

## Educational Project: REACH Annual Report – November 2020

Our Educational Project has emerged from the collective reflection of our school staff and through consultation with our school community. It stems from our specific context, reality and needs, this in the best interest of our students and their ongoing success. It outlines the challenges, orientations and objectives that we, as a school, have prioritized for the next years. It also provides the indicators that will allow us to concretely observe our progress towards the attainment of our targets within the set objectives. In 2019-2020, efforts were invested into fine-tuning this Educational Project and its selected data sources to track progress effectively. We also worked on developing and implementing the related Action Plan, detailing the chosen strategies and tools through which we intended to address the chosen priorities, measure progress and achieve our objectives.

As stated in our mid-year report in December 2019, the 2019-2020 school year was the first year of implementation of this Educational Project. In March 2020, however, our efforts were suddenly halted due to the worldwide pandemic with which we are still dealing. This health crisis interrupted our actions and interventions as well as our data collection. Despite significant efforts from our school team, the ongoing covid-19 reality has impacted teaching and learning. At the end of last year, it led to altered evaluation and reporting, thereby compromising our access to required student learning data such as end-of-year marks. As a consequence, we cannot fully report on our progress towards attaining set targets. Through this annual report, we therefore reflect on the 2019-2020 school year within these limitations. We provide a brief update on the **actions** completed for each of the objectives identified by our school team. We also outline the **means** we used to **track** both the efficiency of our actions and student progress in the targeted areas.

### Educational Project Overview

CHALLENGES	ORIENTATIONS	OBJECTIVES
Prepare students for a successful adult life by increasing their level of self-determination	➤ Develop student autonomy	<ul style="list-style-type: none"> <li>➤ To increase the level of autonomy of students to move independently from point A to point B</li> <li>➤ To increase the level of autonomy of students in their self-care</li> </ul>

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<b>OBJECTIVE</b>	<b>To increase the level of autonomy of students to move independently from point A to point B</b>				
<b>INDICATOR</b>	Percentage of students autonomously transitioning from point A to point B by the end of the year				
<b>TARGET</b>	80% of students progressing at least one level on their personalized scale of autonomy for mobility by the end of 2022				
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ At the beginning of January 2020, the education plan was presented to the staff;</li> <li>➤ Teachers and staff were divided per program to meet and identify mobility and self-care goals relevant to their program;</li> <li>➤ Each teacher was asked to identify a mobility and/or self-care goal for each student and to include this goal in the student's IEP;</li> <li>➤ A form was created to gather different data on students' progress.</li> </ul>				
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE #</b>				
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Visual prompting, verbal prompting and physical prompting. No data was collected yet to identify the effectiveness of each tracking means.</li> </ul>				
<b>RESULTS</b>					
<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	
	<b>56%</b>				
<b>REFLECTION ON ACTION AND RESULTS</b>					
<p>OUT OF 90 STUDENTS WHO WERE REPORTED ON, 66 STUDENTS WERE REPORTED ON MOBILITY. OUT OF THESE 66 STUDENTS, 37 COULD TRANSITION WITHOUT PROMPTING REQUIRED. THIS REPRESENTS A SUCCESS RATE OF 56%.</p> <p>DUE TO COVID GATHERING RELIABLE DATA AND ASSESSING PROGRESS WAS LIMITED AND NOT ALL STUDENTS WERE REPORTED ON.</p> <p>WE WILL REFLECT ON WHERE WE WANT OUR STUDENTS TO BE IN TERMS OF TRANSITIONING FROM POINT A TO B AS ADULTS BY READING MORE LITERATURE ON SELF-DETERMINATION. BECAUSE OF OUR PARTICULAR STUDENT POPULATION, THE END GOAL CANNOT BE STANDARDIZED NEITHER CAN IT BE PREDICTED. ALSO, STAFF COULD NO WORK ON THIS GOAL FROM MARCH TO THE END OF JUNE DUE TO THE GLOBAL PANDEMIC.</p>					

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### **DATA COLLECTION**

WE HAVE IDENTIFIED THE FOLLOWING WAYS OF IMPROVING OUR DATA COLLECTION:

WE WILL:

- REACH OUT TO THE DATA PEDAGOGICAL CONSULTANT FOR SUPPORT ON FORMATTING “FORM” FOR MORE RELIABLE DATA AND FOR SUPPORT ON DATA ANALYSIS;
- IMPROVE THE DATA COLLECTION SO WE KNOW HOW MANY STUDENTS WERE REPORTED ON BOTH GOALS AND THAT DOUBLE REPORTING IS ELIMINATED (MANY STUDENTS APPEARED TWICE OR MORE IN THE DATA AND THAT COMPLICATED THE ANALYSIS);
- IMPROVE OUR DATA COLLECTION TO ASSESS AND MONITOR THE EFFECTIVENESS OF THE MEASURES APPLIED TO FULFILL ITS COMMITMENTS ON BOTH GOALS. THE MAIN MEASURES TAKEN ARE VISUAL PROMPTING, VERBAL PROMPTING AND PHYSICAL PROMPTING AND THEY ARE ASSES IN TERMS OF CONSTANT, FREQUENT AND OCCASIONAL. WE WILL ALSO DEFINE “CONSTANT”, “FREQUENT” AND “OCCASIONAL”.
- TEACHERS WILL BE PROVIDED WITH AN OBSERVATION GRID THAT WILL ALLOW THEM TO BETTER TRACK STUDENTS’ PROGRESS.

WE WILL ADD TWO LONGITUDINAL TOOLS TO ASSES THE SELF DETERMINATION (QUALITY OF LIFE INDICATORS AS ADULTS: EMPLOYMENT, FINANCIAL INDEPENDENCE, INDEPENDENT LIVING, COMMUNITY INCLUSION, ACCESS TO BENEFITS) ONCE OUR STUDENTS LEAVE REACH AS ADULTS. WE WILL PREPARE AN ONLINE SURVEY, AS WELL AS A FOCUS GROUP. THIS WOULD GIVE US DATA ON THE MAIN GOAL OF INCREASING SELF DETERMINATION OF OUR STUDENTS AS ADULTS.

WE WILL INQUIRE ABOUT THE DIFFERENT MEASURES THAT ARE IMPLEMENTED BY TEACHERS AND REFLECT ON WAYS WE CAN REPORT ON THEIR EFFECTIVENESS.

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<b>OBJECTIVE</b>	<b>To increase the level of autonomy of students in their self-care</b>				
<b>INDICATOR</b>	Percentage of students who are autonomous in their self-care				
<b>TARGET</b>	50% of students progressing at least one level on their personalized scale of autonomy for self-care by the end of 2022				
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ At the beginning of January 2020, the education plan was presented to the staff;</li> <li>➤ Teachers and staff were divided per program to meet and identify mobility and self-care goals relevant to their program;</li> <li>➤ Each teacher was asked to identify a mobility and/or self-care goal for each student and to include this goal in the student's IEP;</li> <li>➤ A form was created to gather different data on students' progress.</li> </ul>				
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<b>RESULTS</b>					
<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	
	<b>39%</b>				
<b>REFLECTION ON ACTION AND RESULTS</b>					
<p>OUT OF 90 STUDENTS WHO WERE REPORTED ON, 71 WERE REPORTED ON SELF-CARE. OUT OF THESE 71 STUDENTS, 28 COULD DO SELF-CARE WITHOUT PROMPTING REQUIRED. THIS REPRESENTS A SUCCESS RATE OF 39%.</p> <p>DUE TO COVID GATHERING RELIABLE DATA AND ASSESSING PROGRESS WAS LIMITED AND NOT ALL STUDENTS WERE REPORTED ON.</p> <p>WE CAN OBSERVE THAT THE SELF-CARE GOAL IS MORE CHALLENGING, AND THE CHALLENGE IS ACCENTUATED IN THE CONTEXT OF A PANDEMIC WHERE SELF-CARE SUCH AS TOOTH BRUSHING CAN NO LONGER BE PRACTICED.</p>					

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