

Report No. 22-047

**Review of Developmental Disabilities Program at Crystal Bay Centre
for Special Education and Clifford Bowey Public School 2022-2023**

Key Contact: Peter Symmonds, Superintendent, Learning Support Services, 613-596-8254

PURPOSE:

1. The purpose of this report is to describe the design of the program monitoring plan and proposed evaluation activities for the Developmental Disabilities (DD) Program at Crystal Bay Centre for Special Education and Clifford Bowey Public School.

STRATEGIC LINKS:

2. The review of programming and services at Crystal Bay Centre for Special Education and Clifford Bowey Public School has links to several priorities identified in the 2019-2023 Strategic Plan with a focus on the goal of prioritizing the dignity and well-being of students at both schools while exploring ways to enhance equity and inclusive practices and learning outcomes. Importantly, this work will engage parent(s)/guardian(s) and staff at the school and District level using a participatory approach that will also involve wider community consultation.

Data collected as part of this review is intended to inform instructional practices and may serve as a reference for future policy and decision-making.

CONTEXT:

3. The special education service delivery model of the Ottawa-Carleton District School Board is based on a continuum of programs and services with placement ranging from regular class with support to full time special education classes, and two special education schools, namely, Crystal Bay Centre for Special Education and Clifford Bowey Public School.
4. Students who attend Crystal Bay and Clifford Bowey are some of the District's most vulnerable learners. They have moderate to severe developmental disabilities and the majority of students are non-verbal. There are 12 classes at Crystal Bay and 13 classes at Clifford Bowey, and each class has a maximum enrolment of eight students.

Historically, the last Developmental Disabilities (DD) program review was conducted in 2010 by Learning Support Services (LSS). Since then, the needs of students with moderate to severe developmental disabilities at Crystal Bay and Clifford Bowey have become more complex. For example, there has been an increase in the number of students with a dual diagnosis and/or high medical needs. There has also been an increase in the amount and types of specialized equipment students use daily in order to access the curriculum.

In addition, the Ontario Human Rights Commission updated its policy on accessible education for students with disabilities in 2018. The updated Ontario Human Rights Code places an emphasis on education providers to design more inclusive learning environments and promote accommodations that support inclusion. The Code also mentions the importance of considering intersecting factors such as ancestry, race, and students with more than one type of disability, which may contribute to barriers that students and families experience.

This review reflects the Board's ongoing commitment to equity, high quality programs, and the enhancement of learning outcomes for students in the DD program at Crystal Bay and Clifford Bowey.

KEY CONSIDERATIONS:

5. Review Process

The review will take a collaborative evaluation approach whereby the program evaluation team works closely with key stakeholders at all stages of the evaluation process (e.g., parents/guardians, specialized program teachers, educational assistants, school administrators, professional staff, LSS staff and senior management). Areas of exploration will include student outcomes, programming, staffing, and facilities.

An interdisciplinary working group will meet regularly to oversee and provide input into the development of review related activities and guide the review process. Members of the working group include the LSS Program Evaluator, the Supervisor of Speech/Language Pathology, the Learning Support Consultant, the school psychologist for Crystal Bay and Clifford Bowey, and the project lead.

Review Activities

In addition to consultation with various stakeholder groups, the program evaluation team plans to conduct a literature review and a jurisdictional scan. It is important to have an understanding of current research-based best practices and factors that improve outcomes for students with moderate to severe developmental disabilities. The scan will provide information on service delivery models in demographically similar school districts and the coterminous board.

Stakeholder Engagement

The review will involve multiple opportunities for parents/guardians, staff, and school administrators to provide input into the review process and is in keeping

with the District's goal of increasing opportunities for meaningful consultation with families, staff, and the wider community.

Timeline

Initial consultations with the school administrators and staff at both schools will begin in June 2022 with work on the literature review and jurisdictional scan to begin over the summer. Consultation with parents/guardians and community groups will occur in the fall and an interim report with recommendations to the board is to be completed by the winter of 2022-2023.

RESOURCE IMPLICATIONS:

6. The majority of the work will be undertaken by LSS staff, including the LSS Program Evaluator, members of the interdisciplinary working group, and central administrative staff support. However, there will be some costs associated with the hiring of a project lead and work related to the literature review.

Costs associated with this project will be accounted for in the existing departmental budget.

COMMUNICATION/CONSULTATION ISSUES:

7. Consultation will be based on common themes across key stakeholder groups and will be explored using mixed model design including both qualitative and quantitative data collection methods. Given the participatory nature of this review, regular updates pertaining to review activities will be provided to both school councils and to the Special Education Advisory Committee.

With regard to student voice, the participation of Crystal Bay and Clifford Bowey students in the review process presents a unique challenge in terms of their engagement. Members of the working group will explore possibilities together with parents/guardians and school staff.

GUIDING QUESTIONS:

The following questions are provided to support the discussion of this item by the Committee:

- Why is this initiative being undertaken?
- How does this work connect with the Board's strategic objectives?
- How will this work benefit students?

Peter Symmonds, Superintendent,
Learning Support Services

Camille-Williams Taylor
Director of Education and
Secretary of the Board

APPENDICES

Appendix A Review of Developmental Disabilities Program at Crystal Bay and Clifford Bowey, Evaluation Plan 2022-2023