

## **Professional Inquiry Project Proposal**

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**Inquiry Question:** How can the implementation of an extra-curricular program for Division 1 help foster feelings of school inclusion for both students and parents?

**Rationale:** In our school, concerns have been raised by parents that students in division 1 grades (Grades 1-3) have been overlooked pertaining to extra-curricular programs and school inclusion. Among parents, there have been feelings expressed that the school has been catering to the needs and wants of division 2 grades more. As these concerns of parents have been brought to our attention, we have decided to create an extra-curricular program designed solely for Grades 1-3. It is our hope that by creating an extra-curricular program, students will feel more included within the school community, as well as parents. Parents can feel that the school is aware of the need for inclusion of all grades.

The creation of an extra-curricular program intrigued us because we have never come across an extra-curricular program aimed specifically for division 1 grades. Even upon asking administration, they have also never heard of a program for division 1 grades either. We found this to be surprising as we thought it should be a goal for schools to reach out to Grades 1-3 since they are new to attending school. Furthermore, those students should feel like they are welcomed and included in the school community, not just welcomed during sanctioned school hours.

**Investigation:** We plan to go about our inquiry question by creating an after-school extra-curricular program for division 1 grades. Since social skills and learning how to play with others is fundamental for this age group, the extra-curricular program will focus on creating friendships with other students. It is the hope that through these newly acquired friendships that students will feel more included into the school community as a whole. We will accumulate evidence pertaining to our question by collecting surveys from students at the beginning, mid-way, and after the completion of the program about whether or not they have felt more included in the school community. We will also collect information from parental guardians about whether they have felt more included in the school community as well.

**Timeline:** Over these next 2 weeks, we plan on setting up this after school program and getting the information out to parents and students. We plan to start the first week of February and conclude mid-March. Thus, holding 5 sessions altogether. This will give us enough time to prep, conduct, and then conclude our research before presenting our findings at the Professional Inquiry Project Symposium on April 5.

**End Product:** We envision that we will be able to create a small research paper highlighting our findings of whether or not the creation of this extra-curricular program did, in fact, foster greater feelings of school inclusion from students and their parental guardians. With this research paper, we will be able to showcase this not only at the PIP symposium but also to other schools with the hopes of sparking their interest in the creation of more extra-curricular programs for division 1 students.