning in accordance with the principles, rules and guidelines as set out in the Secondary Staffing Binder for the school year 2015-2016.

I am CERTIFICATED for and willing to teach the following subjects through e-Learning (refer to the document entitled "TDSB Secondary Certification/Subject Codes 2015"):

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 2015"):

of Sections/Course Code/Grade _____

I _____ consent to teach the above-noted teaching assignment(s) through e-Learning during the school year 2015-2016.

Teacher's Signature

Date

School

Principal's Signature

Date



Toronto
District
School
Board

**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
2015-2016**

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 2015-2016.

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 2015"):

Check as many boxes as appropriate.

	Extended Fr.	Fr. 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 2015"):

Check as many boxes as appropriate.

	Extended Fr.	Fr. 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) during the school year 2015-2016.

Teacher's Signature

Date

School

Principal's Signature

Date



MUTUAL CONSENT FORM FOR WORKLOAD ACCORD ISSUES SECONDARY TEACHING

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

PART A – EXCESS OF MAXIMUM PUPIL TEACHER CONTACT

I _____ consent to teach in excess of the maximum of 180 Pupil Teacher Contacts (prorated for part time teachers) for the 2015-2016 school year.

OR

PART B – EXCESS OF MAXIMUM HALF CREDITS

I _____ consent to teach in excess of the maximum of 6 half credits for the 2015-2016 school year.

OR

PART C – UNBALANCED WORKLOAD

I _____ consent to teach an unbalanced workload for the 2015-2016 school year.

Teacher's Signature

Date

School

Principal's Signature

Date

MUTUALLY AGREED POSITION SWITCH (M.A.P.S.) for 2015-2016

Each of the Teachers identified in the proposed M.A.P.S. must complete and sign this form AFTER June 8, 2015 and submit to the Secondary Teaching Office no later than August 31, 2015.

The Teacher identified below has proposed a M.A.P.S.:

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 2015/16	

I understand that:

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

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

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 placement 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: _____

I have sent a copy of the completed form to the TDSB email address of the Teacher named above.

Principal's Signature: _____ Date: _____

**Please forward to:
Staffing Officers, Secondary Teaching Office via email or fax to 416-397-3484**

INSERT
CODES LIST