

TDSB Glossary

Academic Level

A level of difficulty of courses offered in secondary school leading to post- secondary education (i.e. university and community college).

Accommodations

Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations change only the way in which the learning takes place; they do not alter the content of the curriculum or affect the validity or reliability of the tests that assess learning.

[Administration, Finance and Accountability Committee \(AFA\)](#)

One of a number of standing committees of the Board that meet and present reports at regular Board meetings. The AFA considers and makes recommendations to the Board on administrative matters, including finance matters referred to it for consideration.

Assessment

Information about a student's learning using a variety of tools such as written tests, observation in class, oral presentations, writing and drawing portfolios. The tests and observations may be for academic, performance, psychological, etc. purposes. The collection of information may be on-going (formative) in the class and/or at the end of a unit, term, or semester (summative). In special education, the term "assessment" may also include a wider range of tests to understand the degree of abilities or limitations that contribute or affect learning, including assessments for hearing, speech and language, fine and gross movements, mobility, etc.

Benchmarks

Provincial benchmarks are broad standards for the province against which students' learning may be assessed. They set worthwhile goals for all, by describing expected provincial levels of achievement. Their primary focus is to make a clear statement to teachers, parents and students about expected results.

[Better Schools. Brighter Futures.](#)

A process for program and capital planning to help the Board decide how to provide the right mix of programs and schools that meet the needs of our students and communities. It is a series of local projects to review program and accommodation options in clusters of schools, centred on students, programs and investing in schools to create schools with better programs, facilities and resources.

Business and Technical Institute (BTI)

A school which aims to provide students with the necessary skills and knowledge required to be successful in business and technical areas.

[Community Access Program \(CAP\)](#)

A Government of Canada initiative that aims to provide Canadians with affordable public access to the Internet and the skills they need to use it effectively.

Curriculum

The program that must be followed to educate children at each grade level. The curriculum describes the expectations that students must acquire as well as the achievement level. The curriculum is divided into different subject areas (Language, Mathematics, Social Studies, etc.) for elementary and secondary school students.

Child and Youth Worker (CYW)

Staff who encourage positive change in children and youth who are experiencing a range of learning, social, emotional or behavioural challenges. These specialists work in many TDSB schools as student support.

[English as a Second Language \(ESL \)](#)

A program that provides language instruction and academic preparation for further education. Some of the classes available include conversation, citizenship preparation, language proficiency test preparation, literacy for those who may need to improve their reading and writing skills and bilingual programs.

Family of Schools (FOS)

An administrative grouping of schools usually comprise of 20 to 30 elementary and secondary schools. Each FOS also has a Superintendent of Education.

[French as a Second Language \(FSL\)](#)

French As a Second Language Programs are offered in both the elementary and secondary schools. Core French is offered to all students for 40 minutes a day from Grades 4 to 8 and continues into secondary school from Grades 9 to12. Additionally, there are two types of intensive French programs: Immersion and French.

[Human Resources Committee \(HRC\)](#)

One of a number of standing committees of the Board that meet and present reports at regular Board meetings. The HRC considers and makes recommendations to the Board on human resources and staff development matters referred to it for consideration.

Individual Education Plan (IEP)

Developed in consultation with parents, and the student (if 16 or older), IEPs are for each student who has been identified as exceptional by the IPRC process. An IEP is a written plan and is a working document that describes the strengths and needs of an individual exceptional student, the special education program and services established to meet that student's needs, how the program and services will be delivered and how the student is progressing.

Identification, Placement and Review Committee (IPRC)

Mandated by the Ministry of Education, the IPRC is made up of three people, including a principal or supervisory officer of the Board. The IPRC will meet with the parents and student and decide whether or not the student should be identified as exceptional, identify the areas of the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education, and decide an appropriate placement for the student review the identification and placement at least once in each school year.

Literacy Enrichment Academic Program (LEAP)

A program for students 11 to 18 who did not attend school regularly before arriving in Canada. LEAP offers these students a chance to gain English language, literacy, and mathematics skills so that they can catch up to other students their age. At the TDSB, LEAP is in 40 elementary schools, and 13 secondary schools. Application is made through the student's home school.

Learning to 18

Schools are providing students with more opportunities to customize their high school experience and build on their strengths and interests through a variety of new and enhanced learning options. Every high school in Ontario now has a team comprising a principal, a Student Success Teacher or teachers, special education teachers and a guidance counsellor.

Learning Resource Teacher (LRT)

A teacher in a local school who is a Special Education specialist and provides part time direct support to exceptional students individually or in groups and/or indirect support to students through consulting with the classroom teacher.

Long Term Occasional (LTO)

A teacher employed by the Board to teach as a substitute for a teacher or temporary teacher in a regular teaching position.

Methods and Resource Teacher (MART)

A designated staff member who receives regular and ongoing professional development to enhance Special Education expertise and resources for a school.

[Ontario Student Assistance Program \(OSAP\)](#)

A financial aid program delivered by the Government of Ontario for post-secondary education students. The provincial and federal governments fund OSAP to provide loans, grants and scholarships on a needs-based formula. Financial assistance is to be used to help pay for tuition, books, mandatory fees, living costs and transportation.

[Ontario Secondary School Diploma \(OSSD\)](#)

Ontario's secondary school students require an OSSD to graduate. The diploma program is based on a credit system. In order to obtain a secondary school diploma, students must earn a total of 30 credits, complete the literacy requirement and complete 40 hours of community involvement. In order to earn a credit, students must successfully complete the 110-hour course. Eighteen out of the 30 credits students complete must come from a compulsory list of subjects. The remaining 12 credits are optional, earned in courses that the student may choose for him or herself from those available at the school.

[Parent Involvement Advisory Committee \(PIAC\)](#)

Mandated by the Ontario Ministry of Education, PIAC provides parent advice and to support parent engagement. The mandate of the TDSB's PIAC is to advise the Board on matters related to parent and community involvement and to provide feedback to the Board on educational matters of broad community interest. PIAC membership is made up of parent representatives and alternates from each of the Board's 22 wards, and from the Board's recognized Community Liaison Groups. The Committee has two Chairs, one parent and one trustee. PIAC includes trustee members as appointed by the Board, and Board staff designated as a resource to the committee. Ward representatives serve a two-year term and are usually elected at ward meetings. All parents are welcome to attend PIAC meetings as observers.

[Program and School Services Committee \(PSSC\)](#)

One of a number of standing committees of the Board that meet and present reports at regular Board meetings. The PSSC considers and makes recommendations to the Board on educational matters referred to it for consideration.

[Special Education Advisory Committee \(SEAC\)](#)

In accordance with the Education Act, SEAC makes recommendations to the Board concerning any matter affecting the establishment, development and delivery of Special Education Programs and Services. The TDSB and SEAC work together to protect the rights of students with special learning needs.

School Resource Officer (SRO)

Designated police officers assigned to specific TDSB schools as part of the School Resource Officer Initiative. The primary focus of the initiative is to develop and enhance safe and caring school relationships and programs with students, school staff, parents and partnership members. To best do this, SRO's "get to know" students within a school community through frequent and regular presence at 'host' schools.

[Toronto Lands Corporation \(TLC\)](#)

Created in September 2007 as a wholly-owned subsidiary of the TDSB, the TLC is responsible for managing the TDSB's non-operating school sites, in order to ensure the optimal use of these properties for users, and to maximize property value.

[Test of English as a Foreign Language \(TOEFL\)](#)

Evaluates the ability of an individual to use and understand English in an educational setting. It is an admission requirement for non-native English speakers at many English-speaking colleges and universities. The TDSB offers a variety of English classes to adults who are residents of Canada or who are applying for residency status. TOEFL programs are generally for intermediate or advanced level students who have professional or academic goals such as attending secondary schools, colleges or universities, or who are planning to re-qualify in their professions in Canada.

[Urban Diversity Strategy](#)

Coordinates, supports and initiates programs and partnerships that are improving student success with a focus on continuous improvement for all students and closing the achievement gap between the highest and the lowest achieving students. The Strategy includes concrete actions to raise the bar and close the achievement gap for vulnerable students at intermediate and secondary levels, and sets ambitious targets to ensure an 85% graduation rate for all groups within five years.