

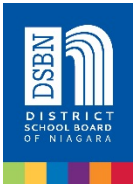


PROGRAM AND PLANNING COMMITTEE

Wednesday, January 15, 2020
5:30 p.m. – 6:00 p.m.
Grimsby Lincoln Room

AGENDA

1. Call to Order
2. Approval of the Agenda
3. Business arising from the Minutes
4. New Business
 - Elementary School Boundary Change Report – E.I. McCulley and Carlton Schools
.....Stacy Veld, Marian Reimer Friesen
 - School Screening Association Report.....Wes Hahn
 - Research..... JoAnna Roberto
5. Other Business
6. Adjournment
7. Next Meeting Tuesday, February 4, 2020 at 6:00 p.m.



DISTRICT SCHOOL BOARD OF NIAGARA
REPORT TO PROGRAM AND PLANNING COMMITTEE
Elementary School Boundary Change
E.I. McCulley and Carleton Public Schools

Background

School boundaries serve to balance enrolment within a Planning Area. With time, however, changes in programming or neighbourhood demographics, new housing growth, or the construction or closure of a school can cause enrolment to fluctuate within the Planning Area. Enrolment at one school may increase resulting in accommodation pressures while at the neighbouring school, a decline in enrolment may create excess space. A school boundary change can balance enrolment among schools and help alleviate accommodation pressures.

This report details the enrolment and accommodation pressures at E.I. McCulley PS and Carleton PS and makes recommendations for a boundary change.

Current Situation

E.I. McCulley PS has been experiencing growth in enrolment for a number of years and, as a result, is over-capacity. The on-the-ground (OTG) capacity of the school is 225 and the enrolment is 260 students (October 31, 2019) resulting in a 115.6% facility utilization rate. Projections indicate enrolment will continue to increase each year and peak in the 290 student range. The over-capacity situation will persist as enrolment increases with utilization increasing into the 120% to 130% range. Detailed enrolment, projections, and facility utilization information can be found in Appendix A.

Carleton PS is the nearest school to E.I. McCulley PS that has excess space. Current enrolment at Carleton PS is 233 students and the OTG capacity of the school is 417 resulting in a 55.9% facility utilization rate. Ten-year projections indicate growth in enrolment into the 240 student range with a facility utilization rate increasing to the 57% to 59% range. Excess space at the school will persist. Detailed enrolment, projections, and facility utilization information can be found in Appendix B.

The Planning department tracks functional capacity for schools, which represents how the space within the school is actually used rather than solely based on the Ministry's rating. This can help explain why schools that appear to have capacity are experiencing pressures. In the case of E.I. McCulley PS, the stage in the gymnasium is used as a regular classroom and a renovated computer room is being used as an undersized classroom. This results in a functional capacity of 259, which is greater than the OTG capacity and is the reason the school has been able to operate over capacity without the need for portables.

Projections suggest that two portables will be needed in the near future to accommodate students. Three portables would be needed if the stage was considered no longer suitable for a classroom.

Proposed Boundary Change

A portion of the E.I. McCulley PS catchment area, shown as Zone A on the map attached as Appendix C, is being recommended for transfer to Carleton PS for the 2020-21 school year. A previous boundary change transferred an area south of Carlton Street to Roehampton Avenue, and west of Bunting Road to Sunnylea Drive. The boundary change at that time did not include the proposed Zone A area, which are the houses on the west side of Bunting Avenue and the apartment complex at Bunting Road and Roehampton Avenue. Shifting the boundary to run along Bunting Road is a logical change from a geographic perspective. It is preferable to have boundaries run along defined geographic features, such as roads, because these features often define one neighbourhood from another, maintain logical groupings of students at one school, and are easier to understand. The boundary change would not create a misalignment with secondary boundaries. Students in Zone A are boundaried to Laura Secord SS and will continue to be with the proposed boundary change.

There are currently 26 E.I. McCulley PS students in Zone A that would have the option to attend either E.I. McCulley PS or Carleton PS in the upcoming year. Any new students that move into Zone A would be subject to the boundary change and redirected to Carleton PS for September 2020. Grandfathering projections indicate that enrolment at E.I. McCulley PS would be 259 students for the 2020-21 school year. Enrolment at Carleton PS is projected to be 241 students for the 2020-21 school year and facility utilization would be 57.7%. Longer-term, as grandfathering is phased out, student enrolment at Carleton PS is expected to increase with a peak of 272 in the 2029 school year and facility utilization rates would increase to 65.1% by 2029. Detailed projections and facility utilization information for the boundary change with grandfathering for each school can be found in Appendix D and E.

Transportation

NSTS has stated that the boundary change would increase the distance for students in Zone A from an average 660 metres to E.I. McCulley PS to 950 metres to Carleton PS resulting in nine students becoming eligible for transportation. This would increase the ride time to be an estimated additional eight minutes.

Carleton PS is presently served by one large bus, the increase of the nine students from Zone A would have no financial implications nor change the number of vehicles or size of vehicle currently assigned.

Timeline:

The proposed boundary change would take effect the day after the Board of Trustees approval.

Appended Data:

- Appendix A: E.I. McCulley PS Enrolment, Projections & Facility Utilization
- Appendix B: Carleton PS Enrolment, Projections & Facility Utilization
- Appendix C: Student Distribution – Boundary Change Map
- Appendix D: Boundary Change Scenario – E.I. McCulley PS Enrolment Projections & Facility Utilization
- Appendix E: Boundary Change Scenario – Carleton PS Enrolment Projections & Facility Utilization

Recommended Motion:

“That the Board of Trustees approve the elementary boundary change to transfer Zone A, as shown on Appendix C, from E.I. McCulley PS to Carleton PS; and,

That the approved boundary changes take effect on the day after the Board of Trustees approval and apply to all future students in Zone A, except existing E.I. McCulley PS JK to grade 7 students in Zone A, as described in this report, which are grandfathered from the boundary changes and have the option to attend either school; and,

That the school boundaries be updated accordingly.”

Respectfully Submitted by:

Stacy Veld, Superintendent of Business Services
Marian Reimer Friesen, Superintendent of Education (Elementary)

December 10, 2019

E.I. McCulley PS

Scenario: 343

OTG Capacity: 225.0

Municipality: St. Catharines

Status: Active

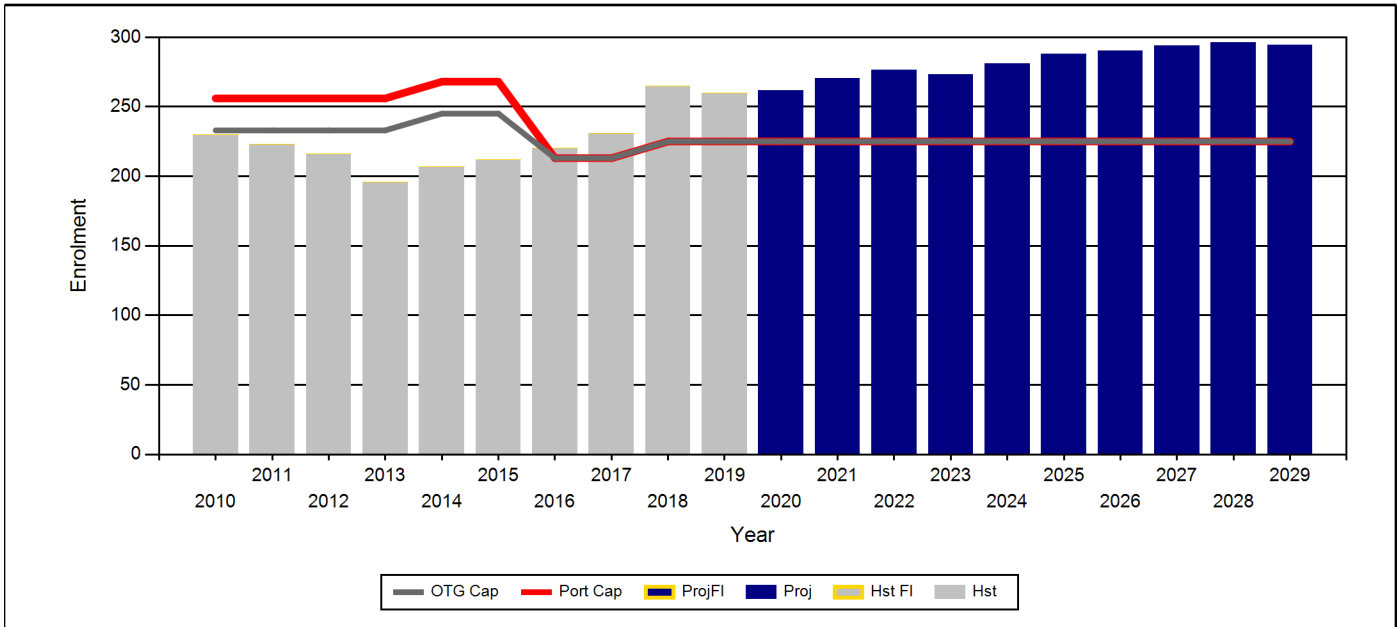
Portable Capacity: 0.0

Planning Area: North St. Catharines

School Type: Elementary

Portables: 0

Admin Area: Area 4



Total Historic Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2010	29.0	31.0	27.0	25.0	29.0	33.0	29.0	27.0	.0	.0	.0	.0	.0	.0	230.0	98.7%
2011	37.0	28.0	28.0	24.0	25.0	24.0	28.0	29.0	.0	.0	.0	.0	.0	.0	223.0	95.7%
2012	31.0	34.0	27.0	28.0	25.0	23.0	22.0	26.0	.0	.0	.0	.0	.0	.0	216.0	92.7%
2013	32.0	24.0	30.0	18.0	25.0	22.0	19.0	13.0	13.0	.0	.0	.0	.0	.0	196.0	84.1%
2014	20.0	32.0	22.0	21.0	20.0	26.0	23.0	16.0	13.0	14.0	.0	.0	.0	.0	207.0	84.5%
2015	21.0	20.0	25.0	20.0	22.0	20.0	28.0	24.0	20.0	12.0	.0	.0	.0	.0	212.0	86.5%
2016	26.0	20.0	14.0	27.0	20.0	20.0	24.0	24.0	26.0	19.0	.0	.0	.0	.0	220.0	103.3%
2017	23.0	28.0	21.0	17.0	34.0	18.0	22.0	20.0	26.0	22.0	.0	.0	.0	.0	231.0	108.5%
2018	26.0	25.0	29.0	25.0	22.0	33.0	27.0	22.0	25.0	31.0	.0	.0	.0	.0	265.0	117.8%
2019	28.0	25.0	24.0	26.0	24.0	22.0	34.0	23.0	23.0	31.0	.0	.0	.0	.0	260.0	115.6%

Total Projected Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2020	29.0	28.6	24.8	25.2	27.6	23.1	23.8	30.4	24.8	24.4					261.5	116.2%
2021	28.0	29.6	28.3	26.0	26.7	26.5	24.9	21.2	32.8	26.3					270.4	120.2%
2022	27.0	28.6	29.3	29.7	27.5	25.7	28.6	22.3	22.9	34.8					276.5	122.9%
2023	27.0	27.6	28.3	30.8	31.5	26.5	27.8	25.6	24.1	24.3					273.4	121.5%
2024	27.0	27.6	27.3	29.7	32.6	30.3	28.6	24.8	27.6	25.5					281.1	124.9%
2025	27.0	27.6	27.3	28.7	31.5	31.4	32.7	25.6	26.8	29.3					287.8	127.9%
2026	27.0	27.6	27.3	28.7	30.4	30.3	33.9	29.2	27.6	28.4					290.4	129.1%
2027	27.0	27.6	27.3	28.7	30.4	29.2	32.7	30.3	31.6	29.3					294.0	130.7%
2028	26.0	27.6	27.3	28.7	30.4	29.2	31.6	29.2	32.7	33.5					296.2	131.6%
2029	26.0	26.6	27.3	28.7	30.4	29.2	31.6	28.2	31.6	34.7					294.2	130.7%

Carleton PS

Scenario: 343

OTG Capacity: 417.0

Municipality: St. Catharines

Status: Active

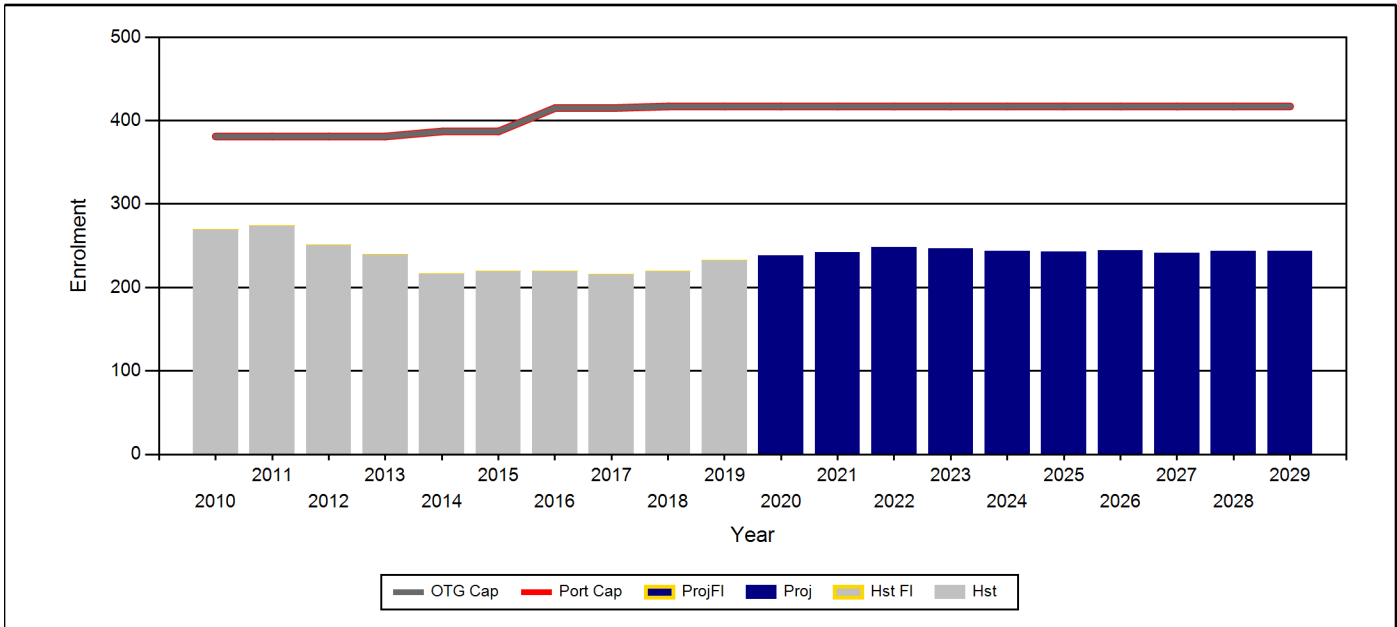
Portable Capacity:

Planning Area: North St. Catharines

School Type: Elementary

Portables:

Admin Area: Area 4



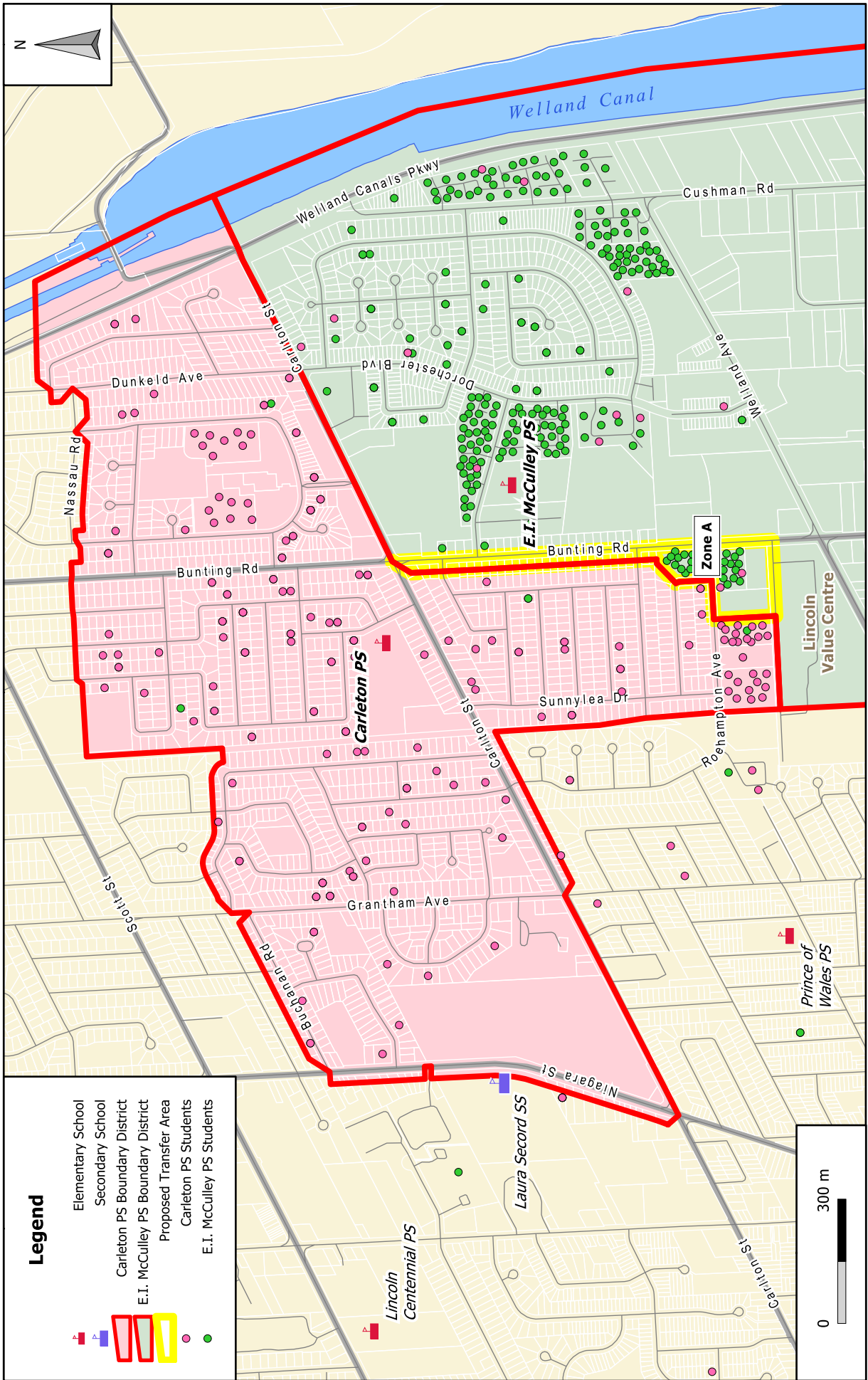
Total Historic Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2010	18.0	21.0	18.0	14.0	21.0	18.0	17.0	23.0	56.0	64.0	.0	.0	.0	.0	270.0	70.9%
2011	24.0	27.0	20.0	21.0	16.0	22.0	14.0	21.0	53.0	56.0	.0	.0	.0	.0	274.0	71.9%
2012	28.0	28.0	19.0	20.0	21.0	17.0	12.0	17.0	32.0	57.0	.0	.0	.0	.0	251.0	65.9%
2013	21.0	33.0	27.0	18.0	24.0	18.0	22.0	16.0	23.0	38.0	.0	.0	.0	.0	240.0	63.0%
2014	24.0	19.0	22.0	26.0	16.0	19.0	22.0	25.0	18.0	26.0	.0	.0	.0	.0	217.0	56.1%
2015	23.0	26.0	21.0	22.0	21.0	17.0	24.0	20.0	26.0	20.0	.0	.0	.0	.0	220.0	56.9%
2016	14.0	26.0	21.0	21.0	23.0	20.0	17.0	23.0	29.0	26.0	.0	.0	.0	.0	220.0	53.0%
2017	22.0	18.0	21.0	19.0	24.0	19.0	26.0	16.0	22.0	29.0	.0	.0	.0	.0	216.0	52.1%
2018	19.0	25.0	17.0	24.0	20.0	26.0	22.0	24.0	22.0	21.0	.0	.0	.0	.0	220.0	52.8%
2019	20.0	21.0	23.0	21.0	25.0	25.0	30.0	19.0	25.0	24.0	.0	.0	.0	.0	233.0	55.9%








Total Projected Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2020	21.0	23.1	18.5	25.2	22.7	23.9	30.3	26.2	21.3	26.2					238.3	57.2%
2021	21.0	24.2	20.3	20.4	27.0	21.5	29.0	26.4	29.5	22.5					241.9	58.0%
2022	20.0	24.2	21.3	22.3	22.1	26.0	26.3	25.3	29.7	30.7					248.1	59.5%
2023	20.0	23.1	21.3	23.4	24.1	20.9	31.4	22.9	28.5	31.0					246.5	59.1%
2024	20.0	23.1	20.3	23.4	25.2	23.0	25.6	27.4	25.7	29.7					243.4	58.4%
2025	20.0	23.1	20.3	22.3	25.2	24.1	27.9	22.3	30.9	27.0					243.0	58.3%
2026	20.0	23.1	20.3	22.3	24.1	24.1	29.2	24.3	25.0	32.1					244.6	58.7%
2027	20.0	23.1	20.3	22.3	24.1	23.0	29.2	25.5	27.4	26.2					241.1	57.8%
2028	20.0	23.1	20.3	22.3	24.1	23.0	27.9	25.5	28.7	28.6					243.5	58.4%
2029	20.0	23.1	20.3	22.3	24.1	23.0	27.9	24.3	28.7	29.9					243.7	58.4%

Proposed Elementary School Boundary Change: E.I. McCulley PS and Carleton PS



Legend

-  Elementary School
-  Secondary School
-  Carleton PS Boundary District
-  E.I. McCulley PS Boundary District
-  Proposed Transfer Area
-  Carleton PS Students
-  E.I. McCulley PS Students

Note: Student locations based on October 21, 2019 Trillium data. Student point symbols within multi-unit properties have been randomly dispersed with their respective property parcels. Map prepared by: DSBN Planning Services. Contains map data courtesy of: © 2019 Regional Municipality of Niagara and its suppliers, © 2019 Queen's Printer (Ontario Ministry of Natural Resources)

E.I. McCulley PS

Scenario: 346

OTG Capacity: 225.0

Municipality: St. Catharines

Status: Active

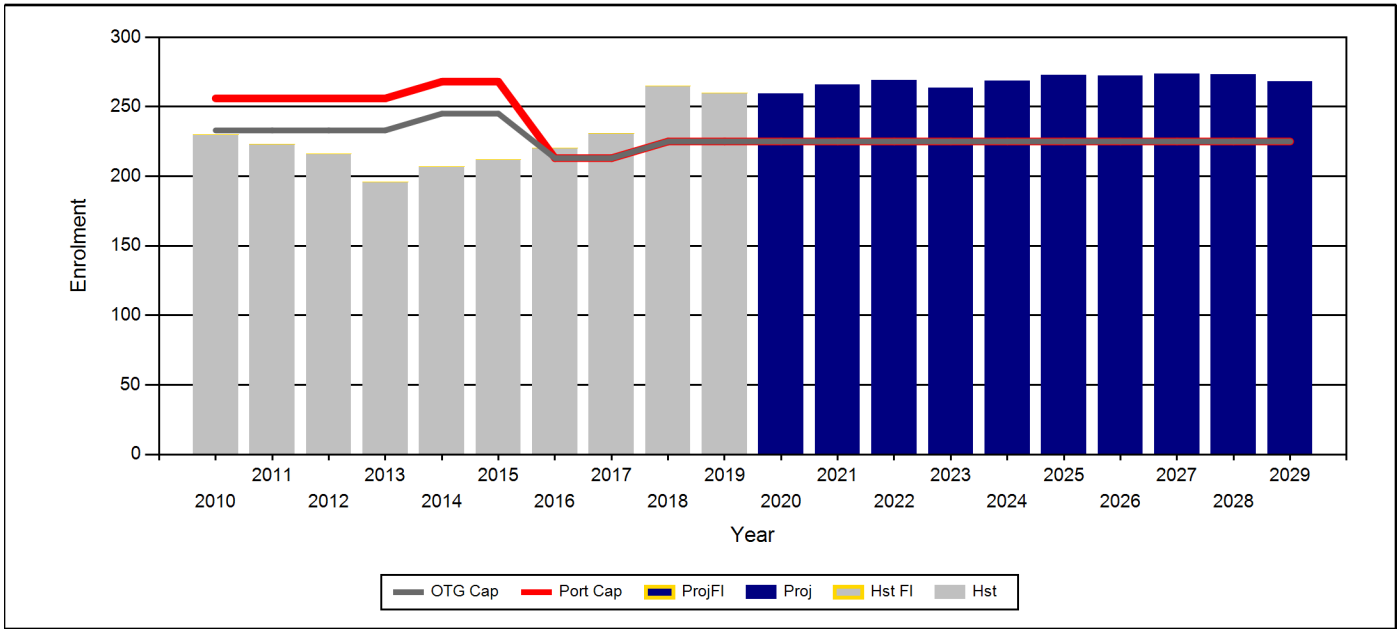
Portable Capacity: 0.0

Planning Area: North St. Catharines

School Type: Elementary

Portables: 0

Admin Area: Area 4



Total Historic Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2010	29.0	31.0	27.0	25.0	29.0	33.0	29.0	27.0	.0	.0	.0	.0	.0	.0	230.0	98.7%
2011	37.0	28.0	28.0	24.0	25.0	24.0	28.0	29.0	.0	.0	.0	.0	.0	.0	223.0	95.7%
2012	31.0	34.0	27.0	28.0	25.0	23.0	22.0	26.0	.0	.0	.0	.0	.0	.0	216.0	92.7%
2013	32.0	24.0	30.0	18.0	25.0	22.0	19.0	13.0	13.0	.0	.0	.0	.0	.0	196.0	84.1%
2014	20.0	32.0	22.0	21.0	20.0	26.0	23.0	16.0	13.0	14.0	.0	.0	.0	.0	207.0	84.5%
2015	21.0	20.0	25.0	20.0	22.0	20.0	28.0	24.0	20.0	12.0	.0	.0	.0	.0	212.0	86.5%
2016	26.0	20.0	14.0	27.0	20.0	20.0	24.0	24.0	26.0	19.0	.0	.0	.0	.0	220.0	103.3%
2017	23.0	28.0	21.0	17.0	34.0	18.0	22.0	20.0	26.0	22.0	.0	.0	.0	.0	231.0	108.5%
2018	26.0	25.0	29.0	25.0	22.0	33.0	27.0	22.0	25.0	31.0	.0	.0	.0	.0	265.0	117.8%
2019	28.0	25.0	24.0	26.0	24.0	22.0	34.0	23.0	23.0	31.0	.0	.0	.0	.0	260.0	115.6%

Total Projected Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2020	26.6	28.6	24.8	25.2	27.6	23.1	23.8	30.4	24.8	24.4					259.1	115.2%
2021	25.6	27.2	28.3	26.0	26.7	26.5	24.9	21.2	32.8	26.3					265.6	118.0%
2022	24.6	26.1	26.9	29.7	27.5	25.7	28.6	22.3	22.9	34.8					269.2	119.6%
2023	24.6	25.1	25.9	28.2	31.5	26.5	27.8	25.6	24.1	24.3					263.5	117.1%
2024	24.6	25.1	24.9	27.2	29.9	30.3	28.6	24.8	27.6	25.5					268.6	119.4%
2025	24.6	25.1	24.9	26.1	28.8	28.8	32.7	25.6	26.8	29.3					272.7	121.2%
2026	24.6	25.1	24.9	26.1	27.7	27.7	31.1	29.2	27.6	28.4					272.4	121.1%
2027	24.6	25.1	24.9	26.1	27.7	26.6	29.9	27.8	31.6	29.3					273.6	121.6%
2028	23.6	25.1	24.9	26.1	27.7	26.6	28.8	26.7	30.0	33.5					273.0	121.3%
2029	23.6	24.1	24.9	26.1	27.7	26.6	28.8	25.7	28.9	31.8					268.1	119.2%

Carleton PS

Scenario: 346

OTG Capacity: 417.0

Municipality: St. Catharines

Status: Active

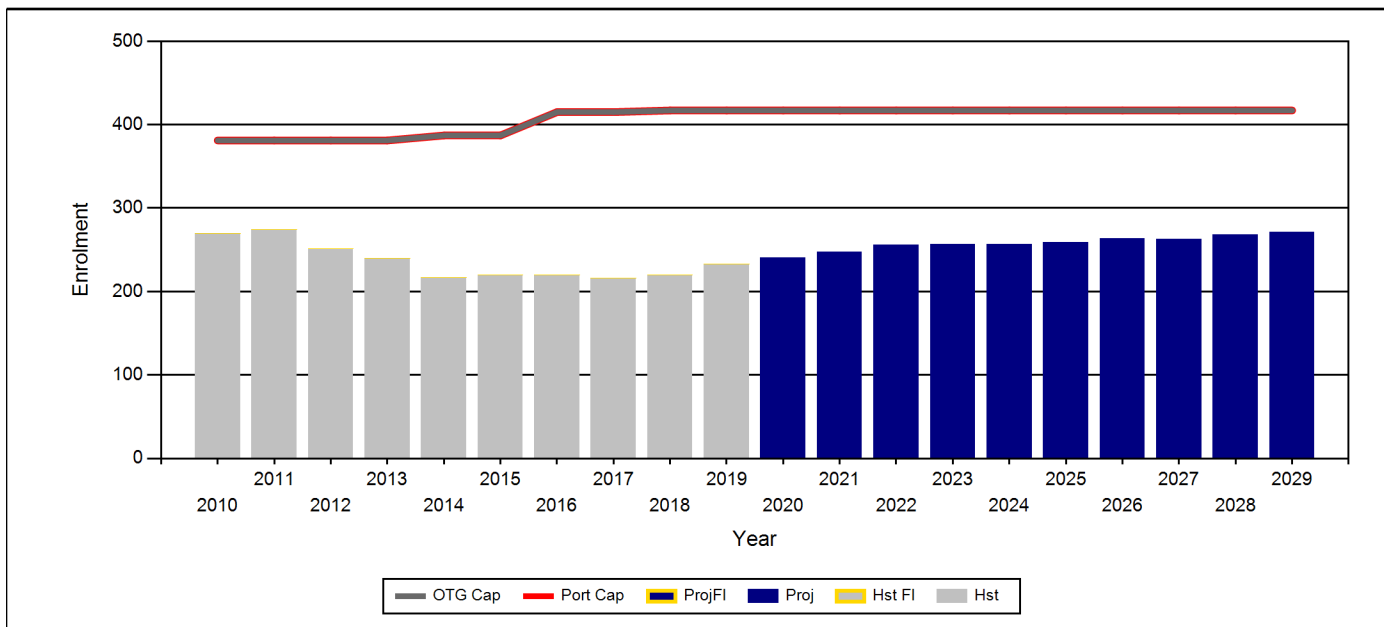
Portable Capacity:

Planning Area: North St. Catharines

School Type: Elementary

Portables:

Admin Area: Area 4



Total Historic Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2010	18.0	21.0	18.0	14.0	21.0	18.0	17.0	23.0	56.0	64.0	.0	.0	.0	.0	270.0	70.9%
2011	24.0	27.0	20.0	21.0	16.0	22.0	14.0	21.0	53.0	56.0	.0	.0	.0	.0	274.0	71.9%
2012	28.0	28.0	19.0	20.0	21.0	17.0	12.0	17.0	32.0	57.0	.0	.0	.0	.0	251.0	65.9%
2013	21.0	33.0	27.0	18.0	24.0	18.0	22.0	16.0	23.0	38.0	.0	.0	.0	.0	240.0	63.0%
2014	24.0	19.0	22.0	26.0	16.0	19.0	22.0	25.0	18.0	26.0	.0	.0	.0	.0	217.0	56.1%
2015	23.0	26.0	21.0	22.0	21.0	17.0	24.0	20.0	26.0	20.0	.0	.0	.0	.0	220.0	56.9%
2016	14.0	26.0	21.0	21.0	23.0	20.0	17.0	23.0	29.0	26.0	.0	.0	.0	.0	220.0	53.0%
2017	22.0	18.0	21.0	19.0	24.0	19.0	26.0	16.0	22.0	29.0	.0	.0	.0	.0	216.0	52.1%
2018	19.0	25.0	17.0	24.0	20.0	26.0	22.0	24.0	22.0	21.0	.0	.0	.0	.0	220.0	52.8%
2019	20.0	21.0	23.0	21.0	25.0	25.0	30.0	19.0	25.0	24.0	.0	.0	.0	.0	233.0	55.9%

Total Projected Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2020	23.4	23.1	18.5	25.2	22.7	23.9	30.3	26.2	21.3	26.2					240.7	57.7%
2021	23.4	27.0	20.3	20.4	27.0	21.5	29.0	26.4	29.5	22.5					247.1	59.3%
2022	22.4	27.0	23.8	22.3	22.1	26.0	26.3	25.3	29.7	30.7					255.7	61.3%
2023	22.4	25.8	23.8	26.0	24.1	20.9	31.4	22.9	28.5	31.0					256.7	61.6%
2024	22.4	25.8	22.8	26.0	27.8	23.0	25.6	27.4	25.7	29.7					256.3	61.5%
2025	22.4	25.8	22.8	24.9	27.8	26.9	27.9	22.3	30.9	27.0					258.6	62.0%
2026	22.4	25.8	22.8	24.9	26.7	26.9	32.4	24.3	25.0	32.1					263.3	63.1%
2027	22.4	25.8	22.8	24.9	26.7	25.7	32.4	28.3	27.4	26.2					262.6	63.0%
2028	22.4	25.8	22.8	24.9	26.7	25.7	31.1	28.3	31.9	28.6					268.2	64.3%
2029	22.4	25.8	22.8	24.9	26.7	25.7	31.1	27.2	31.9	33.1					271.5	65.1%

DISTRICT SCHOOL BOARD OF NIAGARA
REPORT TO PROGRAM AND PLANNING COMMITTEE

November 2019

School Screening Association

Background

The School Screening Association (SSA) is a not for profit organization that is partnered with almost every school board in the Greater Toronto area. Statistics show that 7 to 10 children in every class have an undetected hearing or vision problem. The SSA provides vision and hearing screening to students in elementary schools, JK to Grade 8.

Rationale

Early screening and remediation can lead to increased student achievement and the success and well-being of students in their learning environment. The screening results are shared with classroom teachers, school administration, and key central staff allowing for accommodations to be put in place.

Implementation

The schedule for screening clinics at each school is distributed centrally. The school principal connects with the SSA to organize the scheduled screening clinic at their school. The SSA provides a newsletter insert for schools to share with the parent community as well as the permission form and information sheet.

Following the Screening Clinic

Parents receive a copy of their child's report and a referral where applicable. Administrators receive a summary report that lists students who have been identified with a vision or hearing deficit. The school board also receives a summary report for use by the Special Education Department; particularly, DHH and Vision resource staff.

Estimated Cost

There is no cost to schools. A \$15.00 fee is collected from parents to cover the cost of the hearing screening. Free screening for children who can't participate in the clinics due to lack of finances. Free clinics are also offered to schools in financially disadvantaged areas (arrangements can be made between the principal and SSA).

Respectfully submitted,
Wes Hahn,
Superintendent of Special Education and Mental Health & Well-being

EDUCATIONAL RESEARCH COMMITTEE

**PROPOSAL REPORT AND SUMMARIES
PROGRAM AND PLANNING COMMITTEE**

Date: Wednesday, September 11, 2019
1:00 pm

Location: Curriculum Services
JoAnna Roberto's Office

BACKGROUND:

On Wednesday, September 11, 2019 the Educational Research Committee met to review two newly proposed research projects.

PROPOSAL #1 Summary

- a) **Niagara Pilot of The Middle Years Development Instrument (MDI)** - Principal Investigator(s): Dr. Amanda Sherman, District School Board of Niagara; Darlene Edgar, Niagara Region Children's Services
- b) **Objectives/Rationale/Purpose:** *The EDI is completed by Kindergarten teachers every 3 years to assess the development and well-being of all children in Ontario. In Niagara, the number of children entering school who are below expectations in aggression, anxiety, and attention problems has significantly increased and is above the provincial average. The NCPC's Collective Impact project has set a goal of reducing the emotional vulnerability of Niagara's children ages 0-12 by 15% by 2025. To assess their impact, population-level data on older school-aged children's social and emotional development is required.*
- c) **Number of Schools:** 79 schools
- d) **Age of Student Participants:** Grades 4 and 7
- e) **To Commence/Conclude:** October 1, 2019-December 31, 2020
- f) **Time Requirements:** Across the month of February 2020, all DSBN students in Grades 4 and 7 to complete a survey, over two classroom periods (45-90 minutes)

We, the Educational Research Committee, recommend this research be APPROVED with the following condition(s):

- that informed consent must be used,
- that the DSBN receive a report upon completion.

APPROVED

Date: Tuesday, October 15, 2019
2:45 pm

Location: Education Centre
JoAnna Roberto's Office

BACKGROUND:

On Tuesday, October 15, 2019 the Educational Research Committee met to review four newly proposed research projects.

PROPOSAL #1 Summary

- a) **Title of Research:** *The Impact of One-to-One Classroom Technology using the EDWIN Suite on Middle Performance* -- Principal Investigator(s): Dr. Christine Portier, Independent, Research Director & Educational Consultant
- b) **Objectives/Rationale/Purpose:** *A digital 1:1 learning environment has the potential to promote an increase in students' writing abilities, e.g., increases in personalization and creativity (McLoughlin & Lee, 2008) and quantity (Grimes & Warschauer, 2008). In addition, more effective tech-related teaching practices have been seen, e.g., shifts in writing tasks (Grimes & Warschauer, 2008) and increased opportunities for in-task reviewing (Zheng et al., 2016) by teachers (Corn, 2009) and peers (McLoughlin & Lee, 2008). This study will explore specific aspects of writing impacted by 1:1 technology use. Further research is needed to understand aspects of student writing impacted by the use of 1:1 technology that provides ongoing access to a digital learning environment.*

Students and teachers will have the opportunity to share insights about the impact of 1:1 tech, with access to digital resources in the Edwin Suite, on writing instruction/learning.
- c) **Number of Schools/students:** approx. 300 students
- d) **Age of Student Participants:** Grades 7/8
- e) **To Commence/Conclude:** October 2019-June 2020
- f) **Time Requirements:** Data will be collected at three times during the 2019-2020 school year (October, January/February, April/May); teacher/student surveys (60 min. x 3); student writing tasks (30 mins. X 3); Superintendent and System Principal (3 hours); IT Manager (1 hour); 3 Learning Consultants (3 hours)

We, the Educational Research Committee, recommend this research be APPROVED.

APPROVED

PROPOSAL #2 Summary

- a) **Title of Research:** *YMCA Beyond the Bell after School Program* -- Principal Investigator(s): Erin Graybiel, YMCA Niagara
- b) **Objectives/Rationale/Purpose:** *YMCA Beyond the Bell is an opportunity to partner with the DSBN to bring an existing program focused on helping to close the student academic achievement gap in high priority neighbourhoods to Niagara. The YMCA has received funding from the Ontario Trillium Foundation to offer the YMCA Beyond the Bell Program at one location for the 2019-2020 school year*
- c) **Number of Schools:** 1 – Lincoln Centennial
- d) **Age of Student Participants:** Grades 1-5
- e) **To Commence/Conclude:** November 5, 2019-June 19, 2020
- f) **Time Requirements:** after school during program hours, no collection during school hours

We, the Educational Research Committee, recommend this research be APPROVED with the following condition(s):

- confirmation of requested wording change on the permission forms.

APPROVED

PROPOSAL #3 Summary

- a) **Title of Research:** *A Comparison of Interdependent and Dependent Group Contingencies to Increase Physical Activity in Students during Recess* -- Principal Investigator(s): Madeline Asara, Master's Student, Brock University and Dr. Kimberley Zonneveld, Assistant Professor, Department of Applied Disability Studies, Brock University
- b) **Objectives/Rationale/Purpose:** *Incorporating regular physical activity is a critical component of a healthy lifestyle and is associated with a number of physiological, mental health, and cognitive benefits. Approximately 60% of children in Canada are not meeting recommended levels. Group contingencies are commonly used, empirically supported behavioural interventions that target the behaviour of an individual or groups by implementing a rule and reward for the entire group. Recent studies have shown that both IGC and DGC improve physical activity; however, no direct comparison has been conducted*
- c) **Number of Schools/Students:** 3-5 classrooms
- d) **Age of Student Participants:** Grades 2-8
- e) **To Commence/Conclude:** November 2019-Until data collected; school's availability
- f) **Time Requirements:** use Yamaz SW Digiwalker Pedometer, 10 activities to choose from = approx.. 30 mins a visit., including recess, social validity surveys (teacher and 1 student), less than 10 mins.

We, the Educational Research Committee, recommend this research be APPROVED with the following condition(s):

- requested a sentence to be changed on the "Research Consent for Participants" form in regard to CPR trained staff.

APPROVED

Recommendation:

The report of the Educational Research Committee of September 11, 2019 and October 15, 2019 be received.

Submitted by:

JoAnna Roberto
Mary Zwolak, Chair

Next Meeting:
November 14, 2019