



REACH School

471, rue Green
Saint-Lambert (Québec)
J4P 1V2

276, rue Queen
Saint-Lambert (Québec)
J4R 1H4

Educational Project 2019-2022



Commission scolaire **Riverside**
Riverside School Board

7525, chemin de Chambly
Saint-Hubert, Québec J3Y0N7
www.rsb.qc.ca

REACH School's Educational Project

Table of Contents

Purpose and Definition of the Educational Project	3
Legal Framework	3
Education Act.....	4
Steering Committee's Meetings in Preparation of the Educational Project	6
Consultations Held for the Preparation of the Educational Project	6
REACH's History	7
REACH's Educational Programs	8
Current Parental Involvement.....	10
Overall Picture of the Areas of Vulnerability.....	11
Breakdown of the School's Population	12
Main Challenges.....	13
Vision and Mission.....	14
School Activities & Outings.....	15
Consistency with the Commitment to Success Plan.....	16
Orientation, Objectives, Indicators, Targets, and Actions.....	17
Reporting on the Educational Project	18
Signatures.....	19

Purpose and Definition of the Educational Project

The educational project is a strategic tool through which an educational institution can define and communicate to the educational community the policy orientations, the action priorities, and the expected results to ensure the educational success for all students, in both the youth and adult sectors. It reflects the characteristics and needs of the students who attend the educational institution and the expectations expressed in the community in terms of education. Resulting from a consensus, the educational project is prepared and implemented through the collaborative efforts of various stakeholders concerned with the institution: students, parents, teachers, and other staff members (daycare service, secretary, etc.), as well as community and school board representatives.

The educational project therefore forms part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEES, school boards, and educational institutions), with due regard for their specific areas of autonomy and characteristics.

Legal Framework

The educational project between REACH school and the Riverside School Board is conceived and written within the framework of the Education Act. It is important that the educational community is aware of the legal aspects and respects those obligations as they create the educational project.

Education Act

Section 36

“A school is an educational institution whose object is to provide to the persons entitled thereto under section 1 the educational services provided for by this Act and prescribed by the basic school regulation established by the Government under section 447 and to contribute to the social and cultural development of the community. A school shall, in particular, facilitate the spiritual development of students so as to promote self-fulfillment.

In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study.

A school shall pursue this mission within the framework of an educational project.”

Section 37

“The school’s educational project, which may be updated if necessary, shall contain

- (1) the context in which the school acts and the main challenges it faces, particularly with respect to academic success;*
- (2) the specific policies of the school and the objectives selected for improving student success;*
- (3) the targets for the period covered by the educational project;*
- (4) the measures selected to achieve the objectives and targets;*
- (5) the indicators to be used to measure achievement of those objectives and targets; and*
- (6) the intervals at which the educational project is to be evaluated, determined in collaboration with the school board.*

The policies and objectives required under subparagraph 2 of the first paragraph shall be designed to ensure that the Québec education policy framework defined by law, the basic school regulation and the programs of studies established by the Minister is implemented, adapted and enriched. They must also be consistent with the school board’s commitment-to-success plan.

The educational project must respect students’, parents’ and school staff’s freedom of conscience and of religion.”

Section 37.1.

“The period covered by the educational project must be harmonized with the period covered by the school board’s commitment-to-success plan in accordance with any terms prescribed under the first paragraph of section 459.3.”

Section 74

"The governing board shall analyze the situation prevailing at the school, principally the needs of the students, the challenges tied to student success and the characteristics and expectations of the community served by the school. Based on the analysis and taking into account the commitment-to-success plan of the school board, the governing board shall adopt the school's educational project, oversee the project's implementation and evaluate the project at the intervals specified in it.

Each of these stages shall be carried out through concerted action between the various participants having an interest in the school and in student success. To that end, the governing board shall encourage the collaboration of students, parents, teachers, other school staff members, and community and school board representatives."

Section 75

"The governing board shall send the school's educational project to the school board and make it public on the expiry of at least 60 days after sending it. It shall also make public the evaluation of the school's educational project. The educational project and any evaluation of it shall be communicated to the parents and the school staff.

The educational project comes into force on the date of its publication."

Section 83

"Each year, the governing board shall inform the parents and the community served by the school of the services provided by the school and shall report on the level of quality of such services."

97.2. The period covered by the educational project must be harmonized with the period covered by the school board's commitment-to-success plan in accordance with any terms prescribed under the first paragraph of section 459.3.

School Success Committee Members

School Success Committee members are Tamarah Banks, Chrissy Bell, Marina Bresba, Marie Fontaine (secretary of the committee), Normand Giguere, Tina Giugovaz, Marie-Helen Goyetche (principal), Jennifer Harrison, and Steve Kennedy.

Consultations Held for the Preparation of the Educational Project

Date	Group	Format	Location	Minutes
April 10, 2019	Governing Board	Plenary	Queen	yes
April 22, 2019	Teachers	Email re: future IEP goals	n.a.	no
May 8, 2019	Teachers, SSC members	Consultation on Educational Project, IEP goals, and template	Queen	to come
May 8, 2019	Governing Board	Plenary	Queen	to come
May 2019 (specific date TBD)	ADAM'S P.A.C.E. students	Group discussion	Champlain College Saint Lambert	to come
May 2019 (specific date TBD)	Satellite class	Group discussion	CRHS	to come

REACH's History

REACH is currently the only English public school in the province of Quebec whose population is 100% special needs.

The history to date of REACH school:

- 1970 A special needs classroom was set up at Hazel Cross School.
- 1971 The class was moved to the South Shore Learning Centre.
- 1972 REACH officially became a school, at the time named Victoria Park, situated at 276 Queen, St. Lambert. Over the ensuing 26 years, the average school population was 45 students.
- 1999 The school was moved to 471 Green Street, St. Lambert and was renamed REACH (Realistic Educational Alternatives for Children with Handicaps). The student population since then has varied between 45 – 68 students.
- 2011 The 4 to 5-year-old group was transferred to St. Lambert Elementary as a regional program called SEEDS. This was to alleviate overcrowding at REACH.
- 2016 Bursting at the seams due to growing student population, two high school satellite classes were opened at Centennial Regional High School. The ADAM'S P.A.C.E. class (est. 2005) at Champlain College Saint Lambert was incorporated under the REACH umbrella at this time.
- 2017 REACH opened its second campus, located at the old Victoria Park building on Queen Street, allowing the 4- and 5-year-old programs and one CRHS satellite class to return to REACH.
- 2018 The student population is just shy of 100 students. The two pre-school classes and most of our elementary students (five classes) are located at our Queen campus. Two elementary classes and four high school classes are at the Green campus. One satellite class remains at Centennial. ADAM's P.A.C.E. continues at Champlain College Saint Lambert.

REACH's Educational Programs

Preschool Programs

The programs enable 4- and 5-year-olds to develop psychomotor, emotional, social, language, cognitive, and methodological competencies related to self-knowledge, life in society, and communication. With the support of the teacher, children take part in learning situations drawn from their world of play and their life experiences and begin to play the role of students.

Learning situations are created to encourage development within six closely linked competencies that are cross-curricular in nature: performing sensorimotor actions effectively in different contexts, affirming his/her personality, interacting harmoniously with others, communicating using the resources of language, constructing his/her understanding of the world, and completing an activity or project. The children's progress in the development of their competencies is evaluated through the observations made. Focus is placed on recording and reporting the children's attitudes, behaviors, processes, strategies, and productions.

Competency-based Approach to Social Participation (CASP) – Primary/Secondary

The CASP Education Program is a customized curriculum to address the abilities and needs of students aged 6-15 with moderate to severe intellectual impairments. The program aims to teach each student the skills required to participate successfully in school, the community, and eventually the workplace. Ultimately, CASP ensures that students are able to contribute meaningfully and have a valued role in society.

The CASP program targets the development of five competencies; (1) Communicates, (2) Uses the information in his/her environment, (3) Interacts with people in his/her environment, (4) Acts methodically and (5) Acts in a safe manner. It uses the following subjects to strengthen the competencies: English Language Arts, Mathematics, Science, Information and Communications Technologies, Physical Education and Health, Arts Education, and Life in Society.

Modified Quebec Education Plan (QEP) – Elementary and Secondary

For students following a Modified QEP program, the competencies of the Quebec Education Plan are used as the guide for instruction, assessment, and evaluation. We look to the Progressions of Learning and the students' particular learning needs in order to develop individualized educational goals, selecting which components of the QEP we will be teaching and evaluating. The goal is to build on what they know and to help them grow. The program encourages students to explore and understand the world around them, use their resources, and make connections between their learning and real life. In a modified program, grades are based on the student's individual IEP goals and the content and skills they were taught within the term.

Subjects taught include English Language Arts; Mathematics; French as a Second Language; Ethics and Religious Cultures; Physical Education and Health; Arts Education (two of the

following: Visual Arts, Dance, Music, Drama), Geography, History and Citizenship, and Science and Technology).

DÉFIS/Challenges – Secondary

(Introduction to the Adapted Curricula p. 38 / Progressive Growth p. 43-44)

For students aged 16 to 21 we have DÉFIS/Challenges. The educational approach proposed in the Challenges program is designed to favour the social integration of students with moderate to severe intellectual impairments. The curriculum has two main sections: basic subjects and social integration. The "Social Integration" section is further divided into two sub-parts: personal and social education and preparing for the job market.

The program takes place over a period of five consecutive years and is divided into five phases. The phases do not correspond to the age of the students nor to the number of years spent in the program, but rather to stages of development of the students.

Depending on their abilities and needs, students may, for example, go directly from Phase I to Phase III, or remain for more than one year in the same phase. A student may or may not ever reach Phases IV or V.

- Phase I – Students are initiated to the program. This is a year for students to catch up, improve, and adjust.
- Phase II – Students continue to acquire new skills, spend time strengthening their abilities, and extend out into the community and its resources.
- Phase III – Students consolidate and transfer their knowledge and skills from school and workshop to work placements.
- Phase IV – Students broaden their work experiences. Different placements within regular work settings are emphasized. The focus is on their personal interests and aptitudes.
- Phase V – Students integrate socially and professionally. Emphasis is placed on work performance.

ADAM'S P.A.C.E. – Work-Oriented Training Path (WOTP) – Secondary

ADAM'S P.A.C.E. (Post-secondary, Alternative, Community-based Education) is an inclusive post-secondary program thus an extension of Riverside's alternative services, intended to meet the needs of students who are in their final years of schooling (18 – 21 years old).

Specific learning goals are designed through a person-centered planning process to meet the needs of individual students. The curriculum used at ADAM'S P.A.C.E. is the Work-Oriented Training Path (WOTP). It is aimed at students who are still working at the pre-high school level in English Language Arts and Mathematics. The WOTP prepares students for a gradual transition from school to work by offering opportunities to develop specific academic skills, solid life skills, and concrete work skills and habits. Upon successful completion of the program, an official MEES certificate in "Pre-Work Training" is awarded to the students.

Current Parental Involvement

REACH Together

REACH Together is a committee that was formed in January 2017 to address the ever-increasing population of the school, affected by the increase of children with Autism Spectrum Disorder in the Montérégie region.

Representatives from Riverside School Board, REACH's Governing Board, and REACH staff all agreed the school must be recognized as a regional school in order to support the forecasted population growth in the coming years. A proposal put forth by Riverside School Board is currently being analyzed by the Ministry of Education. The recommendation essentially calls for REACH to become a regional school, its students under one roof, and a building that will physically support both the expected population growth and the diverse needs of our clientele.

REACH C.A.R.E.S.

REACH C.A.R.E.S. is a parents' support group whose aim to bring together parents of children with special needs. The acronym stands for:

C: Making Connections...

A: ... with one Another...

R: ... sharing Resources...

E: ... Establishing supportive friendships, sharing Experiences...

S: ... and Strategies.

Very few parent support groups exist in the Montérégie, and more specifically, there are even fewer offered in English.

On January 29, 2018, REACH C.A.R.E.S. held its first parents' workshop.

At the present time, REACH C.A.R.E.S. is building momentum. Special guest speakers are invited to present at monthly meetings. Specific data about REACH C.A.R.E.S., (meeting dates and numbers attending) are currently being gathered.

Overall Picture of the Areas of Vulnerability

Vulnerabilities:

- The principal has four different locations to oversee. REACH has two full campuses, one high school satellite class, and one CEGEP aged class.
- The gymnasiums at the two campuses are in fact classrooms (30 feet long x 23 feet wide x 9½ feet high).
- These two campuses are above capacity and have no rooms for meetings, consultations, assessments, work space, offices, janitorial space, resource rooms, crisis rooms, or storage. It is difficult for colleagues to collaborate when separated across buildings and when space is so limited.
- Due to the age of construction of the buildings, we are limited as to what services and accommodations we can realistically and safely supply to our students.
- The buildings were not designed with a special needs' clientele in mind. It is therefore difficult to accommodate many of our students' particular needs, such as:
 - enough electrical outlets to support the many communication devices
 - architecture that is accessible for all, i.e. hallways that are wide enough to allow the passage of wheelchairs and mobility devices, an elevator, access ramps, properly installed handicapped support bars, and adapted bathrooms, for example
 - sufficient lighting and well-regulated heat to make for a comfortable learning environment
 - playgrounds that are accessible all-seasons
- For many of our students, English is their second or even third language.
- Given that we cater to all of Riverside's territory, we find it difficult to foster parental involvement. We are unable to be a neighbourhood, community school that can offer services such as a daycare.

Breakdown of the School's Population

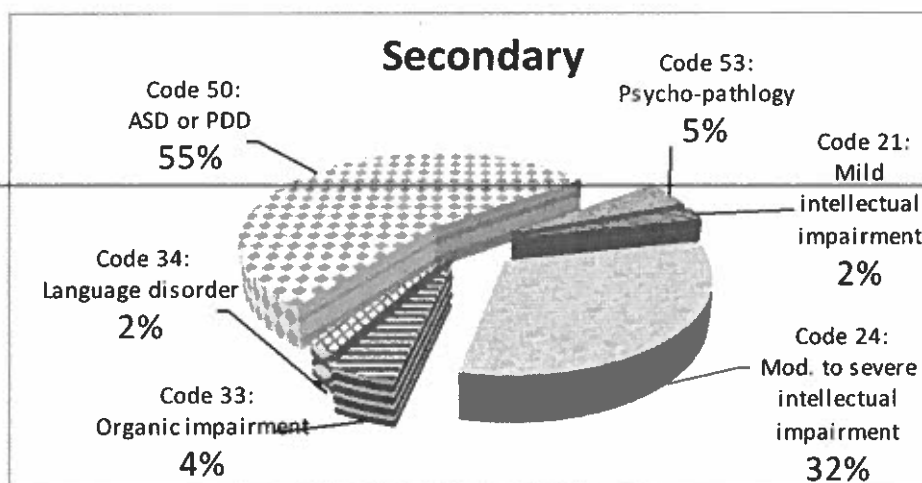
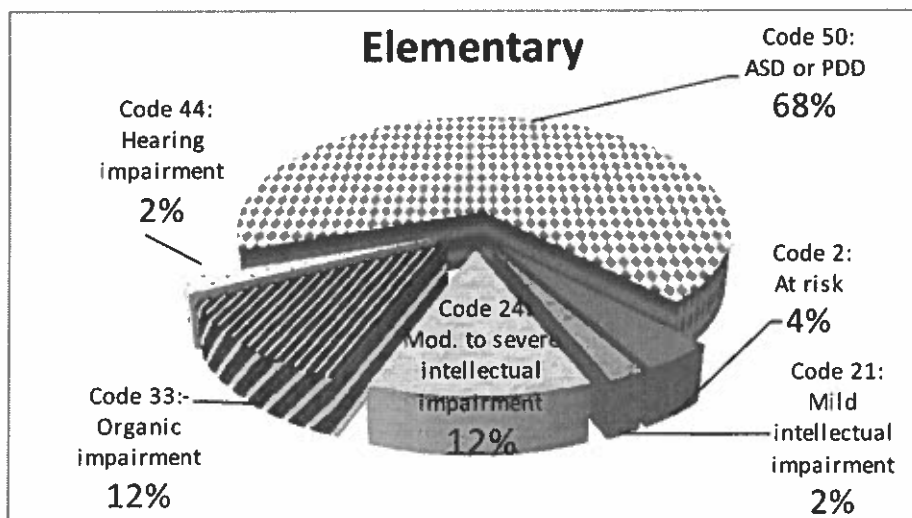
Students per Establishment

	Queen	Green	CRHS	ADAM'S P.A.C.E	Total
Elementary	41	9			50
Secondary		27	8	8	43
TOTAL					93

Students per Program

4 year	5 year	CASP	DÉFIS/Challenges	Mod. QEP	WOTP	Total
2	5	45	20	13	8	93

Students per Code and Level



Main Challenges

Our main challenge is to prepare students who have various disabilities and who do not fit into the educational norms, for the pursuit of a successful adult life, as autonomously as possible and to the best of their abilities.

Vision and Mission

Vision

REACH aims to be the main resource centre for special needs within Riverside School Board.

Mission statement

We, at REACH, are striving to build a safe and caring community of learners that promotes our students' growth and autonomy, to the best of their ability.

School Activities & Outings

Fitness

- Défi Sportif
- McGill Double Challenge
- RSEQ (Cross country, swimming, rhythmic gymnastics, track & field)
- Special Olympics: Dental Clinique, So-fit program, Cross country
- In-house Track & Field (fall & spring)

School

- Fundraising activities
 - Fabrication and selling of gift-wrapping paper & ornaments
 - Canteen
 - Spaghetti Supper
- Sleep away camp
- Champlain College visits and exchanges (fall & spring)
- Seasonal themed events
- Terry Fox Run
- Merit Awards
- Outings
 - Hiking
 - Apple picking
 - Sugar shack
 - Concerts

Community

Our partnerships are many and varied. They include local businesses and employers, community organizations, social service agencies, and other schools and school boards, as well as CEGEPs and universities.

We are actively giving back to the Saint Lambert and Montreal communities through initiatives such as:

- Distribution of warm winter clothes
- Christmas baskets
- Meals on Wheels

Consistency with the Commitment to Success Plan

Riverside School Board Objective 1:	Reduce the gap in success between various groups of students.
1.2	Students with handicaps, social maladjustments, or learning difficulties with and IEP

Numerous studies (some are cited below) have shown that higher levels of self-determination lead to a more positive quality of life for people with intellectual and developmental disabilities. Students who are more self-determined score higher on various quality of life indicators (employment, financial independence, independent living, community inclusion, access to benefits) once they leave school. They live better, more successful lives, and are more involved and more contributing members of society.

Our main challenge, therefore, is to prepare our students for a successful adult life by increasing their level of self-determination. In order to do this, we must encourage autonomy amongst our students, giving them a sense of empowerment so that they may grow to the best of their abilities. For this reason, we strongly affirm that our orientation, to develop student autonomy, is absolutely consistent with Riverside School Board's Commitment to Success Plan.

At this point, we do not have any concrete data by which to measure levels of autonomy. For this reason, one of the first actions in our educational plan is to gather the necessary data which will inform our future actions and decisions, as well as show us the progress we have been making.

Copeland, S. R., & Hughes, C. (2002). Effects of goal setting on task performance of persons with mental retardation. *Education and Training in Mental Retardation and Developmental Disabilities*, 37, 40 - 54.

Lachappelle Y., Wehmeyer M. L., Haelewyck M. C., Courbois Y., Keith K. D., Schalock R., Verdugo M. A., & Walsh P. N. (2005) The relationship between quality of life and self-determination: an international study. *Journal of Intellectual Disability Research* 49, 740-744.

McGuire, J., & McDonnell, J. (2008). Relationships between recreation and levels of self-determination for adolescents and young adults with disabilities. *Career Development for Exceptional Individuals*, 31(3), 154-163.

Sowers, J., & Powers, L. (1995). Enhancing the participation and independence of students with severe physical and multiple disabilities in performing community activities. *Mental Retardation*, 33, 209 - 220.

Wehmeyer, M. L., & Palmer, S. B. (2003). Adult outcomes for students with cognitive disabilities three years after high school: The impact of self-determination.

Wehmeyer, M. L., & Schwartz, M. (1998). The relationship between self-determination and quality of life for adults with mental retardation.

Wehmeyer, M. L. & Schwartz, M. (1997). Self-determination and positive adult outcomes: A follow-up study of youth with mental retardation or learning disabilities. *Exceptional Children*, 63, 245-255

Orientation, Objectives, Indicators, Targets, and Actions

REACH school will focus on the following:

ORIENTATION	Develop student autonomy
OBJECTIVES	(1) To increase the level of autonomy of students in their ability to move independently from point a to point b (2) To increase the level of autonomy of students in their self-care
INDICATORS	(1) Percentage of students autonomously transitioning from point A to point B by the end of the year (2) Percentage of students who are autonomous in their self-care
TARGETS	(1) 80% of students progressing at least one level on their personalized scale of autonomy for mobility by the end of 2022 (2) 50% of students progressing at least one level on their personalized scale of autonomy for self-care by the end of 2022

Reporting on the Educational Project

After defining the context and choosing the policy orientations and objectives, the school must implement and monitor the commitments made in the educational project. The school must report to their community in December and in May of every year.

Reporting involves evaluating the Educational Project and presenting the evaluation results to the community. The school must monitor and examine the extent to which the objectives have been achieved and the effectiveness of the measures it has applied to fulfill its commitments.

From a continuous improvement standpoint, evaluation also provides an opportunity to share innovative practices so that they can be incorporated into everyday pedagogical practices.


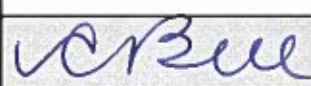
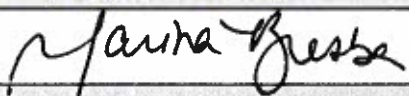

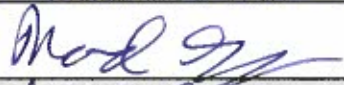
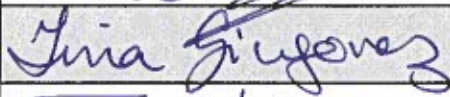
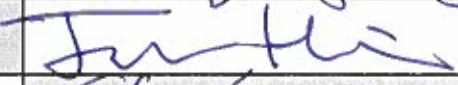
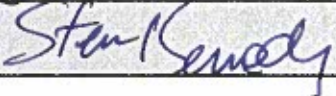
The Governing Board must provide the education community with information on the school team's choices and the results (Education Act, sections 75 and 109.1).

Signatures

Signed at St. Lambert, QC, this 9th day of September, 2019

Sylvain Racette Director General, Riverside School Board	
---	--

Steering Committee:

Marie-Helen Goyette, principal	
Tamarah Banks	
Chrissy Bell	
Marina Bresba	
Marie Fontaine, SST secretary	
Normand Giguère	
Tina Giugovaz	
Jennifer Harrison	
Steve Kennedy	

Other collaborators in the development of our educational project:

NAME and SURNAME: Joelle Barbeau TITLE: Education Consultant, RSB	
NAME and SURNAME: Elizabeth Ford TITLE: Education Consultant, RS	
NAME and SURNAME: Karen Rye, TITLE: Technology Consultant, RSB	
NAME and SURNAME: Jessica Saada TITLE: Assistant Director of Educational Services, RSB	
NAME and SURNAME: Louise Bourque TITLE: Education Consultant, RSB	