



Update on the Implementation of Multi-Year Strategic Action Plan: Academic Pathways

To: Program and School Services Committee

Date: 9 June, 2021

Report No.: 06-21-4125

- Strategic Directions
- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that the update on the implementation of the Multi-Year Strategic Action Plan: Academic Pathways be received for information .

Context

The Toronto District School Board is committed to identifying and eliminating all forms of systemic racism and oppression that lead to inequitable outcomes for Indigenous and Black students, students from lower socioeconomic backgrounds, and students identified with special education needs. The work of Academic Pathways and disrupting streaming structures from Kindergarten through to secondary school is part of this ongoing commitment.

We continue to support all students by creating inclusive learning environments with high expectations that meet the needs of all students and support all future education pathways.

We have worked over the course of three years to support schools to prepare the majority of students to study at the Academic level in Grades 9 and 10. Starting in September 2021, almost all Grade 9 students will be studying at the Academic level (The Ministry of Education has also introduced a destreamed Grade 9 mathematics course, MTH1W, for September 2021). Effective September 2022, almost all Grade 10 students will be studying at the academic level.

Grade 9-10 Program of Study: Enrolment Trends

The following information is for active students at the end of school year only. A student's overall program of study has been calculated from the five Grade 9/10 courses that have program levels (i.e., English, Math, Science, Geography (Gr. 9) / History (Gr.10), and French).. If the majority of the courses taken by a student were at the academic level, the overall program level of study was "Academic". If the majority of the courses taken by a student were at the applied level, the overall program level of study was "Applied". If the majority of the courses were neither at the academic level nor at the applied level, the overall program level of study was assigned to "Other".

Figure 1: Grade 9 Program of Study (Active Students as of June 30th)

School Year	Academic (#)	Academic (%)	Applied (#)	Applied (%)	Other (#)	Other (%)	Total Count
2014-15	12,621	76%	2,898	18%	992	6%	16,511
2015-16	12,461	77%	2,615	16%	1,035	6%	16,111
2016-17	12,698	79%	2,408	15%	1,020	6%	16,126
2017-18	12,936	80%	2,145	13%	1,028	6%	16,109
2018-19	13,956	85%	1,484	9%	913	6%	16,353
2019-20	14,643	89%	893	5%	967	6%	16,503

Figure 2: Grade 10 Program of Study (Active Students as of June 30th)

School Year	Academic (#)	Academic (%)	Applied (#)	Applied (%)	Other (#)	Other (%)	Total Count
2014-15	12,677	76%	2,766	17%	1,227	7%	16,670
2015-16	13,146	77%	2,600	15%	1,253	7%	16,999
2016-17	12,916	78%	2,357	14%	1,231	7%	16,504
2017-18	13,079	79%	2,287	14%	1,167	7%	16,533
2018-19	13,355	81%	2,000	12%	1,125	7%	16,480
2019-20	14,110	84%	1,456	9%	1,160	7%	16,726

Figure 1: Grade 9 Students' Overall Program of Study

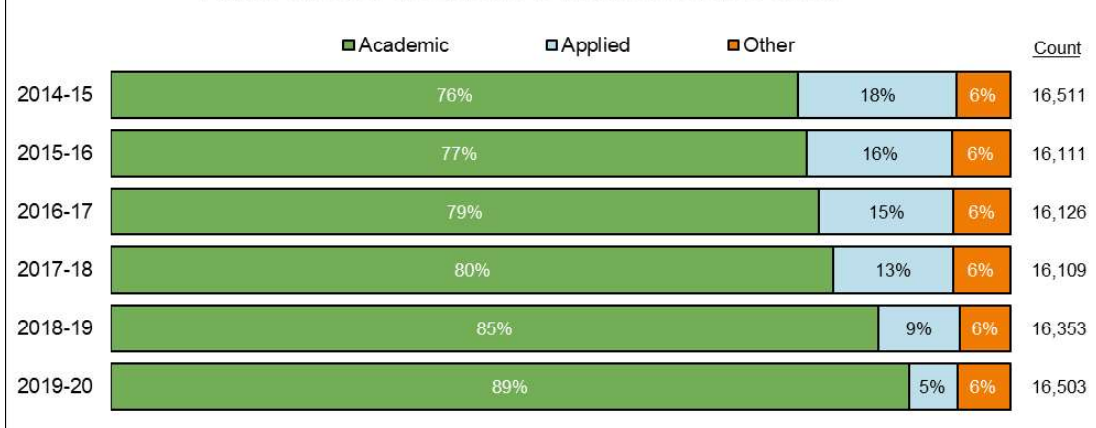
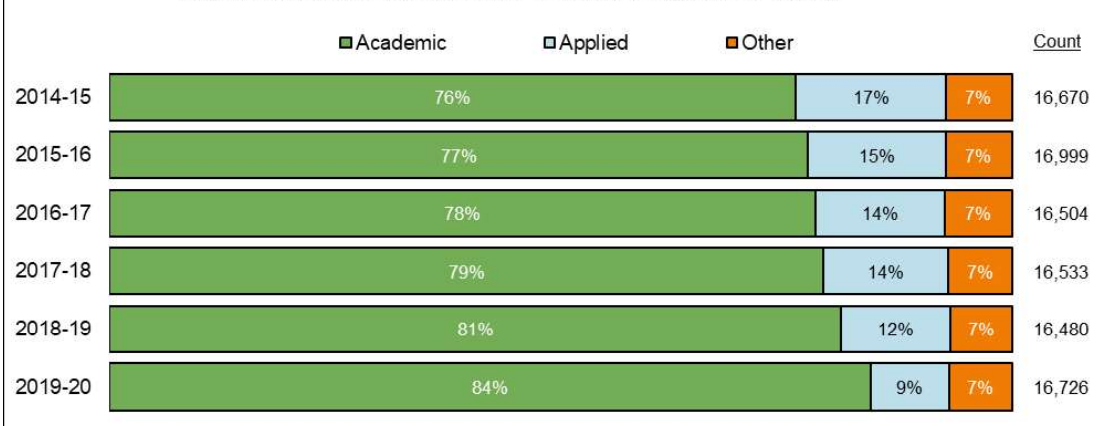


Figure 2: Grade 10 Students' Overall Program of Study



At a future Program and School Services Committee meeting (October or November, 2021) we will provide an interim update on enrolment trends that includes the 2020-21 school year. As well data will be disaggregated so that trends for various groups can be seen (e.g. socio-economic status, self-identified ethno-racial background, gender, program of study by special education needs, program of study – English language learners, family structure, etc)

Action Plan and Associated Timeline

Grade 9 and 10 Academic

- In collaboration with numerous central departments, system-wide professional learning sessions on instruction, assessment, and the moral imperative for Academic-only classes were delivered to secondary administrators, Curriculum Leaders and lead teachers in English, French, Geography, Mathematics, Science, Guidance, Student Success, Special Education and Teacher Librarians (January-May 2021)
- The Academic Pathways website (<https://sites.google.com/tdsb.on.ca/tdsbacademicpathways/>) has been created to share professional learning materials, internal and external reports on academic streaming, and instructional resources for secondary teachers.
- Central Lead Teachers of Secondary Mathematics and Academic Pathways were hired and are developing teacher resources to support the effective implementation of the new Grade 9 destreamed mathematics curriculum.
- The TDSB destreaming team, composed of leaders from across the system, developed a readiness assessment tool to help Learning Network Superintendents and secondary school administrators prepare for the implementation of Grade 9 Academic-only courses for September 2021 and to identify areas of strength and growth to inform the development of school improvement plans.
- The Locally Developed Compulsory Courses (LDCC) Strategy was developed to review placement of students in Grade 9 LDCC. The process requires the collaboration of teachers, administrators and families to determine, on a case-by-case basis, the appropriateness of a student's placement in a Grade 9 LDCC, and the approval of a parent and the Superintendent.

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
<i>Provide professional learning to Guidance Counsellors and Student Success Teachers in the elementary and</i>	Professional learning to Guidance Department Leaders and Student Success teachers focusing on Equity in	Provide professional learning to math and student success teachers

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
<p><i>secondary levels to support effective transitions for all students in the most appropriate course pathway</i></p>	<p>Guidance & Student Success (April & May 2021)</p> <p>Professional learning to Senior Team regarding course selection, academic pathways and LDCC (October 2020, January 2021)</p> <p>Professional learning to Learning Network Superintendents regarding Academic Pathways and Transitions (January 2021)</p> <p>Webinars for parents regarding Academic & Career Planning, with information about Academic Pathways via Parents as Partners (October 2020)</p> <p>Grade 8 to 9 Transition Information Night for families (December 2020)</p> <p>Professional learning to secondary Student Success Teachers to support effective transitions and supports in Academic-only classes (February 2021)</p> <p>Process implemented to review placement of students into LDCC (February 2021) Appendix A</p>	<p>on effective intervention tools and strategies.</p> <p>Work with community organizations to engage parents in order to provide supports and a better understanding of available courses and pathways.</p>
<p><i>Collaborate with system teams (Guidance, Special Education, Early</i></p>	<p>System-wide and local school professional learning sessions on instruction, assessment,</p>	<p>Collaborate with Early Years, English/Literacy, and Mathematics</p>

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
<p><i>Years, Continuing Education, Indigenous Education) to support successful transitions for all students and direct supports where they are most needed</i></p>	<p>the moral imperative, and the professional duty for Academic-only classes to 1000 secondary school administrators, curriculum leaders and lead teachers in English, French, Geography, Mathematics, Science, Guidance, Student Success, Special Education and Teacher Librarians (January-May 2021)</p> <p>Professional learning to support school based collaborative inquiry on addressing educational debt in adolescent literacy for 72 early reading intervention schools facilitated by the central English/Literacy department (February – May 2021)</p> <p>Professional learning facilitated by Hybrid Teacher-Coaches in English, Geography, History, and Science to support teachers with differentiated and culturally responsive instruction (September 2020 to present)</p> <p>Professional learning sessions for administrators and aspiring leaders on setting conditions to support Academic Pathways. (March–May 2021)</p> <p>Professional learning for administrators via a panel of</p>	<p>departments to support reading and foundational math instruction for K-2 students.</p> <p>Provide professional learning opportunities for elementary teachers (e.g. Grades 4-8) on instruction, assessment and the professional duty of Academic Pathways through effective inclusion in the areas of language and mathematics.</p> <p>Provide professional learning on evidence-based interventions when students in Grades 4 to 8 are multiple years below grade level, which would inhibit their success in academic programing in secondary school.</p> <p>Provide support for secondary schools in preparation of academic only courses in Grade 10 for September 2022.</p> <p>Collect data on credit accumulation of grade 9 courses in 2021 – 2022 school year.</p>

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
	<p>experienced principals who shared insights about leading schools through the dismantling of academic streaming (May 2021)</p> <p>Revised the Grade 8-to-9 transition process to reflect a tiered, asset-based approach that includes staff and students (May 2021)</p> <p>Developed the Academic Pathways website to provide professional learning, teaching resources and supports to educators.</p>	
<p><i>Develop the Academic Math Strategy to include a plan for professional learning for teachers, supports for parents and students to access outside the classroom, and opportunities for cross-panel collaboration in Grades 7-10</i></p>	<p>Professional learning in collaboration between the Central Math Team and Hybrid Teacher-Coaches in Mathematics on inclusive secondary mathematics teaching (January 2021 to present).</p> <p>Professional learning to special education coordinators and consultants on inclusive mathematics related to the new Grades 1-8 math curriculum to support Academic Pathways (January-June 2021)</p> <p>Presented at Parents as Partners and PIAC conferences on supporting</p>	<p>Enhance the TDSB Mathematics for Families website (https://sites.google.com/tdsb.on.ca/tdsb-mathematics-for-families/home) to include greater supports for students and parents and effectively communicate these resources to all schools.</p> <p>Provide ongoing professional learning support to Grades 7-10 teachers on inclusive, differentiated, and culturally responsive mathematics learning.</p> <p>Develop and implement a secondary mathematics</p>

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
	<p>mathematics at home (October-November 2020)</p>	<p>leadership learning plan whereby current and aspiring math leaders engage in focused professional learning on culturally responsive mathematics education.</p> <p>Facilitate learning opportunities between Grades 7-10 teachers, including within feeder-receiving school networks.</p>
<p>Additional Actions</p>	<p>Developed the Kindergarten-Grade 1 IEP strategy to interrupt early streaming and historical overrepresentation of Black students in special education programs.</p> <p>Developed a Destreaming Readiness Assessment Tool to guide and support the work of Learning Network Superintendents and Secondary Principals as they prepare for the Sept 2021 implementation of Grade 9 destreaming. Appendices B & C</p> <p>Developed the Teacher Leadership Collective, a group of 80-100 teachers from K-12 across the TDSB who will serve as co-learners and sites of excellence to illustrate effective inclusion, culturally</p>	<p>Further develop a comprehensive strategy to address streaming structures and practices as early as Kindergarten and throughout elementary and secondary grades.</p> <p>Continue to develop the Teacher Leadership Collective to strategically facilitate learning experiences for staff to support Academic Pathways.</p>

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
	<p>responsive teaching, and Indigenous education.</p> <p>Met with Coalition for Alternatives to Streaming in Education (CASE) to discuss their research findings and how they can support TDSB with resources and presentations.</p>	

Resource Implications

Schools will be provided guidance on strategies for use of budgets to support Academic Pathways such as release time for professional learning, collaboration and moderated marking.

Communications Considerations

Communications plan to be drafted in consultation with Communications Officer, as required.

Board Policy and Procedure Reference(s)

N/A

Appendices

- Appendix A: Locally Developed Compulsory Course Process
- Appendix B: School Readiness Assessment Tool
- Appendix C: Learning Network Readiness Assessment Tool

From

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Locally Developed Compulsory Course (LDCC) Recommendation Process

The Toronto District School Board is committed to identifying and eliminating all forms of systemic racism and oppression that lead to inequitable outcomes for Indigenous and Black students, students from lower socioeconomic backgrounds, and students identified with special education needs. The work of Academic Pathways and disrupting streaming structures from Kindergarten through to secondary school is part of this ongoing commitment.

As we continue to support all students by creating inclusive learning environments with high expectations, as well as to prevent the reproduction of academic streaming in new forms, the following information will support schools in offering and placing students into Locally Developed Compulsory Courses (LDCC).

With the implementation of de-streamed courses and the removal of Applied level courses, careful consideration must be given to student placement in LDCCs. Please keep in mind that LDCCs were originally intended to prepare students for Grade 11 workplace preparation courses. Students who have college or university aspirations should take academic or de-streamed courses and receive support if needed. For students who successfully complete LDCC courses, opportunities for lateral move to Academic/de-streamed courses can be provided, as appropriate.

Please note LDCCs are not intended to replace Applied level courses.

Schools should consider student placement in the LDCCs on a case-by-case basis (see process below). Placement will require a team to review that includes elementary and secondary schools and must include families and students in the process. The team will collaborate to identify and appropriately place students who may want to take a LDCC. Superintendents will support schools with approval of these placements. Secondary schools would go through a similar process should a student be newly identified who *may* be appropriate for an LDCC. *Please note, this process does not apply to congregated sites.

*Update on the Implementation of Multi-Year Strategic Action Plan: Academic Pathways Report:
Appendix A*

Action	Staff Responsible	Timeline
Consider students where a LDCC course and the workplace pathway <i>may</i> be most appropriate, given their post-secondary aspirations and learning profiles.	Elementary Teacher, Principal, Student Success and / or Special Education representation, Families	March 1-12
Develop student profiles outlining the need for LDCC in collaboration with parents.	Elementary Teacher, Principal, Student Success and / or Special Education staff	March 1-12
Discuss students identified for enrolment in a LDCC with Superintendent.	Elementary staff, Superintendent	March 11-19
Communicate with families and students regarding recommendation and pathway.	Elementary staff	March 22-25
Share student profiles with Grade 9 school Principal/Vice Principal	Elementary Teacher, Principal, Student Success and / or Special Education staff	March 26
Secondary school reviews and confirms students recommended for LDCC	IST at Secondary School	March 29-April 9
Students timetabled into LDCC as recommended	Timetabling VP/ Guidance	April-Early May

Prompting questions

- What evidence is informing the decision?
- How have I engaged families in the discussion on pathways and outcomes?
- With appropriate accommodations and/or modifications will this student be successful?

Which students may an LDCC be appropriate for?

The LDCC course *may* be appropriate for students with:

- Complex special education learning needs who would require significant modifications and supports to achieve in the academic course that vary significantly from the course expectations that would not lead to the attainment of a credit.
- LEAP students who meet the criteria through a formal process involving the ESL Department. See [LEAP Guide](#) for criteria information. Of special note, not all LEAP students require LDCC.

The LDCC course is not appropriate for students with:

- Social emotional and/or behavioural challenges
- Mental health and well-being concerns who can achieve in academic with supports, accommodations and/or modifications in place
- An IEP and the ability to achieve in Academic with supports, accommodations and/or modifications in place
- An exceptionality and the ability to achieve in Academic with supports, accommodations and/or modifications in place
- English language learning needs. ELLs or students enrolled in a LEAP program who can achieve in academic with accommodations and/or modifications and supports
- Attendance concerns who can achieve in academic with accommodations and supports

**Locally Developed Compulsory Course (LDCC)
Recommendation Form**

Careful consideration must be given to student placement in LDCCs, as they are intended to prepare students for Grade 11 workplace preparation courses. **Students who have college or university aspirations should take academic or de-streamed courses and receive support if needed.** For students who successfully complete LDCC courses, opportunities for lateral move to Academic/de-streamed courses can be provided, as appropriate. **Please note LDCCs are not intended to replace Applied level courses.** Please refer to the prompting questions on page 2 in order to support your recommendation.

Student Name: _____ **DOB :** _____

Elementary School: _____ **OEN:** _____

Form Completed by: _____ **Date:** _____

Name of Guardian Consulted: _____ **Date:** _____

LDCC Courses Recommended (check all that apply):

☐ English (ENG1L)

☐ Mathematics (MAT1L)

☐ Science (SNC1L)

Rationale and/or Evidence for Recommendation:

Supports Recommended:

Elementary Principal Signature:

Date:

*Update on the Implementation of Multi-Year Strategic Action Plan: Academic Pathways Report:
Appendix A*

Superintendent Signature:

Date:

School Readiness Implementation Assessment Tool - Secondary Administrators

The TDSB is committed to challenging streaming beginning in the Early Years and continuing into secondary school. As a system we will continue to offer inclusive, equitable learning environments for all of our students. Our focus for academic pathways is about having high expectations for all students, without losing the rigor and providing both staff and students with the supports they need so all students are successful at an academic level.

The TDSB is committed to moving forward with changes that will address systemic discrimination and help break down barriers, especially for Indigenous, Black and other racialized students, students living in poverty and students with disabilities and other special education needs.

This Academic Pathways Implementation Readiness Assessment Tool is developed to support your work in preparation for full implementation of Academic Pathways in all core subjects and the new De-streamed Mathematics course for September 2021.

This tool is to be used to engage school teams in reflective discussions on readiness and guide planning for the implementation of academic only and de-streamed math classes.

Please use the scale to assess your school's readiness in order to support your actions.

These are guiding questions and are meant to support your planning and preparations. They are not restrictive, and schools may have additional areas of focus/planning that will be examined. Next steps should be used to assist with your preparation for September 2021.

Leadership Reflection

Do you as an Administrator feel equipped to lead this work? What supports and resources will support this work?

Have you engaged in critical reading of books and articles, joined book studies and/or participated in webinars and professional learning related to de-streaming and related topics?

Have you reviewed the [TDSB Equity Leadership Competencies](#)? What further learning or professional development do you need to ensure that you are using and implementing the equity leadership competencies in your professional practice as a school leader?

Actions you can seek to further your understanding between now and June 2021:

School Readiness Implementation Assessment Tool - Secondary Administrators

Engaging Stakeholder Communities

As a **school staff**, (i.e., teachers, classroom educators, Guidance Counsellors, etc.) we have a shared understanding that streaming led to unequal post-secondary school access and success and therefore de-streaming contributes to success for all students.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Students have input and inform de-streaming plans.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Parents/Guardians understand the need for de-streaming and inform plans and accountability measures.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Consider how some of these questions and actions will build your School Improvement Plan.

School Readiness Implementation Assessment Tool - Secondary Administrators

Professional Learning - Increased Educator Capacity for effective, culturally responsive instruction, assessment and evaluation in de-streamed classrooms

Develop Anti-Racism Professional Learning for School Staff

Professional learning for school staff challenges systemic and individual racism, discrimination, and constructions of ability that view some students as more capable of learning than others. Consider specific processes, policies and resources (e.g., critical theories such as anti-oppressive discourse, critical race theory, critical disability studies etc.) your school has used which have enabled successful and sustainable cultural shifts through instruction.

1 _____ 4
Beginning Accomplishing

Action to be taken between now and June 2021:

Pedagogy and new practices in classrooms are embedded and integrated in professional learning, collaboration and grounded in theory that impacts classroom practice (e.g., teachers using culturally relevant and culturally sensitive literacy practices in English classrooms, etc.)

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Develop Professional Learning Plans for Educators and Support Staff

All educators and support staff are engaged in collaborative inquiries (including supports for instruction and assessment practice in de-streamed classrooms) that are decolonizing and anti-racist and stimulate, challenge, encourage and support all learners. The plans include time to co-develop instruction, assessment, evaluations and accommodations for use in classrooms.

1 _____ 4
Beginning Accomplishing

School Readiness Implementation Assessment Tool - Secondary Administrators

Action to be taken between now and June 2021:

We have accessed board-level supports (e.g., Equity Leads, Black and Indigenous Graduation Coaches, Program Coordinators, etc.) and resources to support the implementation of Academic Pathways:

1 _____ 4
Beginning Accomplishing

Action to be taken between now and June 2021:

Consider how some of these questions and actions will build your School Improvement Plan.

Structures and Supports

Strengthen Transition Planning Processes

Transition plans support students entering Grade 9 and onward. Plans include Student Success supports and considerations of Individual Education Plans (IEPs).

1 _____ 4
Beginning Accomplishing

Action to be taken between now and June 2021:

Action to be taken between now and June 2021:

School Readiness Implementation Assessment Tool - Secondary Administrators

Student Supports

We have developed a school-level plan for implementing wrap-around supports (e.g., Learning Outside the School Day - for example, before and after school tutoring, after school hands-on enrichment opportunities aligned with student interests, etc.) for students in academic only or de-streamed math classes:

1 _____ 4
Beginning Accomplishing

Action to be taken between now and June 2021:

Consider how some of these questions and actions will build your School Improvement Plan.

*Thank you for taking the time to complete this assessment of your School implementation readiness and for sharing your ideas and strategies for our continued work.

Learning Network Readiness Implementation Assessment

This Academic Pathways Implementation Readiness Assessment Tool is developed to support your work with your Learning Network in preparation for full implementation of Academic Pathways in all core subjects and the new De-streamed Mathematics course for September 2021.

This tool can be used to engage your Learning Network of secondary school teams in reflective discussions on readiness and guide planning for the implementation of academic only and de-streamed math classes. **Please use the scale to assess your LN's readiness in order to support your actions.**

These are guiding questions and are meant to support your planning and preparations. They are not restrictive and Learning Networks may have additional areas of focus/planning that will be examined. "Actions" should be used to assist with your preparation for September 2021.

A School Readiness Implementation Assessment tool has also been developed to support school teams in preparing for Academic Pathways implementation. Please work with your Secondary Learning Network Administrators to support their work.

Engaging Stakeholder Communities

As a **Learning Network**, (i.e., Administrators, coaches, etc.) we have a shared understanding that streaming led to unequal post-secondary school access and success and therefore de-streaming contributes to success for all students.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Students In our **Learning Network** have input and inform de-streaming plans.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Learning Network Readiness Implementation Assessment

Parents/Guardians in our **Learning Network** understand the need for de-streaming and inform plans and accountability measures.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Consider how these questions and actions will help to build School Improvement Plans.

Professional Learning: Increased Capacity for effective leadership of culturally-responsive instruction, assessment and evaluation in de-streamed classrooms

Develop Anti-Racism Training Plans for System Leaders and School Staff

Professional learning for school administrators and coaches challenges systemic and individual racism, discrimination, and constructions of ability that view some students as more capable of learning than others. Consider specific processes, policies and resources (e.g., critical theories such as anti-oppressive discourse, critical race theory, critical disability studies etc.) your **LN** has used which have enabled successful and sustainable cultural shifts.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Learning Network Readiness Implementation Assessment

Strengthen Instructional Programs in De-streamed Classes

As a Learning Network we access central staff who are trained in anti-racism and anti-oppression principles to support secondary administrators with Academic Pathways implementation and school leadership.

1 _____ 4

Beginning

Accomplishing

Actions to be taken between now and June 2021:

Learning Network Readiness Implementation Assessment

Structures and Supports

Leverage Staffing Supports

Our Learning Network has accessed board-level supports (e.g., Equity Leads, Black and Indigenous Graduation Coaches, Instructional Leaders, etc.) and resources to support the implementation of Academic Pathways.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

As a Learning Network we have examined strategies to develop school-level plans for implementing wrap-around supports (e.g., before- and after-school tutoring, after-school hands-on enrichment opportunities aligned with student interests, etc.) for students in de-streamed classes.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Strengthen Transition Planning Processes

Transition plans support students entering Grade 9 and onward. Plans include Student Success supports and considerations of Individual Education Plans (IEPs). **Administrators are provided time to co-develop and share ideas that have already been implemented in their schools.**

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Learning Network Readiness Implementation Assessment**Provide Guidance for Individual Student-Focused Timetabling**

In our Learning Network, individual student-focused timetabling is in place to support student learning in de-streamed classes (e.g., course bundling, non-semestered math, other timetabling strategies to support student needs, etc.).

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Strengthen Course Selection Review Processes

As a Learning Network we have followed the board plan to specifically review any student registration in Locally Developed Compulsory Credit Courses (LDCC) with the goal that, whenever possible, students should be supported with appropriate accommodations in a ministry-defined course (i.e., De-streamed or Academic Pathways courses). Students should enroll in the LDCC only when their learning needs cannot be accommodated in a ministry-defined course.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

As a Learning Network, we continue to critically examine other streaming processes within our schools (eg. specialized programs, enriched courses, etc.) to ensure they are not further marginalizing particular groups of students.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Please describe resources or processes your Learning Network has used that have effectively supported students and families that we can share and learn from when supporting de-streaming.

Learning Network Readiness Implementation Assessment

4. Monitoring, Evaluation and Reporting

As a Learning Network we have developed a clear plan to ensure that data collection, analysis and reporting processes are in place to monitor progress and report on all de-streaming outcomes and indicators.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

*Thank you for taking the time to complete this assessment of your Learning Network implementation readiness and for sharing your ideas and strategies for our continued work.