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Glossary of Terms



Long-Term Program and Accommodation Strategy 2020-2029

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Glossary of Terms

Annual Planning Document

A document that outlines the planned accommodation and program studies involving operating schools to be conducted during a given year.

Boundary Change Study

Local neighbourhood schools have attendance areas defined by boundaries that are used to determine admission to the Regular Program. Students who live in the boundary have a right to attend the school. Boundaries between two schools may be changed to reduce overcrowding, utilize surplus space or designate addresses to a closer school.

Capacity (Schools)

The capacity of school buildings is measured using a set of rules for optimal use of rooms defined by the Ministry of Education. Schools are designed to accommodate a certain number of students. Student enrolment may vary in a community over time so that a school may end up having more or fewer students than the building can accommodate – that is, the school may be over capacity or under capacity.

Capital Budget

An annual plan for major capital expenditures and revenue sources to fund the expenditures. It is approved by the Board.

Central Accommodation Team (CAT)

A team of senior staff from operational and program departments that makes decisions and/or recommendations to effectively and efficiently manage the exclusive use of space in TDSB facilities in order to create/maintain the strategic placement of academic programming and services to support students

and system-wide accommodation needs.

Core Holding

A site that is owned by the TDSB and should be kept because:

- The site is being used by the TDSB; or
- The site is necessary to maintain an adequate distribution of sites based on a 1.6 kilometres walking distance network; or
- The site is encumbered (e.g. the site is leased out for a long term, the site has a restrictive agreement or covenant associated with it, the site is jointly owned).

Emerging Capital Priority Project

A school is designated an emerging capital priority if it is significantly over-utilized, is projected to remain over-utilized for the next ten years and is surrounded by schools that are fully utilized. Because the surrounding schools do not have space available, there is no opportunity to alleviate the over-utilized school's pressure by moving students to the adjacent schools. Consequently, the best solution to the overcrowding is to construct additional pupil places through a capital project such as an addition or a new building. These emerging capital priorities will be submitted to the Ministry of Education for their funding consideration through the provincial Capital Priority grant process.

Extended French

Students will accumulate approximately 1,080 - 2,250 hours of instruction in French at the elementary level. To transition to secondary, the prerequisite for Grade 9 Extended French (FEF 1) is a minimum of 1,260 hours of instruction in French in elementary school. Students who have successfully completed the

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Extended French program are eligible for the Certificate of Bilingual Studies in Extended French. To receive a Certificate of Bilingual Studies in Extended French, students will be required to complete the four French courses of the program (Grades 9 to 12) plus three additional French credits at any level in other subjects offered where French is the language of instruction.

Facilities Condition Index (FCI)

A rating system for the overall condition of TDSB facilities. The index is used to help guide decisions regarding the order in which buildings will receive funding for renewal and/or replacement of building parts or components (e.g. roofs, plumbing, boilers, and windows). The FCI is calculated by dividing the total value of renewal needs of a given year(s) by the asset replacement value. It provides an indication of the condition of the facility/building components. Ratings are categorized as Good, Fair, Poor or Critical.

French Immersion

Students will accumulate approximately 6,100 hours of instruction in French at the elementary level. To transition to secondary, the prerequisite for Grade 9 French Immersion (FIF 1) is a minimum of 3,600 hours of instruction in French in elementary school. Students who have successfully completed the French Immersion program are eligible for the Certificate of Bilingual Studies in Immersion. To receive a Certificate of Bilingual Studies in Immersion, students will be required to complete the four French courses of the program (Grade 9 to 12) plus six additional French credits at any level in other subjects offered where French is the language of instruction.

Full-Time Equivalent (FTE)

This identifies the Full-Time Equivalent pupil

enrolment at each school as of October 31 of a given year.

Grade Range

This identifies a school's grade structure.

Head Count (HC)

This identifies the pupil headcount at each school as of October 31 of a given year. All students count as one.

Identification, Placement, and Review Committee (IPRC)

Students being considered for identification of an exceptionality or entry into Special Education programs and/or services may be presented to an Identification, Placement, and Review Committee (IPRC). Regulation 181/98 requires that all school boards set up IPRCs. Resident students enrolled in and attending a TDSB school are eligible for consideration by a TDSB IPRC. An IPRC is composed of at least three persons, one of whom must be a Principal or Supervisory Officer of the Board.

Indigenous Education Programs

Indigenous Education Programs have the goal of closing the opportunity gap for Indigenous students. This mandate is approached by infusing Indigenous perspectives across the curriculum for all students as well as by providing direct wrap-around supports to enhance the overall achievement of First Nations, Métis and Inuit students throughout the TDSB.

Local Feasibility Study

A preliminary analysis of an accommodation or program concept to determine its viability that is conducted by a staff team and the affected Trustee(s). The team, called the Local Feasibility Team, is led by the local Superintendent(s) of Education. The study

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could lead to other formal public processes such as Boundary Reviews, Program Area Reviews and Pupil Accommodation Reviews that include community engagement.

Long-Term Program and Accommodation Strategy

A roadmap for the future that provides a systematic approach to program and accommodation planning with a ten-year timeframe that allows for responsiveness and flexibility in a changing environment by including an annual cycle of review.

Non-Operating School Site

A non-operating school site is a property owned by the TDSB that is not currently used as an operating school. The property could be vacant land, an administration building or a closed school that is leased out to a tenant. Many of these properties are considered core holdings. They are properties that the TDSB wishes to keep ownership of because they are currently used by the TDSB or they are encumbered by conditions that prevent them from being sold or they are required for possible use by the TDSB in the future. Sometimes, as a result of changes in demographics or school board operations, it may be determined that a site is no longer required for future use and can be declared surplus to the needs of the Board and sold.

On-the-Ground (OTG) Capacity

This is the student capacity associated with a school facility. This capacity is intended for use in planning the accommodation of regular day school programs. It is also a component of the Ministry of Education's formula for funding school operations, renewal and new pupil places. This capacity is not related to maximum occupancies governed by the Building Code and the Fire Code. Specifically, this capacity is a measure of the number of

students, elementary or secondary, that the school has been built to accommodate. This figure is based on the physical attributes of the facility and classroom loadings determined by the Ministry of Education.

Panel

The level of program offered at a school. E = Elementary; S = Secondary; NDS= Non Day School.

Participation Rate

Home School Participation Rate

The percentage of school-aged children within a school's boundary who attend any TDSB school.

TDSB Participation Rate

The percentage of school-aged children within a school's boundary who attend their local school.

Program Area Review

A process undertaken for consideration of changes to grade configurations of a school (excluding changes to grade configurations of French Immersion or Extended French programs and programs for students with exceptionalities); the establishment of new schools; or new specialized programs.

Program Area Review Team (PART)

A group that is formed to complete a Program Area Review. A PART is formed when there is a proposed program addition, expansion, enhancement, removal, or relocation. Membership includes Planning and other central staff (as required), affected Trustees, affected Superintendent(s) and Principal(s), and School Council Chair or designate from each school. A PART uses the information gathered during the Local Feasibility process, communicates with the larger community and staff, and considers options and implications

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of these options. Recommendations from the PART are based on consensus of the PART.

Pupil Accommodation Review

A pupil accommodation review involves studying a school that is significantly underutilized and its adjacent schools. The review considers ways to reduce surplus space and build viable programs. The review may result in the movement of a large number of students between schools. A school closure is a possible outcome.

Pupil Accommodation Review Committee (PARC)

A committee, established by a school board to represent the schools involved in a Pupil Accommodation Review, which acts as the official conduit for information sharing between the school board and the affected school communities.

Redirection of a Residential Development

Redirecting a residential development is a tool for controlling overcrowding at schools. A redirection is considered when a large residential development is proposed to be constructed in an area that is served by an overcrowded school. The large residential development is assigned to a school outside of the area that has space available. The redirection occurs before the residential development is occupied. Usually bussing is required to transport the students living in the new development to the designated receiving school.

Renewal Backlog

This identifies the estimated cost to repair or maintain major building components such as air handling units, plumbing, roofs, boilers and windows.

School Data

A database of operational and program information by school that was created as part of the process to develop the Long-Term Program and Accommodation Strategy.

Specialist High Skills Major

Specialist High Skills Major (SHSM) offers an opportunity to earn a red seal on a Diploma (OSSD). SHSM's focus on specific economic sectors and support students in transition to college, apprenticeship, university and the workplace. Sixteen economic sectors are represented and all school boards must have Ministry approval in order to offer a SHSM.

Toronto Lands Corporation (TLC)

A wholly-owned subsidiary and exclusive real estate services provider to the TDSB. It is responsible for managing all of the TDSB's real estate interests including the redevelopment of sites, land use planning, property disposition and acquisition, leasing, partnerships and the integration of community hubs.

Utilization Rate

This identifies the school's projected utilization rate for October of a given year. It is calculated by dividing the projected October enrolment by the OTG capacity for that year. The number of students attending a school compared to the number of students that the school was designed to hold. For example, if a school is designed to accommodate 200 students and the enrolment is actually 250 (likely with the addition of portables), the utilization rate is 125%. The formula for calculating a school's utilization rate is: Total Full-Time Equivalent (FTE)/Capacity X 100.