



## PROGRAM AND PLANNING COMMITTEE

**Tuesday, June 4, 2019  
6:00 p.m.  
Grimsby Lincoln Room**

### **AGENDA**

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1. Call to Order
  2. Approval of the Agenda
  3. Business arising from the Minutes
  4. New Business
    - Indigenous Education Report 2019 Presentation..... JoAnna Roberto & Helen McGregor
    - Educational Research Committee ..... Michael St. John
    - One School System ..... Jonathon Fast
  5. Other Business
  6. Adjournment
  7. Next Meeting – Tuesday, September 10, 2019 Grimsby Lincoln Room
- Future Agenda item: Anti Bullying Report

## EDUCATIONAL RESEARCH COMMITTEE

### PROPOSAL REPORT AND SUMMARIES PROGRAM AND PLANNING COMMITTEE

**Date:** Thursday, May 23, 2019  
4:00 pm

**Location:** Education Centre  
Fort Erie Room

#### **BACKGROUND:**

On Thursday, May 23, 2019 the Educational Research Committee met to review one deferred proposed research project and four newly proposed research projects.

#### **PROPOSAL #1 Summary**

- a) **Title of Research:** *Teachers' Perceptions of Students' Postsecondary Aspirations* -- Principal Investigator(s): Monika Pries-Klassen, PhD Candidate, University of Toronto, Ontario Institute for Studies in Education; Dr. Ruth Childs, University of Toronto, Ontario Institute for Studies in Education
- b) **Objectives/Rationale/Purpose:** Most research focuses on barriers to postsecondary education such as limited financial resources and low parental education levels, but programs and policies designed to mitigate these barriers have not significantly raised postsecondary participation rates as expected. This suggests that a lack of deeper knowledge about the influences on students' postsecondary aspirations is contributing to inadequate policy outcomes. The purpose of this study is to gain a better understanding of the role teacher may play in students' postsecondary aspirations.
- c) **Number of Schools:** 3 secondary schools (Governor Simcoe; 47 teachers, St. Catharines Coll.; 41 teachers, Sir Winston Churchill; 56 teachers)
- d) **Age of Student Participants:** N/A
- e) **To Commence/Conclude:** June 24, 2019 to December 31, 2020
- f) **Time Requirements:** 15-20 minute interviews on their own time, paper survey, those who indicate willing to be interviewed will participate in a semi-structured interview

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

- that the ethics approval, from the University of Toronto, be received.

**APPROVED**

#### **PROPOSAL #2 Summary**

- a) **Title of Research:** *Migration in Mathematics Classrooms: Promoting Intercultural Dialogue in School Mathematics* -- Principal Investigator(s): Dr. Richard Barwell, Dean and Full Professor, Dr. Christine Suurtamm, Vice-Dean Research and Professional Development and Full Professor, Dr. Ruth Kane, Co-Director, Graduate Programs and Full Professor, Faculty of Education, Dr. Yasmine Abtahi, Associate Professor, Western Norway University of Applied Sciences, Faculty of Education, University of Ottawa
- b) **Objectives/Rationale/Purpose:** Mathematics classrooms are becoming more complexly diverse (Bartwell, 2016a). In particular, as least 500,000 children in Canada's mathematics classrooms – and likely many more – com from migrant backgrounds. How does migration affect students' and teachers' experiences of school mathematics?
- c) **Number of Schools:** 2 elementary schools; 10 students, 10 teachers
- d) **Age of Student Participants:** grades 5, 6, 7 or 8 mathematics
- e) **To Commence/Conclude:** mid-October 2019 to end of February 2020
- f) **Time Requirements:** approx. 4-5 hours; 3 phases (student experiences, teacher experiences, multi-school interactions); 4 activities; semi-structured interview with his/her parents, making classroom observations of his/her math experience, being interviewed by researcher, being a participant in a focus group; may use library during lunch or after school

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

- Lorraine Giroux, *Student Achievement Leader Curriculum K-8: Assessment & Evaluation, ESL/ELL, Welcome Centre, Indigenous Education, NTIP Curriculum Support Services K-8*, be the DSN contact and be contacted by the researchers prior to commencing the study.

**APPROVED**

### PROPOSAL #3 Summary

- a) **Title of Research:** *The 2019 Principal School Mental Health Surveys (2019 SMHS)* -- Principal Investigator(s): Dr. Katholiki Georgiades, Associate Professor, Oxford Centre for Child Studies, McMaster University
- b) **Objectives/Rationale/Purpose:** Approximately one in five children in Ontario has a mental health problem or disorder that adversely impacts their daily functioning at home, school, or within the community (Offord et al., 1987). A disproportionate number of these children are born into socio-economic (SES) disadvantage (Reiss, 2013) and very few of them have access to effective treatment. This has led policy makers in government to consider how schools might address student mental health needs in conjunction with pursuing their academic mandate. Often the first point of contact for youth with mental health problems, schools might be an ideal context for mental health promotion and early identification.
- c) **Number of Schools:** Elementary and Secondary Principals
- d) **Age of Student Participants:** N/A
- e) **To Commence/Conclude:** May 2019 to August 31, 2019
- f) **Time Requirements:** email request to participate (using Qualtrics) online, URL in email, 20 minutes

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

- Susie Palumbo, Student Achievement Leader, Curriculum Support Services and Isaac Virag, Mental Health Lead, Special Education Support Services, be the DSBN contacts and be contacted by the researchers prior to commencing the study.

**APPROVED**

### PROPOSAL #4 Summary

- a) **Title of Research:** *Integrated Transition Planning for Youth with an Intellectual/Developmental Disability: A Social Return on Investment Perspective* -- Principal Investigator(s): Anne Readhead, PhD Candidate, Brock University, Dr. Frances Owen, PhD, C Psych., Professor, Child & Youth Studies, Brock University
- b) **Objectives/Rationale/Purpose:** For the purpose of this research, "Transitional Aged Youth planning" refers to a process that assists youth with intellectual/developmental disabilities (IDD) who are 14-18 years of age and their families to create strategies for the young person to transition from children's developmental services to adult services. The transition planning process fosters goals such as living in the community, developing and strengthening social networks, and incorporating the youth and their families' needs, preferences and decisions in transition planning.
- c) **Number of Schools:** 4 secondary professional educators, 4 secondary principals, Educational Assistants who have been involved in the TAY planning process
- d) **Age of Student Participants:** N/A
- e) **To Commence/Conclude:** September 2019 to January 2020
- f) **Time Requirements:** 1-1.5 hour interviews, face to face or phone conversations, interviews will not be held at any DSBN locations.

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

- that the ethics approval, from the Brock University, be received,
- Ann Lafortune, Consultant, Special Education Support Services, be the DSBN contact and be contacted by the researchers prior to commencing the study.

**APPROVED**

*Recommendation:*

The report of the Educational Research Committee of May 23, 2019 be received.

Submitted by:  
Michael St. John  
Ann Kennerly, Chair

**Next Meeting:**  
**September 2019**