

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: