

## PROGRAM AND PLANNING COMMITTEE

Tuesday, May 17, 2016  
6:00 p.m.  
Grimsby Lincoln Room

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1. Call to Order
  2. Approval of the Agenda
  3. Approval of the Minutes of April 5, 2016
  4. Business Arising from the Minutes
  5. New Business

### INFORMATION SESSION

- Educational Research Committee ..... P. MacKinnon
- Proposed Accommodation Reviews ..... L. Courtois

6. Other Business
7. Next Meeting – Tuesday, June 7, 2016 at 6:00 p.m. – Grimsby Lincoln Room
8. Adjournment

EDUCATIONAL RESEARCH COMMITTEE

PROPOSAL REPORT AND SUMMARIES  
PROGRAM AND PLANNING COMMITTEE

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**Date:** Thursday, April 14, 2016  
4:00 pm

**Location:** Education Centre  
Fort Erie Room

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**BACKGROUND:**

On Thursday, April 14, 2016 the Educational Research Committee met to review five newly proposed research projects.

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**PROPOSAL #1 Summary**

- a) **Title of Research:** *Developing a Pedagogy of Social Justice in the Classroom Through Postcolonial Literature* - Principal Investigator(s): Dr. Susan Tilley, Professor (PhD), Department of Graduate and Undergraduate Studies in Education, Brock University
- b) **Objectives/Rationale/Purpose:** *It's the Ontario segment of a national two-year study being conducted in five universities and various schools boards and schools across Canada. The purpose of this national study is to engage English/language arts teachers and their students in reading and responding to a range of post-colonial literacy texts (picture books, novels, narratives) that have the potential to address issues of social justice. Phase two of the study, for which permission is being sought, they will collect data as a participant-observer in the English/language arts classrooms of members of the Teacher Inquiry group who choose to participate in this phase of the research.*
- c) **Number of Schools:** 3 Elementary schools, 1 Secondary school
- d) **Age of Student Participants:** primary to secondary grades
- e) **To Commence/Conclude:** April 2016-June 2018
- f) **Time Requirements:** classroom observations by researcher; students: focus group maximum of 45 minutes; teachers: 1-2 English/Language Arts blocks (*teacher will decide whether one or two blocks will be observed*).

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

- the "Parent/Guardian Invitation Letter and Consent Form"; "Parent/Guardian Consent Form for Focus Group Discussion"; and "Student Invitation Letter and Assent Form" needs to state that the researchers will be taking field notes in the classroom,
- on "Invitation to Parent/Guardian for Access to Student Work" consent form, page 2; point 3, need to add the word "daughter's",
- the teacher participants review the text with their Principal prior to use, with the list of textbooks being submitted to the Principal in advance,
- we are requesting a list of focus questions to be submitted to the committee for review,
- the Brock ethics approval has been extended.

**APPROVED**

**PROPOSAL #2 Summary**

- a) **Title of Research:** *Canadian Student Tobacco, Alcohol, and Drugs Survey (formerly Youth Smoking Survey)* - Dr. Steve Manske, Senior Scientist, University of Waterloo; Eleanor McGrath, Site Coordinator, CSTADS Ontario Site Coordinator, University of Waterloo
- b) **Objectives/Rationale/Purpose:** *CSTADS has been conducted in schools every second year since 2002. Starting with the 2014-2015 cycle, the YSS was renamed CSTADS to better reflect its content and participants. Currently, students in Grade 7-12 complete CSTADS questions about tobacco use, and alcohol and drug use.*
- c) **Number of Schools:** 3 Elementary, 3 Secondary

- d) **Age of Student Participants:** Grades 7-12
- e) **To Commence/Conclude:** October 2016-May 2017
- f) **Time Requirements:** students - 30 minutes; teachers - 45-50 minutes; staff - 1-2 hours

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

- we require informed consent forms from the researcher(s).

**APPROVED**

### PROPOSAL #3 Summary

- a) **Title of Research:** *Partnering for change: Disabled youth's experiences of education, homelessness, and employment* - Principal Investigator(s): Drs. Stephanie Baker Collins and Ann Fudge Schormans, School of Social Work, McMaster University
- b) **Objectives/Rationale/Purpose:** *The purpose of the research is to learn about and map the intersections of disabled youth's experiences of education, homelessness, and employment. It is a part of a larger research project that aims to systematically map the intersection between Intellectual Disability/Developmental Disability/Learning Disability (ID/DD/LD), education, employment and homelessness among youth, in order to identify system-wide gaps and opportunities to develop more effective and integrated interventions, improve policy and identify further research.*
- c) **Number of Schools:** Selected Grade 11-12 students
- d) **Age of Student Participants:** 16-30 years old
- e) **To Commence/Conclude:** May 15, 2016-February 28, 2017
- f) **Time Requirements:** students - 1-2 hours; teachers – 1 hour, staff – 1 hour

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

- the recruitment of the students be done through the DSBN Social Worker,
- we are requesting that a DSBN Social Worker, connected to the school/student, must be present.

**APPROVED**

### PROPOSAL #4 Summary

- a) **Title of Research:** *A New Approach to Transition Planning for Transitional Aged Youth with Intellectual Disabilities* - Principal Investigator(s): Ms. Katie McKay, Graduate Student (M.A. Candidate), Brock University; Dorothy Griffiths, C.M., O. Ont., Ph.D.; Frances Owen, Ph.D., C. Psych, Thesis Supervisors, Brock University
- b) **Objectives/Rationale/Purpose:** *The purpose of the proposed study is to gain a greater understanding of the transition process for transitional aged youth (TAY) with intellectual disabilities (ID) in the Niagara Region. The Ministry of Education (EDU) defines the transition process as a process that "every young person with a developmental disability who requests or will request adult developmental services upon reaching age 14 will have" (2013).*
- c) **Number of Schools:** no school sites
- d) **Age of Student Participants:** N/A
- e) **To Commence/Conclude:** April 15-December 20, 2016
- f) **Time Requirements:** staff - 15 minutes to complete a questionnaire and 1 hour for open discussion

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

**APPROVED**

## PROPOSAL #5 Summary

- a) **Title of Research:** *How Strong Districts Improve Student Outcomes The Next Stage of Strong District Development in Ontario "CODE/MOE"* - Principal Investigator(s): Ken Leithwood, OISE and Catherine McCullough, CMC Leadership
- b) **Objectives/Rationale/Purpose:** *Research recently completed in Ontario on "Strong Districts" has identified and described nine characteristics of districts that most closely associate with influence on student achievement. This research has also outlined senior leadership practices which foster the development of the nine characteristics. This proposed study aims to significantly deepen and extend the results of this previous research by assessing how strong district characteristics influence not only achievement but several other important student outcomes. We anticipate that such a study will provide district leaders with much greater leverage over the elements of their school systems that matter to student growth and streamline their efforts to foster such growth.*
- c) **Number of Schools:** N/A
- d) **Age of Student Participants:** N/A
- e) **To Commence/Conclude:** ASAP for 2 years
- f) **Time Requirements:** principals - focus groups, phone interviews, two surveys; one senior district leader survey; one teacher survey (to be negotiated separately with selected districts)

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

**APPROVED**

*Recommendation:*

The report of the Educational Research Committee of April 14, 2016 be received.

Submitted by:

Paula MacKinnon  
Ann Kennerly, Chair

**Next Meeting:**  
**May 19, 2016 (last meeting)**

**DISTRICT SCHOOL BOARD OF NIAGARA  
REPORT TO PROGRAM AND PLANNING COMMITTEE  
MEETING OF MAY 17, 2016**

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**PROPOSED ACCOMMODATION REVIEWS**

**PURPOSE**

The purpose of this report is to seek Trustees' direction for the next accommodation review.

**BACKGROUND**

On September 22, 2015, Trustees approved the Annual Facility & Planning Report, 2015, and the Long Term Accommodation Plan (LTAP). The LTAP details the current and future state of the DSBN elementary and secondary panels and presents possible accommodation solutions for schools that are experiencing challenges due to programming, enrolment, facility utilization, etc. Five groupings of schools were identified for potential accommodation reviews over the next 2 to 3 years.

In October 2015, Trustees initiated the West Pelham Elementary and South Central St. Catharines Elementary Accommodation Reviews. Both reviews have recently been completed resulting in improved enrolment and facility utilization rates, and a reduction in surplus pupil spaces. The resulting larger school populations at the consolidated K – 8 schools brings school communities together, eliminates elementary transitions, and provides students with more opportunities in programming and extracurricular activities.

Low enrolment, surplus pupil spaces, aging facilities and the resulting programming difficulties persist in a number of schools. The following three school groupings are for Trustees' consideration for the next potential accommodation review:

<b>Group of Schools</b>	<b>Rationale</b>
Burleigh Hill PS, Ferndale PS, Westmount PS	Low enrolment, Facility utilization
John Marshall PS, Martha Cullimore PS, Prince Philip PS, Victoria PS	K to 8, Low enrolment, Facility utilization
Beamsville District SS, Grimsby SS, South Lincoln HS	Low enrolment, Facility utilization

Enrolment and facility utilization rates for these schools can be found in the DSBN's LTAP, which is available at [www.dsbni.org/LTAP](http://www.dsbni.org/LTAP).

**PROCESS TIMELINES**

If Trustees identify a group of schools they wish to consider for the next accommodation review, staff will commence the preparation of an Initial Staff Report and the School Information Profile Reports. The process to initiate an accommodation review is outlined in the following table:

Date	Action
May 17, 2016	Program and Planning Committee Meeting – Presentation of the proposed Accommodation Reviews and the possible commencement of an Initial Staff Report and School Information Profile Reports.
May 24, 2016	Board Meeting – Approval of the Program and Planning Committee’s recommendation.
June, 2016	Municipal consultation meetings between DSNB staff and municipal representatives to gather input to inform the Initial Staff Report.
September 20, 2016	Program and Planning Committee Meeting – Presentation of the Initial Staff Report and School Information Profile Reports.
September 27, 2016	Board Meeting – Approval to initiate an Accommodation Review.

Should Trustees initiate an accommodation review, public consultation would take place from October 2016 to January 2017 and the review process is expected to be completed by March 2017.

Respectfully submitted,

Lora Courtois  
 Superintendent of Planning

Warren Hoshizaki  
 Director of Education

May 17, 2016