

Other Information / Resources

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1) Qualifications:

Teachers need to ensure that their qualifications are up-to-date and accurate with their Employer. If a teacher has obtained additional qualifications, make sure the Employer is advised of such and that the information is updated. The teacher should also be advised that they must contact the Ontario College of Teachers to ensure that their records are modified. To view what is currently on your Ontario College of Teachers' Records Card, visit the OCT website. Please note, the Ontario College of Teachers' Records website will not list your deemed qualifications.

2) Deemed Qualifications:

Teachers need to ensure that their deemed qualifications are up-to-date and accurate with their Employer.

REMEMBER - Deemed qualifications plays an important role in:

- the initial staffing of schools. The more courses a teacher is deemed qualified in, the greater the flexibility in staffing a school thus ensuring to the greatest extent possible that senior teachers are staffed to the extent of their entitlement. Without regarding deemed qualifications, one or more senior teachers (including possibly yourself) may not be fully staffed.
- a teacher's ability to transfer to another school. The teacher has a wider range of courses they can transfer into.
- a part-time teacher's ability to increase their time. The teacher has a wider range of courses they can increase their teaching time within.
- a SLOA teacher being placed during the placement meetings. The teacher has a wider range of courses they can be considered for.
- a SLOA teacher's possibility to displace ("bump").
- a Recall teacher being placed in vacant sections outside of the Spring Staffing Process

3) Asking for Mutual Consent:

You plan to apply for sections for which you are not qualified, and for which you are requesting Mutual Consent as per Regulation 298. Please ensure you fully and appropriately complete the "mutual consent" box on the on-line application form.

In assessing whether to offer mutual consent for any sections to an unqualified teacher, a Principal shall consider each teacher individually and in order of seniority and shall consider the following criteria:

- 1) professional learning standards, and/or
- 2) related experience, and/or
- 3) whether the most recent evaluation on file is below standard, and/or
- 4) whether any discipline within the previous 12 months that is not the subject of an unresolved grievance might materially affect the ability of the teacher to teach the section(s) without problems, and/or

5) the relevance of qualifications and/or prior teaching experience to the sections to be taught (although not meant to be or considered as proscriptive, two examples of many variations and possibilities include: English experience being assessed for teaching History, and vice versa, would be sufficiently relevant, but English experience for teaching Physics or Math, and vice versa, would not be sufficiently relevant).

“Professional Learning Standards” includes, but is not limited to, *Academic Programs completed or completing* (programs or courses offered through universities, colleges or other institutions or organizations that do not always lead to academic degrees), *Professional Networks accomplished* (partnering with business, industry, colleges and universities; contributing to subject councils, the work of the federations or other professional organizations), *Professional Contributions made* (participate in, present at, or organize conferences, workshops and institutes; contribute to a professional publication), *Professional Activities sustained* (reading educational books, and journals, participate in curriculum writing and/or assessment projects, conduct and publish action research projects); and/or

“Related Experience” includes those elements listed in professional learning gained or acquired from other areas or domains, including but not limited to, other employment, programs, or personal experiences.

Note: If you receive mutual consent and successfully teach the course (Principal attests to it), you can become deemed qualified in that subject area (including division) for the next 2 school years.

4) SLOA vs RECALL:

What is the difference between being on an “SLOA” versus “Recall”?

- You cannot be on both the SLOA List and Recall List at the same time
 - If you do not have any secondary contract sections with this Board due to lay-off (system redundancy), then you are on the Recall List
 - If you were not declared redundant and you are not assigned to the extent of your entitlement, then you are on the SLOA List for the difference between your entitlement and what you are staffed.
- Teachers on “SLOA” partake in all of the Spring Staffing Process. Teachers on Recall do not partake in the two placement meetings and displacement process - they can only be considered for vacancies sections outside of the Spring Staffing Process.
- If you were on the Recall List and were successful in gaining 1 or more sections, you are removed from the Recall List and placed on the SLOA list for the remainder of your entitlement for which you are not staffed
- You have until October 15, 3 years following being placed on the recall list, to remove yourself from the recall list by gaining 1 or more sections. If that timeframe expires, you lose your entitlement.
- SLOA expires at the end of the school year. As a result, your home school must consider that SLOA portion as “staffable” during the next Spring Staffing process.

5) Staffing Examples:

System Redundancy Example (Spring Staffing):

Example 1: A teacher has 1.0 FTE entitlement. The teacher falls below the "FTE Eligible to be staffed" line and is declared redundant on April 30. The Teacher is on the Recall List for 6 sections. The teacher must wait until the Spring Staffing Process is over to try and acquire sections.

School Based Surplus Example (Spring Staffing):

Example 2: A teacher has 1.0 FTE entitlement. The teacher accepts 2 sections in either semester or over both semesters. The teacher will be on the SLOA List for 4 sections. Teacher will still have the right to displace.

Example 3: A teacher has 1.0 FTE entitlement. The teacher is fully surplus to school (either below the "school" line or refused a partial assignment). The teacher will be on the SLOA List for 6 sections. Teacher will still have the right to displace.

Placement Meeting Example (Spring Staffing):

Example 4: A non-Recall teacher has a 0.67 FTE entitlement. The teacher is staffed for 2 sections in semester 1 + on the SLOA List for remaining 2 sections. The teacher accepts 1 section in either semester at the same school. The total number of assigned sections is $2 + 1 = 3$

sections. The teacher will be on the SLOA List for the remaining 1 sections. Teacher will still have the right to displace.

Example 5: A non-Recall teacher has a 1.0 FTE entitlement. The teacher is staffed for 3 sections in semester 1 and is on the SLOA List for 3 sections. The teacher applies to and receives 4 sections (3 in sem 1 and 1 in sem 2) at a different school. The total number of assigned sections is $3 + 1 = 4$ sections. The teacher will be on the SLOA List for the remaining 2 sections. The teacher's original 3 sections are now vacant. The teacher will still have the right to displace.

Example 6: A non-Recall teacher has a 0.50 FTE entitlement. The teacher is staffed for 2 sections in semester 1 and is on the SLOA List for 1 section. The teacher applies to and receives 3 sections in semester 2 at a different school. The total number of assigned sections is $2 + 3 = 5$ sections. The teacher has increased their entitlement from 0.50 to 0.83. The teacher will be removed from the SLOA List. The teacher will NOT partake in the displacement process (unless they get bumped).

Example 7: A non-Recall teacher has a 1.0 FTE entitlement. The teacher is staffed for 6 sections. The teacher applies to and receives 5 sections at a different school much closer to home. The teacher will now be on the SLOA List for the remaining 1 section. NB - as this was a transfer, the teacher needed to be Qualified or DQ in the 5 sections they applied to.

Example 8: A non-Recall teacher has a 1.0 FTE entitlement. The teacher is staffed for 6 sections. The teacher applies to and receives 3 sections at a different school in semester 2. The teacher's home school is now the semester 2 school. NB - as this was a transfer, the teacher needed to be Qualified or DQ in the 3 sections they applied to.

Displacement Process Example (Spring Staffing):

Example 9: A non-Recall teacher has a 1.0 FTE entitlement and is on the SLOA List for 2 sections. Therefore, they have the right to displace. The teacher is staffed in 4 sections. They are offered and accept a displacement of 5 sections in a different school. The teacher will be on the SLOA List for the remaining 1 section. The teacher's original 4 sections are now vacant. The displaced less senior teacher(s) will be on the SLOA List and now have the right to displace.

Example 10: A non-Recall teacher has a 1.0 FTE entitlement and is on the SLOA List for 2 sections. Therefore, they have the right to displace. The teacher is staffed in 4 sections. They are offered and accept a displacement of 6 sections or are offered and accept a vacancy of 2 sections. In either event, the teacher becomes staffed for 6 sections. The teacher will be removed from the SLOA List.

Vacancies outside of the Spring Staffing Process:

Example 11: A Recall teacher has a 1.0 FTE entitlement. The teacher applies to and receives 2 sections. The teacher will be removed from the Recall List and be placed on the SLOA List for the remaining 4 sections.

Example 12: see Example 4, 5, 6, 7, and 8 (except ~~strikeout "The teacher will still have the right to displace"~~ as the displacement process only occurs during Spring Staffing).

Other Situations:

Example 13: I am a teacher who is on a full leave of absence.

- a. Can I express interest in sections if I want to transfer and remain on my leave? **Yes – you would still be on a leave of absence, but your assigned school will have changed. Please Note: We would advise that you state on your application form that “it would not be your intention to return from your leave, but rather only have your assigned school change”.**
- b. Can I express interest in sections if I want to return from leave, in whole or in part (excludes statutory leaves)? **Yes – and if the sections are not up to the extent of your entitlement, you will be placed on SLOA for the remainder.**

Example 14: I am a teacher who is actively assigned to a partial timetable and who is also on a partial Leave of Absence. Can I express interest in sections if I want to transfer and remain on my partial leave? **Yes – you would still be on a partial leave of absence, but your assigned school will have changed.**

6) Preference Box Examples:

Below are a list of examples of how simple, or complex, you can phrase your preference boxes. Normally, the more vacancies there are available at one time, the more options are available to you in multiple schools. Because the board will disregard your remaining "preferences" if, say, your first preference box is realized/attained, it can become quite the task to phrase your preferences in such a way as to maximize your vacancies over one or more schools.

Sem 1: NGDHS - SBI3U, SBI3C, SNC1D
Sem 2: NGDHS - SBI4U, SBI3U, SNC2D, SNC1P
Minimum - 6 sections required to accept

North Grenville District High School
Sem 1: MAP4C, MBF3C, MCF3M, SNC1D
Sem 2: MCF3M, MAP4C, MBF3C, MDM4U, SNC1P, SNC2D
minimum 6 sections in a year or only 3 sections in one semester

Sem 1: VCI – SNC1P/1D, NBE3U
Sem 2: VCI – MPM1D/MFM1P
Minimum: Will accept 2 in semester 1 OR 1 in semester 2 OR both (3 in total).

Sem 1: North Grenville – SBI3U, SBI3C, SNC1D, CGC1P X 2; MAP4C; MBF3C
Seaway - SBI3U/4U, SBI3U/3C, CHV2O/GLC2O
Sem 2: North Grenville - SBI3U, SBI4U, LNR, SNC2D, SNC1P, MAP4C, MBF3C
Minimum 2 sections in each semester to accept. Please consider my sem1 preferences in order written (NGDHS then SDHS)

Sem 1: CPHS: SNC2P, SNC1L/2L/4E, 2x CHV2O/GLC2O, 3x MPM2D/MFM2P, CGC1P, 3x NAC1O/AVI2O.
Almonte DHS: LRT, CHV2O/GLC2O, 2x MPM1D/MPM2D, NBV3C, CHC2D/2P, CGC1P/1D
Sem 2: CPHS: 2x MFM2P/MAT1L/2L, NBE3E/4E, 3x NAC1O/AVI2O.
Almonte DHS: LRT, CHV2O/GLC2O, NDW4M, CHC2D/2P, 2x CGC1D/1P
Minimum 5 sections to accept in the following order (Sem 1/Sem 2): CPHS/CPHS, then ALM DHS/CPHS, then ALM DHS/ALM DHS, then CPHS/ALM DHS

Sem 1: BCI - MCR3U, MPM2D, MBF3C, MFM2P, MAP4C
NGDHS - MCF3M, MBF3C, MAP4C, SNC1D
Sem 2: BCI - MBF3C, MDM4U, SNC1D, SNC2P
NGDHS - MCF3M, MBF3C, MAP4C, MDM4U, SNC2D, SNC1P
SDHS – MBF3C/4C, SNC1D
Minimum 2 sections in each semester in the following order (s1/s2): BCI/BCI, then BCI/NGDHS, then NGDHS/BCI, then NGDHS/NGDHS, then BCI/SDHS, then NGDHS/SDHS

7) Displacement Criteria Examples:

Displacement criteria:

A teacher assigned to 3 areas or less may be displaced by a more senior teacher, if the more senior teacher's qualifications or deemed qualifications (including Division, if applicable) matches the areas in which the less senior teacher is assigned.

A teacher assigned to 4 areas or more may be displaced by a more senior teacher, if the more senior teacher's qualifications or deemed qualifications (including Division, if applicable) matches any three of the areas in which the less senior teacher is assigned.

The examples below are provided to clarify the Displacement Principles above.

Less Senior Teacher is assigned in the following courses/sections	More senior teacher can displace if...
I/S Math	Q/DQ in I/S Math
I/S English, I/S History	Q/DQ in I/S English, I/S History
I/S English, I/S History, I/S Geography	Q/DQ in I/S English, I/S History, I/S Geography
I Math, I/S English	Q/DQ in I or S Math and I/S English <i>NB: S-Math qualifies a person to do I-Math</i>
I/S Math, Spec Ed	Q/DQ in I/S Math and Spec Ed
I/S Math, SST	Q/DQ in I/S Math, SST <i>NB – Anyone can match SST as no Q required</i>
I/S Math, Co-op, SST	Q/DQ in I/S Math, SST, Co-op <i>NB – Anyone can match SST, Co-op as no Q required</i>
Co-op, SST	Q/DQ in anything <i>NB – Anyone can match SST, Co-op as no Q required</i>
I/S English, I/S History, I/S Geography, S Family Studies	Q/DQ in I/S English, I/S History, I/S Geography; or Q/DQ in I/S English, I/S History, S Family Studies; or Q/DQ in I/S English, I/S Geography, S Family Studies; or Q/DQ in I/S History, I/S Geography, S Family Studies; Teacher who bumped will be given a timetable they are Q/DQ in
I/S Math, Science - Biology, Guidance, SST	Q/DQ in any 3 of I/S Math, Science - Biology, Guidance, SST <i>NB – Anyone can match SST as no Q required</i>
S English, S History, I Geography, S Family Studies, Guidance	Q/DQ S English, S History, I or S Geography; or Q/DQ S English, S History, S Family Studies; or Q/DQ S English, S History, Guidance; or Q/DQ S English, I or S Geography, S Family Studies; or Q/DQ S English, I or S Geography, Guidance; or Q/DQ S English, S Family Studies, Guidance; or Q/DQ S History, I or S Geography, S Family Studies; or Q/DQ S History, I or S Geography, Guidance; or Q/DQ S History, S Family Studies, Guidance; or Q/DQ I or S Geography, S Family Studies, Guidance; or Teacher who bumped will be given a timetable they are Q/DQ in <i>NB - S-Geography qualifies a person to do I-Geography</i>