



REPORT TO

**SPECIAL EDUCATION ADVISORY
COMMITTEE**

**SCIENCE, TECHNOLOGY, ENGINEERING, ARTS,
MATH AND STUDENTS WITH AN INDIVIDUAL
EDUCATION PLAN**

As it is, there are many members, yet one body.
1 Corinthians 12:20

Created, Draft	First Tabling	Review
February 3, 2020	September 16, 2020	Click here to enter a date.

Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT;
Gina Iuliano Marrello, Superintendent, Student Success;
Maria Meehan, Superintendent, Special Services.

INFORMATION REPORT

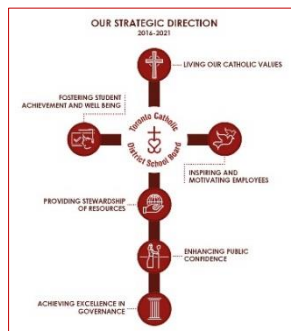
Vision:

*At Toronto Catholic we transform the world through
witness, faith, innovation and action.*

Mission:

*The Toronto Catholic District School Board is an inclusive
learning community uniting home, parish and school and
rooted in the love of Christ.*

*We educate students to grow in grace and knowledge to
lead lives of faith, hope and charity.*



Rory McGuckin
Director of Education

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Associate Director of Facilities,
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Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report provides an overview of the process for offering extracurricular opportunities for students, with a focus on STEAM activities. Described in the report are considerations made by the principal and staff to ensure equity of access to after-school programs for all of our students. The report lists recommendations for ensuring that the principal and school staff integrate the principles of equity of access and inclusion when offering extracurricular activities.

The cumulative staff time required to prepare this report was 15 hours.

B. PURPOSE

This report responds to a recommendation from SEAC and an approved Board motion:

That staff provide SEAC with a written outline of what supports/accommodations are available to help provide an inclusive landscape for SEN students in joining STEM/STEAM extracurricular activities and what role and responsibilities befall on both Principal and teaching staff in this process

C. BACKGROUND

1. September 18, 2019 SEAC Meeting: A motion was recommended to Board for staff to come back with a report outlining what supports/accommodations are available to help provide an inclusive landscape for Special Education Needs (SEN) students in joining STEM/STEAM extracurricular activities and what role and responsibilities are assumed by both Principal and teaching staff in this process.
2. October 17, 2019 Regular Board Meeting: This motion was carried.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Schools may choose to offer extracurricular activities to enhance learning. Personnel leading extracurricular activities may be staff volunteers, external volunteers, and paid providers.

2. Extracurricular activities are voluntary for staff and students. When local school staff offer extracurricular activities, they make every effort to consider the needs of interested participants.
3. When a school is considering offering any extracurricular activity, every effort is made to create an inclusive learning environment for students. The principal works with teacher volunteers and other staff who have knowledge of particular student needs to ensure every effort is made to incorporate considerations needed in order to create an appropriate learning experience.
4. When considering offering extracurricular activities, whether by staff volunteers, outside volunteers, or external providers, equitable access is an essential criterion for consideration by the principal and those involved in offering the activity. When offering extracurricular activities, schools endeavour to ensure that there is a wide variety of those in order to accommodate students with varying needs. In addition, within each extracurricular activity, staff works to provide a variety of experiences and roles for students of varying abilities.
5. The TCDSB promotes STEAM (Science, Technology, Engineering, Arts, Mathematics) as a holistic and inter-disciplinary approach that enhances the curriculum and can also be integrated in extracurricular activities.
6. STEAM naturally lends itself to using Universal Design for Learning (UDL) as a framework for teaching and learning (Basham & Marino, 2013). In this framework, students with a wide variety of learning styles have the opportunity to engage in a variety of activities.
7. STEAM extracurricular activities are those that INTEGRATE Science, Technology, Engineering, Arts, and Mathematics. Some examples of STEAM extracurricular activities, listed by principals in a survey completed in February 2020, include the following: Robotics, MakerSpace, some Destination Imagination, Coding, Skills Canada Competition Preparation, Anime Club, Scientists in the School, Media, Chess, etc.

8. In the February 2020 survey completed by principals, the following were listed as examples of accommodations/modifications for students taking part in extracurricular activities:
 - Extracurricular activities include a variety of roles to allow different entry points for students of varying abilities
 - Educational Assistance and CYWs work with students with special needs as they take part in after-school activities.
 - Students with special needs who are taking part in after-school activities are provided with extra time to complete assignments
 - Students with special needs are partnered with a supportive peer for additional support
 - Small group activities allow for additional support for students with special needs.
 - Access to technology

E. METRICS AND ACCOUNTABILITY

1. Equity of access to extracurricular activities will be monitored by the school principal in collaboration with school staff.
2. Principals will encourage all extracurricular moderators to provide activities that promote equity and inclusion.
3. K-12 Principal Meetings include reinforcement of the principles of equity of access and inclusion for all curricular and extracurricular activities.
4. Central resource staff, in collaboration with Special Services Department staff, will integrate the principles of equity of access and inclusion when working with teachers.

E. CONCLUDING STATEMENT

This report is for the consideration of the SEAC.