



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

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PURPOSE: The purpose of the review is to ensure the special education program, services, supports, and resources continue to meet the changing needs of students at Crystal Bay Centre for Special Education and Clifford Bowey Public School.

KEY CONSIDERATIONS:

1. *Program Monitoring* – In accordance with the District's program review process, the Developmental Disabilities (DD) program review falls under the category of 'program monitoring' for the Learning Support Services (LSS) Department. This bounds the current DD program review plan in terms of several important areas including: i) extent of consultation; ii) resource commitment; and iii) timelines. Areas of exploration will include specialized education facilities, staffing, educational programming and student outcomes.

2. *Evaluation Approach* - Participatory evaluation refers to a collaborative evaluation process whereby program evaluation staff works closely with key stakeholders at all stages of the evaluation. In participatory evaluation, intended primary users are those for whom the evaluation is designed to help, and those stakeholders should be central in the evaluation process. In the spirit of the collaborative approach, the LSS department will take careful steps to ensure that utilization-focused, participatory methods are adopted for the review as the evaluation progresses. As such, primary users of the evaluation information will be involved throughout the various stages of the review (e.g., parents/caregivers; specialized program teachers; educational assistants; school administrators; learning support consultants; professional staff; and senior management). Therefore, it is expected that specific components of the plan will evolve through consultations with stakeholders throughout the program review process.

3. *DD Program Review Working Group* - In-line with the participatory approach, a small interdisciplinary working group has been established composed of the LSS review lead, LSS program evaluator, LSS Speech/Language Supervisor and the learning support consultant and school psychologist for both schools. This team will meet regularly over the duration of the

review period in order to develop the review plan and to work on various review-related activities, including:

- identifying appropriate program stakeholders;
- conceiving relevant evaluation questions;
- developing a shared understanding of the program logic;
- planning the evaluation design and scope;
- selecting appropriate measures and data collection methods;
- gathering and analyzing data; and
- reporting the results of the data.

4. DD Program Review Timeline - The review is currently in its preliminary stage and an interim report with recommendations is planned to be completed in the winter of 2022-2023. Broadly, the dimensions of interest revolve around the current service delivery model at Crystal Bay and Clifford Bowey and improving capacity for the board to better meet these students' specialized needs.

Proposed Evaluation Activities

5. Academic Literature Review - An academic literature review will be conducted which explores service delivery factors related to the education and well-being of students with moderate to severe developmental disabilities and their placement (i.e., educational settings).

6. Jurisdictional Scan - A jurisdictional scan of service delivery models for students with DD will be conducted with several relatively large, and/or demographically similar school districts to the OCDSB. Several of the board's coterminous school districts will be included in the review. This scan will look at these districts' service delivery models for students with DD and will provide a lens for considering best practices and educational settings and services for students with similar exceptionalities.

7. Stakeholder Engagement - The review will feature multiple opportunities for parents/caregivers, students and staff to provide input into the review process. As such, it is in keeping with the District's ongoing commitment to increase opportunities for meaningful engagement with students, staff, families, and the wider community. Common themes across stakeholder groups will be explored from these qualitative review activities. In order to effectively address the information needs of the DD program stakeholders, the review plans to employ a mixed model design (qualitative and quantitative data collection methods).

8. Determining Stakeholder Information Needs - Information needs for each stakeholder group will be determined by the DD review working group. Key dimensions of interest at the student and parent/guardian levels might examine the impact of the DD service delivery model on student well-being and overall happiness with school. A particular focus might be on examining the impact of class size and the influence of the school environments. Information needs at the program staff level might include key dimensions of program monitoring from the perspective of DD specialized program teachers and Education Assistants (EAs), as well as other school-based or central staff (e.g., Learning Support Teacher; Learning Support Consultant; school

psychologist). Site administrators will be asked about the factors that affect service delivery at their site.

RESOURCE IMPLICATIONS:

The majority of the DD review activities will be subsumed by the LSS department's work plans for the year. However, there are some minor costs associated with hiring a project lead, generating the literature review, jurisdictional scans, and the collection and analysis of stakeholder feedback for the purposes of the review.

COMMUNICATION/CONSULTATION ISSUES:

As noted above, LSS has established a working group composed of OCDSB staff who have expertise and a depth of knowledge of DD and educational programming at these two sites. Further, consultations will be taking place with various stakeholder groups including constituent group representatives (i.e., Special Education Advisory Committee) and the school councils for these two sites. Regular communication with SEAC and both school councils is planned. Additionally, the working group intends to reach out to groups whose voices represent students and parents/guardians at these sites as part of the review process.

STRATEGIC LINKS:

- 2019-2023 Strategic Plan
- Indigenous, Equity and Human Rights Roadmap, Eliminating Barriers to Success 2020-2023

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

- i. How do we maximize learning opportunities and high levels of engagement, school outcomes and well-being for students with DD?
- ii. How does the service delivery model at the CB schools align with current research-based approaches to programming for students with moderate to severe DD?
- iii. How can this review clarify best practices and suggest implications for improved practices for students with developmental disabilities?