Atlantic Provinces Special Education Authority

Guidelines for Itinerant Teachers for Students who are Deaf or Hard of Hearing

October 2016
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INTRODUCTION

This document is intended as a source of information for APSEA itinerant staff working with children and youth who are deaf or hard of hearing to:

- develop a precise understanding of his/her role in the APSEA organization
- assist staff in program planning and implementation
- access Centre-based resources and services

This document complements:

- APSEA Policies, Procedures, Guidelines and Standards
- Collective Agreements between APSEA and the Nova Scotia Teachers Union (NSTU)
- Performance Management
- APSEA Orientation Handbook (pending)
- Provincial, District and school policies, procedures, guidelines and standards within the areas from which an employee is based

APSEA staff members are expected to follow the calendar of the school district in which they are working.

Note: This document is also available on the APSEA website in the Staff section and will always be the most current version.
SECTION 1  BACKGROUND

ATLANTIC PROVINCES SPECIAL EDUCATION AUTHORITY

The Atlantic Provinces Special Education Authority (APSEA) is an interprovincial co-operative agency established by the Ministers of Education of New Brunswick, Newfoundland-Labrador, Nova Scotia and Prince Edward Island.

MISSION

We provide quality services and supports, in collaboration with our partners, to meet the educational needs of children and youth from birth to 21 who are blind/visually impaired (BVI) and/or deaf/hard of hearing (DHH).

VISION

We are a support for families and the public school system in the education of children and youth with sensory loss. Our professional commitment focuses on providing, through best practice and in the most natural environments possible, comprehensive educational opportunities, which lead to the highest potential for independence, self-sufficiency and productive, fulfilling lives.

GUIDING PRINCIPLES

Key organizational principles guide the design, implementation and evaluation of educational services. We are:

- child- and family-centered
- individualized, leading to student success
- collaborative, involving the student, family, teachers and other professionals
- supportive of independence and self-advocacy
- committed to equality of educational opportunity
- research and evidence-based
- accountable for learning outcomes
- guided by provincial policies, procedures and guidelines
- future-focused, flexible and innovative
BOARD OF DIRECTORS

APSEA is governed by a twelve-member Board of Directors, with three members from each province. The Deputy Minister of Education from each province is a permanent member of the Board. The two additional members for each province are appointed by the Lieutenant Governor-in-Council for two-year terms. The Board is responsible for overall planning and policy.

STANDING COMMITTEES OF THE BOARD

The Executive Committee, comprised of the four Deputy Ministers of Education, is responsible for considering the current recommendations to the Board of Directors on major issues having an overall impact on the management and operation of APSEA.

The Program Advisory Committee, comprised of the provincial Directors of Student Services and government-appointed members from each province, is responsible for advising the Board on matters relating to programs and services for children who are deaf, hard of hearing, deafblind, blind or visually impaired.

The Financial Advisory Committee, comprised of the Directors of Finance from each Department of Education, is responsible for providing expertise and support in the financial management of APSEA, through the Executive Committee, to the Board of Directors.

School districts/boards are recognized as having responsibility for the education of the school-age population. Programs and services offered by the APSEA Centre provide support to school districts/boards implementing services for children and youth who are deaf, hard of hearing, deafblind, blind or visually impaired. The extent to which APSEA programs and services are utilized by individual provinces is dependent on the needs of each province.

APSEA supports a service delivery program which makes it possible for each child to receive an educational program designed to meet his/her individual needs. APSEA extends its service delivery system to include a variety of educational settings and supports for students. APSEA staff members function as an integral part of school-based teams for developing and implementing programs for students with sensory disabilities.
SECTION 2  ADMINISTRATION

Superintendent

The Superintendent of APSEA is responsible, through the Executive Committee, to the APSEA Board of Directors for the overall management of the Board’s programs and services for students who are blind, visually impaired, deafblind, deaf or hard of hearing from birth to age 21.

Director, Finance and Administration

The Director of Finance and Administration is responsible to the Superintendent for the efficient and effective development, implementation, management, and supervision of the financial and related administrative services of APSEA. The Director of Finance oversees payroll, purchasing, receivables, payables and other administrative functions.

Director, Programs for Students who are Deaf or Hard of Hearing

The Director of Programs for Students who are Deaf or Hard of Hearing is responsible to the Superintendent for the provision and daily management of programs and services offered through APSEA to children and youth who are deaf or hard of hearing residing in New Brunswick and Nova Scotia.

Provincial Supervisor, Programs for Students who are Deaf or Hard of Hearing

The Provincial Supervisor of Programs for Students who are Deaf or Hard of Hearing, under the direction of the APSEA Director of Programs for Students who are Deaf or Hard of Hearing, provides leadership and supervision to all APSEA staff working in the designated province. They provide consultation to school district/board personnel, principals, teachers and parents/guardians.
SECTION 4  CONTRACT WITH APSEA

At present, all educators employed by APSEA sign a contract with APSEA. A collective agreement is negotiated between APSEA and the NSTU. A copy of the collective agreement can be obtained, by request from APSEA and/or NSTU staff.
CHAPTER 1   SETTING THE STAGE

SECTION 1   STUDENT RECORDS, CONFIDENTIALITY AND RELEASE OF INFORMATION

All employees are responsible to be familiar with APSEA’s Student Records Policy.

All student information is confidential and may only be discussed with parents/guardians and those professionally involved with a student.

The Release of Information to APSEA form must be signed by the parent/guardian before APSEA staff can contact outside agencies requesting student information.

As APSEA is required to obtain recent audiology reports for all students registered for service, parents/guardians must be reminded to sign the appropriate release of information form at the audiologist’s office during regular visits.

APSEA itinerant staff may share the APSEA Service Plans and APSEA reports with parents/guardians and educational teams. Other requests for student records (e.g., psycho-educational assessment reports, consultant reports) must be processed at the APSEA Centre [refer to the Student Records Policy]. The form to make the request, Consent for Release of APSEA Information, is available on the APSEA database.

APSEA itinerant staff MUST NEVER release copies of reports received from other agencies, (e.g., medical reports). Those requesting such information must request it from the original source.
SECTION 2 MAINTAINING AN ELECTRONIC STUDENT RECORD

The electronic student record is housed on the APSEA database. Itinerant Teachers are responsible for updating and maintaining the information for each student on their caseload, on an ongoing basis, as outlined in Appendix F.

SECTION 3 ROLE OF THE PARENT/GUARDIAN

Parents/guardians play an active role in their child’s development and progress. It is critical that APSEA staff maintain a strong working relationship with parents/guardians and communicate with them in a variety of ways such as home visits, telephone calls, school-based parent/teacher interviews and case conferences.

Parents/guardians have a very influential role to play in their child’s education and development. The degree of student success is significantly impacted by the cooperation and assistance of parents/guardians. Empowering parents/guardians to advocate appropriately is an expectation of Itinerant Teachers and is to be proportional to the level of service provided to the student.

SECTION 4 LANGUAGE OF INSTRUCTION

The primary language of instruction in APSEA programs for students who are deaf or hard of hearing will be English.

APSEA supports the acquisition of communication skills through the provision of instruction and through collaboration with educational partners in the development of listening, spoken language and visual language.

SECTION 5 REFERRAL FOR SERVICES

A Referral for Services form is required for children who are deaf or hard of hearing to be added to the APSEA registry and assigned to an Itinerant Teacher’s caseload. Referral forms are available on the APSEA website and must be accompanied by a recent audiology report.

The process is as follows:

- Children are referred to APSEA by Schools or Audiologists (Policy No. 5.1 B– Eligibility for Service – Students who are Deaf or Hard of Hearing).
All referral forms must be signed by parents/guardians. Referrals for school-aged students must also be signed by a school administrator.

Referrals are submitted to the Director for approval.

Once approved, referrals are given to the appropriate Provincial Supervisor, who assigns the child/student to an Itinerant Teacher.

Demographic information and the audiology report are uploaded to the database and the Itinerant Teacher is notified by e-mail.

The Itinerant Teacher will then proceed with the initial visit.

SECTION 6 DISCONTINUATION OF APSEA SERVICES

1. When children and youth no longer require service for one of the following reasons:
   - no longer registered in a public school program, or as determined by the province
   - no longer reside in one of the Atlantic Provinces
   - the parents/guardians decline service at this time

   The Itinerant Teacher will complete the Discontinuation of APSEA Services form (available on the database) and send the form to the APSEA DHH Administrative Assistant for signature by the Provincial Supervisor. Once the file is returned and all outstanding DHH equipment is returned, the DHH Administrative Assistant will make the appropriate database changes.

2. When the student no longer meets the criteria for eligibility with APSEA, based on current audiological information, the Director of Programs will notify the parents/guardians and the school of the discontinuation of APSEA services.

3. When the student is not wearing prescribed amplification the Itinerant Teacher will discuss the situation with the school team to support the development of a plan to ensure amplification usage. If changes do not occur the Itinerant Teacher will notify the Provincial Supervisor, who will write a letter to the school (copied to the parent/guardian). If the student continues to not wear the prescribed amplification, at the end of the school year, the Director of Programs will notify parents/guardians and school of the discontinuation of APSEA services.
CHAPTER 2 PROVINCIAL SERVICES

SECTION 1 ITINERANT TEACHER SERVICE DELIVERY

Role of Itinerant Teacher

Under the direction of the APSEA Provincial Supervisor of Programs for Students who are Deaf or Hard of Hearing, the Itinerant Teacher provides both direct instruction and consultation in support of students who are deaf or hard of hearing (birth to high school graduation). The Itinerant Teacher is guided by the Standards of Practice for Teachers of the Deaf document. This document is available in the Staff section of the APSEA website.

Typical duties:

- Conducts formal and informal evaluation of students’ development including but not limited to speech, language and audition;
- Participates in student program planning teams;
- Develops APSEA service plans and completes progress reports, while following confidentiality policies for student information;
- Compiles, maintains, and files all physical and electronic reports, records, and other required documents;
- Provides direct service to students who are deaf or hard of hearing who need intensive, specialized instruction in aural/oral and/or signed language development; supports students and their school teams in the use of AAC (Augmentative and Alternative Communication) for communication development;
- Provides consultation to the parents/guardians and/or student support team regarding such matters as hearing loss, auditory, speech and language development, effective inclusionary practices, amplification, assistive listening devices, and support services available from APSEA;
- Collaborates with the APSEA Interpreting staff to assist in the implementation of the student’s educational plan;
- Troubleshoots and maintains remote microphone technology systems and hearing aids;
- Participates in relevant APSEA assessment and short-term program planning meetings;
- Presents results of APSEA field-based and Centre-Based assessment to the parents/guardians, and/or student support team;
- Supports the student in setting up notetaking service with the classroom teacher;
- Supports student self-advocacy;
- Acts as a liaison between school and other APSEA personnel and services;
- Collaborates with local audiology clinic;
- Provides information sessions regarding APSEA services and/or the educational implications of hearing loss to schools and community groups;
- Performs other duties as assigned by the Provincial Supervisor or Director.
Services to Families/Caregivers of Preschool Children

The Itinerant Teacher works with families/caregivers to support them in the acquisition of knowledge and skills in the areas of audiology, speech, language, and communication development. The Itinerant Teacher models strategies to assist in developing receptive and expressive communication skills specific to the child’s needs and coaches the parents/guardians in the use of these strategies. The parents/guardians are encouraged to expand these strategies into daily living.

The home is the preferred environment for service delivery; however, some circumstances may dictate that children be provided service at alternate locations. Itinerant Teachers will have families sign the APSEA and Family Participation Agreement (form available on the database) during the first home visit. Typically, home visits occur weekly with an additional visit to preschool/daycare where appropriate. For children who are enrolled in preschool, Itinerant Teachers may provide information and strategies to support the staff working with these children.

Services to School-Aged Children

The Itinerant Teacher works within schools to provide additional support necessary for children who are deaf or hard of hearing to access educational programming. Support can include developing expressive and receptive communication, self-advocacy, auditory development, amplification management and/or career exploration. The Itinerant Teacher, as a member of the school team, provides disability-specific expertise. Service delivery can include direct instruction to the student, consultation with the school team, participation in school meetings, collaboration and/or co-teaching with classroom teachers, formal classroom observations, support for audiological equipment, in-servicing for school staff, and establishing a relationship with parents/guardians of a child who is diagnosed after school entry. The level of service for students is determined by the Provincial Supervisor using established guidelines.

➢ Direct Service

Direct Service includes specific planned instruction of individual outcomes, documented on an APSEA Service Plan (ASP). Direct service can range from one hour to 5+ hours weekly and be delivered in a variety of ways including individual instruction outside the classroom; in-class instruction/support; coaching and/or co-teaching, in person or by distance; and establishing a relationship with parents/guardians of a child who is diagnosed after school entry.

➢ Monthly Consult Service

Monthly consult service includes: formal classroom observations; support for audiological equipment; in-servicing for school staff; consultation with the school team; and establishing a relationship with parents/guardians of a child who is diagnosed after school entry.
Twice Yearly Consult Service

Twice yearly consult service may include: formal classroom observations; support for audiological equipment; in-servicing for school staff; consultation with the school team; and establishing a relationship with parents/guardians of a child who is diagnosed after school entry.

Itinerant Teacher Caseload and Schedule

Itinerant Teachers are required to develop a schedule for service delivery. The schedule created will align with the hours designated on the caseload list. The schedule may change throughout the year; however, the initial schedule must be submitted to the Provincial Supervisor by September 30.

Scheduled time includes:

- students who receive both direct and consultative service
- office time which reflects preparation time
- travel time which reflects:
  - time from office to school/location
  - time between individual schools/locations

The Provincial Supervisor will provide staff with the expectation of how to outline their schedule.

This schedule is to be shared only with the Provincial Supervisor and Director.

Provide each school with contact information in the event that there is a change with a scheduled session (e.g., student absence).
SECTION 2  INTERPRETING SERVICES

Eligibility for interpreting services is determined using established guidelines. Appropriate service is provided, monitored and reviewed on a regular basis. It is the responsibility of the Provincial Supervisor to communicate any changes in interpreting services to school teams.

Interpreting services are supported by the expertise of the Centre-based Educational Interpreter Consultant.

Educational Interpreter

The primary role of the educational interpreter (EI) is to provide communication access in the educational setting. Using sign or spoken English, they facilitate communication throughout the school day which may include: formal instruction; classroom discussions; presentations; public announcements; and social interactions. The interpreter is not responsible for program planning, direct instruction or classroom management.

Sign language interpreter

An educational interpreter working in sign language facilitates spoken and signed communication between persons who are hearing and persons who are deaf and who use sign language to access the educational setting. Using cognitive processing and fluency in two languages, they interpret between English and ASL (American Sign Language). Standing/sitting in the student’s line of sight and using various strategies, the sign language interpreter conveys the mood and the intent of the message. Because of the time required to listen, interpret and relay a message between two languages, the interpretation will be a few words behind the speaker. The interpreter may also provide language access in subject areas, under the guidance of the classroom teacher or other appropriate members of the educational team.

Spoken language Interpreter/Transliterator

An educational interpreter working in spoken language facilitates spoken communication between persons who are hearing and persons who are deaf and who use spoken language and speechreading to access the educational setting. Using cognitive processing and sitting/standing in the line of sight of the student who is deaf, they silently enunciate or rephrase spoken messages so the student who is deaf can access what is being said. Supporting gestures may be used to convey the mood and intent of the speaker’s message. Because of the time required to listen, interpret and relay the message, the interpretation will be a few words behind the speaker. The interpreter/transliterator may also provide language access in subject areas, under the guidance of the classroom teacher or other appropriate members of the educational team.
Language Acquisition Support Worker (LASW)

The LASW provides language modeling services and educational assistance, including tutoring and preparation of materials, for students who are deaf and who meet the criteria in accordance with APSEA guidelines. The LASW facilitates language acquisition in the student through discussion, questions and modelling in the educational environment.

The LASW strives to increase the student’s vocabulary, syntax, and critical thinking as it relates to language by bringing educational activities and discourse to the student’s linguistic level and building on this foundation.

The LASW interacts with the student to: focus his/her attention on relevant information, guide appropriate responses, advise of social expectations as they relate to language, including but not limited to turn taking, vocalization, and how language is influenced by social distance.
SECTION 3   SCHOOL TO COMMUNITY TRANSITION CONSULTANT

The School to Community Transition Consultant, under the direction of the Provincial Supervisor, is responsible for the assessment, development, implementation and evaluation of the APSEA school-to-community transition plan for students who are deaf or hard of hearing between the ages of 14 and 21 who receive direct service from an Itinerant Teacher. Collaboration with the school based-team and community partners is an essential component of this position.

The Provincial Supervisor assigns eligible students to the caseload of the School to Community Transition Consultant.

Service begins with a meeting of the school-based team, arranged by the Itinerant Teacher, which includes the student and their parent/guardian. Regular consultation and support is provided, and documented as part of transition planning, during the student’s secondary school years.

SECTION 4   STUDENT AND FAMILY COUNSELLOR

The Student and Family Counsellor, under the direction of the APSEA Provincial Supervisor of Programs for Students who are Deaf or Hard of Hearing, provides personal and career counselling to students who are deaf or hard of hearing. The counsellor provides consultative support to students, school staff and parents/guardians, and liaises with community agencies. Counselling domains include: personal, social, educational or career (e.g., emotional concerns, self-advocacy, sexuality/sexual health, career counselling, psycho-social concerns related to hearing loss, amplification non-compliance, behaviour, parent/guardian concerns).

Referrals for student and family counsellor service are submitted to the Provincial Supervisor by the Itinerant Teacher.

The student and family counsellor may be involved in school-team meetings, short-term program meetings, meetings with social services, family and community agencies.

The student and family counsellor may collaborate with the Itinerant Teacher and school teams regarding common outcomes.

In accordance with privacy concerns, no reference to counselling is to be recorded on any student document (e.g., ASP, January reports, Referrals for Centre-Based Services, etc.). In addition, the counsellor’s association with the student is not documented within any shared domain of the database.
CHAPTER 3  PROGRAM PLANNING AND REPORTING

SECTION 1  STUDENT INFORMATION

It is the responsibility of the Itinerant Teacher to maintain up to date student information on the database. This includes: grade, school, school contact, parent/guardian contact information, student stats, audiological information. Student templates such as Initial Visit, Field-Based Assessments, APSEA Service Plan, Dual Service are found under the student information page on the database (drop down menu next to the student’s name).

Templates and other forms on the database that require an APSEA Itinerant Teacher’s signature can be signed electronically. For information on how to create an electronic signature, see Appendix A.

SECTION 2  INITIAL VISIT

The initial visit is the first step in determining the level of service that a newly referred child will receive from an APSEA Itinerant Teacher. Valuable information is gathered to inform next steps. Initial visits with schools and/or families set the tone of the relationship for the duration of the child’s APSEA service.

- Upon receipt of email indicating a new student has been added to caseload, contact with parent/guardian and/ or school should be made within two working days to schedule an initial meeting which will include observations.
The initial visit will take place at the school for school-aged children and in the home for preschool children.

The initial meeting should occur and Initial Visit form completed within three weeks.

Initial Visit form is discussed with the Provincial Supervisor prior to uploading to the database.

The Initial Visit form (available on the database), is an internal document and is not distributed to parents/guardians or schools/preschools.
SECTION 3  FIELD BASED ASSESSMENTS (see Appendix B)

Following the initial visit, field-based assessments may be the next step in service delivery. The purpose for field assessments by Itinerant Teachers is to assist in determining the level of service provided to students and to inform APSEA Service Plan outcomes.

Parental permission is required prior to assessing students. Notification will be given to school professionals involved that the Itinerant Teacher is conducting these tests. Assessment tools should be chosen to give results in the areas of auditory skills, audition, speech, language and/or other relevant areas of the ECC (Expanded Core Curriculum). The Itinerant Teacher should be very familiar with the testing tools before administering them.

The field-based assessment results are shared with parents/guardians and school teams, documented in the Field Assessment Report, uploaded to the database and provided to the school. Test protocols are kept in the student’s file in the Itinerant Teacher’s office.

Administration Guidelines for Assessments

Tests will be selected that are appropriate for the child’s chronological age. The normed results must be calculated and all information on the protocols/record forms must be complete. If the standard administration of the test is not adhered to, the normative information cannot be used.

In circumstances where tools must be selected that are outside the child's age range the normative information cannot be used. The information obtained from the test can be used in service plan development and for descriptive information. Only the identifying information on the protocols/record forms should be completed. Scores are not documented.

It is illegal to photocopy protocols/record forms. When you require additional protocols/record forms, they can be ordered by contacting the DHH Administrative Assistant.

Prior to the administration of any assessment tool, it is the responsibility of the Itinerant Teacher to become familiar with all of the components of the testing kit, including the manual, protocols/record forms, and specific administration guidelines that must be followed.
SECTION 4  APSEA SERVICE PLAN

The APSEA Service Plan (ASP) is a document that identifies annual and specific outcomes for individual students. The ASP is regarded as a guideline to specific service delivery. It is to be a working document modified according to student needs. The ASP outlines the focus of direct service.

Formal assessments and ongoing informal assessments, including anecdotal notes, running records, checklists, and teacher-made assessments are used to inform the development of the ASP.

The template for the ASP is located on the student information page of the database.

Annual and Specific Outcomes (see Appendix C)

An annual outcome is a statement which articulates the knowledge, skills, and attitudes that the student will be expected to know and demonstrate within a school year (10 months), having been provided with appropriately planned instruction and learning experiences.

Writing Outcomes: SMART Writing

Specific/Precise – written in clear language
Measurable – allowing student achievement to be accurately assessed and evaluated
Achievable – realistic in keeping with the student’s strength and challenges
Realistic – meaningful to the student
Time sensitive – intended to be achieved within a designated time period

Difficulty with annual and specific outcomes will occur when:

• There is insufficient attention to the fact that outcomes are time specific (end of school year – consider various factors to impact this).
• The language used to write outcomes is not measurable.

Annual and Specific Outcomes must be measurable and individualized and can be quantitative or qualitative.

A specific outcome is a statement which expands upon the annual outcome through the completion of a task analysis.
**APSEA Service Plan for Students who are Blind or Visually Impaired and Deaf or Hard of Hearing (Dual Service)**

All students who receive services from both BVI and DHH program areas, regardless of level of service, will have a Service Plan for Students who are Blind or Visually Impaired and Deaf or Hard of Hearing (template: APSEA Service Plan BVI and DHH) as well as January and June Summary reports. January reports are not required for students who are twice yearly consultations.

Itinerant Teachers providing dual service to students are expected to collaborate throughout the school year.

This may include:

- sharing implications of the student’s vision and hearing loss
- scheduling joint visits and office time
- observation of each other’s teaching
- completion of the Service Plan BVI and DHH together

To ensure the Service Plan BVI and DHH is finalized and uploaded to the database within the expected timeline as outlined in the **Dates and Deadlines** document, the process of developing the plan should begin early in the school year.

**Roles and Responsibilities**

The **lead Itinerant Teacher** is the teacher providing the most service as indicated on the database. If both teachers provide equal levels of service to a student, the lead teacher will be agreed upon between the two.

The lead Itinerant Teacher will:

- initiate communication with the other APSEA Itinerant Teacher
- establish a plan with APSEA colleague for completion of the Service Plan BVI and DHH and January and June Reports
- ensure the document is complete and formatted correctly
- contact the school to arrange a team meeting which will include both Itinerant Teachers, if not already scheduled
- upload the completed Service Plan BVI and DHH to the database
- provide a PDF copy of the Service Plan BVI and DHH when sending them in electronic format
SECTION 5  JANUARY AND JUNE REPORTS

Progress updates and achievements are documented and reported upon in both January and June of each school year. January reports are not required for students who are twice yearly consults.

The APSEA Service Plan will be used for reporting in January and June. Progress and comments specific to each skill area will be recorded. These should be specified as January Comments and June Comments.

At the end of the school year, the student’s APSEA Service Plan will retain both January and June comments in one document.

Additional comments, not specific to the individual skill areas, can be recorded in the Comments section at the end of the APSEA Service Plan.

January and June reports are uploaded to the database and provided to the school and parents/guardians, according to APSEA Provincial Guidelines.
SECTION 1 CONSULTANT FOR STUDENTS WHO ARE DEAF WITH ADDITIONAL CHALLENGES

The Consultant for Students who are Deaf with Additional Challenges, under the direction of the Director of Programs for Students who are Deaf or Hard of Hearing, provides consultative services to preschool and school-based teams for students who are deaf or hard of hearing with additional challenges in New Brunswick and Nova Scotia. Working in collaboration with the team, the Consultant provides information and strategies which can assist professionals in best supporting the individual child’s needs.

The Consultant provides direct support to APSEA Itinerant Teachers with the goal of supporting Itinerant Teacher skill development relating to their work with students who are deaf with additional challenges and the supports they provide to these students’ school teams. The primary focus for the Consultant is communication (pre-symbolic communication, tangible symbol systems, AAC implementation*, etc.) and may include assistance with any or all of the following: observations, coaching, assessment, teaching tools, strategies, or other supports as deemed necessary during the consultative process. Service may be delivered via on-site visits, phone conferences and/or web-conferencing.

*The consultant will be working closely with the APSEA Augmentative and Alternative Communication Consultant when the student has had an AAC evaluation at APSEA.

Referral Process

- The Itinerant Teacher fills out an initial screener, which is sent to the Provincial Supervisor.
- The Supervisor electronically signs the referral and sends to the Consultant including any pertinent additional information if necessary and, depending on the number of referrals received, will assist with prioritization.
- The Consultant contacts the DHH Administrative Assistant at the APSEA Centre to have the referred student added onto their caseload, copying the appropriate Provincial Supervisor on this request.
- The Consultant makes contact with the referring Itinerant Teacher.
- If, after initial contact takes place, it is deemed that further involvement is to take place, the Itinerant Teacher will have the family sign and return a permission form (available on the database) and meet with the school team to complete and submit a secondary referral form. This form is sent to the Provincial Supervisor and then forwarded to the Consultant. The level of consult service will be determined in conjunction with the Provincial Supervisor.
- Follow up consultation may be initiated by the Itinerant Teacher, as needed. If new requests are made after one year, a new referral needs to be initiated.
- The Consultant will complete a service summary report to be uploaded to the database upon completion of service.
SECTION 2  EDUCATIONAL INTERPRETER CONSULTANT

The Educational Interpreter Consultant (EIC), under the direction of the APSEA Director of Programs of Students who are Deaf or Hard of Hearing, and in consultation with Provincial Supervisors, provides professional development, support and mentoring/coaching to educational interpreters (EIs), oral interpreters (OIs), and language acquisition support workers (LASWs). The EIC also provides consultative support to APSEA students, staff and educational team members in Nova Scotia and New Brunswick regarding student self-advocacy, accessibility, interpreter use skills and planning for post-secondary/community interpreter use. The Consultant coordinates and reports on student sign language proficiency.

The EIC makes periodic visits to observe interpreters in their work setting. This may include Itinerant Teacher sessions which involve the interpreter. The EIC arranges the date with the interpreter who informs the student, administration and appropriate school staff. The Itinerant Teacher is notified of the visit by the educational interpreter.

SECTION 3  AUDIOLOGY

The APSEA audiology department consists of the Audiologist, the Hearing Systems Technologist and the Audiology Accounting Clerk.

Role of the Audiologist:

- As a member of the APSEA DHH assessment team, conducts hearing assessments and speech perception testing for students seen for Psycho-educational and Career Planning assessments.
- Counsels APSEA students regarding understanding their hearing loss and provides information to the student and their parent/guardian so that they can explain how they hear and accommodations which they require to provide the best access to hearing.
- Counsels APSEA students as required during short-term programs and provides information regarding hearing loss and assistive devices.
- Consults with APSEA Itinerant Teachers regarding their student’s hearing information.
- Consults with APSEA Itinerant Teachers regarding the technology used by their students, such as frequency modulated (FM) and digitally modulated (DM) remote microphone systems, hearing aids, cochlear implants and bone conduction hearing aids. This may involve fielding questions to assist in trouble-shooting of equipment either by phone, e-mail or in person.
- Provides consultation to APSEA students transitioning to a post-secondary program regarding technology they would require and how they can apply for funding for such technology. This may involve providing price quotations for FM or DM systems.
- Advises parents/guardians of APSEA students about various funding avenues they may wish to pursue to obtain hearing aids, cochlear implants and assistive devices.
- Consults with audiologists in Nova Scotia, New Brunswick and Prince Edward Island who provide services to APSEA students.
Role of the Hearing Systems Technologist:

- Repairs and maintains FM and DM hearing systems provided to APSEA students. This includes the summer service of all FM and DM where the equipment is cleaned, checked and packaged for shipping back to the APSEA Itinerant Teacher.
- Fields questions from APSEA Itinerant Teachers regarding equipment functionality and troubleshooting of equipment.
- Supplies accessories and equipment to APSEA Itinerant Teachers in the field.
- Provides assistance to the APSEA short-term program teacher and students who are at the APSEA Centre regarding the use of their FM or DM system upon request.
- Sets up FM and DM equipment for APSEA in-services.

Role of the Audiology Accounting Clerk:

- Provides APSEA Itinerant Teachers with equipment and accessories required for maintenance and troubleshooting of their students' amplification equipment.
- Receives FM and DM equipment requiring repairs and ensures that a repair ticket is included.
- Responds to APSEA Itinerant Teachers if they have questions related to the status of a repair.
- Ships FM and DM equipment to Itinerant Teachers
- Orders hearing aids for APSEA students in Nova Scotia.
- Fields questions from parents/guardians of students in Nova Scotia, regarding the process of purchasing hearing aids through APSEA.

Ticket System

Tickets are only to be used when an Itinerant Teacher is sending in a FM/DM system for repair and for summer service. The Audiology Ticket System is part of the APSEA database.

To create a ticket for a frequency modulated (FM) or digitally modulated (DM) repair or for FM or DM summer service:

1. Click the Student button on the main database page, then choose Information.
2. Select the student in question and click the Tech-Loans tab.
3. Click the SFFS number (left-hand column) of the defective equipment or the summer service equipment.
4. Click the drop-down arrow in the top center of the screen and choose Create Repair Ticket.
5. Fill in the ticket on the screen including a complete description of the problem; tick the boxes for any additional items being sent such as when including receivers with a defective transmitter and any boots, cables, etc.

6. Click Submit and make note of the four-digit Ticket Number that appears.

7. Click on ‘Click here to view Ticket’ (center screen).

8. Click the Print icon to open a printable version of the ticket. Click Print (top center screen). Print the ticket and include with the FM or DM equipment (if desired, print a second copy to maintain a record).

9. Package the item(s) properly for shipment and write the Ticket Number on the outside of the package. Include the printed ticket in the package.

After the item is received at APSEA, updates will be posted by Audiology staff as the repair progresses. You can check the status of a repair by repeating steps 1 through 3 above then choose Show Tickets from the drop-down menu in step 4.

Please call 902-423-8032 or E-mail: audio@apsea.ca if you have any questions regarding this process.

**Requesting Batteries and Reporting Lost Equipment**

- When requesting accessories such as batteries or audio shoes, the Itinerant Teacher should send an e-mail to audio@apsea.ca with their request.

- When reporting a lost component of a FM/DM system the Itinerant Teacher should send an e-mail to audio@apsea.ca and include the serial number of the lost component (typically a FM/DM receiver). APSEA will check the loss warranty status of the component and if under warranty a loss claim is made. If not under warranty, a replacement from stock can be sent out with the Provincial Supervisor’s approval.
CHAPTER 5       CENTRE-BASED SUPPORTS

The Itinerant Teacher makes the school-based team aware of APSEA Centre-based services at team meetings.

SECTION 1       ASSESSMENT SERVICES

Assessment is the base upon which program planning is built. In addition to field-based assessments conducted by Itinerant Teachers, Centre-based assessments provide valuable information to the school-based teams to assist with program planning.

The APSEA assessment team, based at the APSEA Centre, gathers information in the areas of audiology, cognition, academics and language and other areas when appropriate. When assessing students with dual sensory loss, the assessment team for students who are blind or visually impaired is also involved.

Referral Procedure

Referrals for assessment are received from school-based teams in the Fall and Spring of each school year. The Itinerant Teacher facilitates this process by assisting the school teams in completing the forms and gathering the necessary accompanying documents. For preschool children, Itinerant Teachers will complete the referral for assessment with the parent/guardian and the preschool (if applicable).

Referrals are typically submitted for:
• students for whom concerns have been identified by the school team
• preschool children for whom direct service is being considered
• students who have had a change in their hearing loss
• students who are at a transition point in their educational career
• students for whom interpreter services are requested
• students for whom changes in interpreter services are being considered

The Referral for Centre-Based Services form is available on the APSEA database.

Steps in the referral process:
• Completed forms are to be forwarded to the Provincial Supervisor for review, discussion and approval.
• Approved referrals are forwarded to the Supervisor of Assessment and Short-term Programs for planning and scheduling.
• A phone conference may be requested with the school team if further information is required.
• Fall referrals are scheduled for the winter/spring term (February-June) and Spring referrals are scheduled for the fall term (September-January) or the winter/spring term (February-June) of the following school year.

• If the student cannot be scheduled for an assessment, the Supervisor of Assessment and Short-Term Programs will inform the Provincial Supervisor, who will notify the Itinerant Teacher.

• The draft schedule reflecting Centre-Based programming is sent to Itinerant Teachers, who will confirm the student’s proposed assessment dates with parents/guardians and schools.

• The necessary forms are sent to the Itinerant Teacher to distribute to parents/guardians and school staff for completion and submission prior to the pre-assessment meeting.

• The pre-assessment meeting (phone conference) is typically held one to two weeks prior to the assessment and includes the Itinerant Teacher and the assessment team members.

• Accommodations are provided and transportation costs to and from the APSEA Centre are reimbursed.

• A case conference (phone conference) is typically held at the end of the last day of assessment. The conference typically includes the assessment team, the parents/guardians and members of the school team. For preschool children, representatives from the school in which the child is registered for the following year, are encouraged to attend. Child care for the APSEA student is provided by residence staff during the case conference meeting.

A written report summarizing the assessment results is uploaded to the database and sent to parents/guardians and the student’s school from the APSEA Centre.
SECTION 2 SHORT-TERM PROGRAMS

APSEA short-term programs (STPs) are developed to provide an intense, individualized program to meet each student's identified needs. A student could participate in more than one STP in any school year. Programs are provided for small groups of students and vary in duration, up to one week. The students have the opportunity to participate in 9-9 programming as residence staff support STPs by providing activities to reinforce program outcomes after school and in the evenings. Students are encouraged to stay in residence for the duration of their STP. In some circumstances, students attend as a day student.

Referral Procedure

Referrals for STPs are received from school-based teams in the Fall and Spring of each school year. The itinerant teacher facilitates this process by assisting the school teams in completing the forms and gathering the necessary accompanying documents.

The Referral for Centre-Based Services form is available on the APSEA database.

Steps in the referral process:

- Completed forms are to be forwarded to the Provincial Supervisor for review, discussion and approval.

- Approved referrals are forwarded to Supervisor of Assessment and Short-term Programs for planning and scheduling.

- A phone conference may be requested with the school team if further information is required.

- Fall referrals are scheduled for the winter/spring term and spring referrals are scheduled for the fall and/or spring term of the following school year.

- If the student cannot be scheduled for a short-term program, the Supervisor of Assessment and Short-term Programs will inform the Provincial Supervisor, who will notify the Itinerant Teacher.

- The draft schedule reflecting Centre-Based programming is sent to Itinerant Teachers, who will confirm the student’s proposed short-term program dates with parents/guardians and schools.

- The necessary forms are sent to the Itinerant Teacher to distribute to parents/guardians and school staff for completion and submission prior to the STP planning meeting.

- The STP planning meetings (phone conference) are typically held two weeks prior to the STP and include the APSEA STP team (including teaching, nursing and residence staff),
the Itinerant Teacher, parents/guardians and school representative(s).

- Accommodations and transportation to and from the STP are provided by APSEA for the student.
- Students’ interpreters are required to attend the STP.
- Following the STP any member of the educational team may request a follow-up teleconference meeting.
- A written report summarizing outcomes addressed and student progress is uploaded to the database and sent to parents/guardians and the student’s school from the APSEA Centre.
SECTION 3 CAMP

The APSEA/Elks Deaf camp gives children who are deaf or hard of hearing the opportunity to experience summer camp in a safe, active and fun environment while connecting with others who face similar challenges. It takes place in Magaguadavic, New Brunswick and welcomes campers from across Atlantic Canada between the ages of 7-14. Counsellors and students are supported by interpreters, APSEA staff, an onsite nurse and full time cook as well as a number of volunteer helpers who assist in the making and serving of meals.

Sixteen, seventeen and eighteen year olds have the opportunity to apply to be a volunteer for duties such as kitchen help, cleaning assistant, camp assistant, camp photographer, or volunteer junior leader. Junior leaders assist senior counsellors in the care of campers assigned to individual cabins. They also assist in camp programs and activities throughout the week. Prior to camp, a 2-day leadership workshop for volunteer junior leaders is held at the APSEA Centre.

Students attending summer camp may apply to the ISDA (Interprovincial School Development Association) for funding under Special Projects for financial support to assist with the registration fee.
SECTION 4 LIBRARY SERVICES

APSEA Itinerant Teachers have access, through the APSEA Library, to a comprehensive collection of material to support best practices and professional growth.

Professional Resources

Professional resource materials are subject specific to the population APSEA serves. This material is not typically available from other lending sources, including academic libraries. Material is available in a variety of forms:

- Print material
- Online journals
- Multimedia
- Consumables

Access to searching and requesting material in the collection is available through the APSEA Integrated Database.

Online journals require password access when not accessed at the Centre. APSEA teachers can download a list of subscriptions and passwords from the APSEA database by searching the title “APSEA journal subscription list”. Please do not share this information. (If you are using a computer at the APSEA Centre, passwords are not required to access some of the journals).

Student Resources

The library collection of student resources includes core curriculum materials in a variety of formats (print, e-text, PDF, enlarged print), supplementary texts and material specific to deafness. There is a special collection of books and DVDs geared to children learning ASL or Signed English for infants and up. In addition, specialist teaching materials, kits and toys are also loaned through the library.

Professional Material Assigned to DHH Itinerant Teachers

All Itinerant Teachers have a set of resource materials intended to support programming. These materials are issued through the Library as Not Subject to Recall (NSR) to a specific Itinerant Teacher and will be included in staff’s library loan inventory on the database.

All materials on loan must be accounted for and returned when staff leave the organization.
**Services**

The library is staffed **Monday-Friday**, typically from 8:00am to 4:00pm. The library provides support to staff along with instruction on using the APSEA Integrated Database or accessing digital journals and external databases. Staff also provides tours and inservice support to access the collection.

Most library material is loaned for 90 days and can either be checked out at the library or requested through the APSEA database and shipped via Canada Post to the work location that is entered in the database. Material that is checked out at the library must be returned to the library.

Library books that are shipped to you may include a pre-paid manifest and this can be used to return only those items that came with the manifest. To ship other material, staff should contact the APSEA Purchasing Clerk to obtain pre-paid manifests.

Information regarding searching the database, renewing library material and shipping of library material can all be found on the library webpage: [http://www.apsea.ca/library/library.php](http://www.apsea.ca/library/library.php)

Library staff members are available for assistance either in person, by telephone or e-mail:

**Phone:** 902-423-8094  
**E-mail:** library@apsea.ca
SECTION 5 INFORMATION TECHNOLOGY

Helpdesk

The APSEA Helpdesk is available for the purposes of troubleshooting APSEA information technology (assigned laptops and cell phones) as well as off-campus access to the database and e-mail access. All school, student or personal equipment, apps, etc. are the responsibility of the owner/student.

The APSEA Helpdesk can be reached at 902-488-6100 or helpdesk@apsea.ca

Database – HR Tasks

On the APSEA database there is a tab called HR/Payroll. This is where staff should access and update their Attendance Calendar monthly, submit Requests for Leave, and submit claims for eligible Expenses. The Provincial Supervisor will show staff members how to navigate the system.

For questions and support regarding completion of HR/Payroll items, please email Ann_Slaunwhite@apsea.ca
CHAPTER 6  AWARDS AND FUNDING SUPPORTS

Within the APSEA organization, there are opportunities for students to receive awards, scholarships and funding support. A list of these supports is included in this chapter. While there is support available, it is important to know that it is most likely a student will not be approved for 100% of the funding requested.

*Student Awards*

Students who are deaf or hard of hearing may be nominated for awards by an APSEA staff person who has been directly involved with the student. Only those students who have made a concerted effort in the identified areas or who deserve special acknowledgement for effort and success should be nominated for APSEA awards. Nominations should be made on the appropriate form (available on the database) and forwarded to the Provincial Supervisor who will then submit applications to the APSEA Scholarship Committee.

Selection of the following awards is determined by the APSEA Scholarship Committee on a yearly basis. The APSEA Award/Prize/Scholarship Application form is to be used when applying for the following awards.

**Application deadline:**  May 1

**Co-operative Education Award** ($50.00)
Awarded to a student who is deaf or hard of hearing who made a positive link between education and the world of work.

**Fred T. Atkinson Award** ($200.00)
Awarded to a graduating scholar who is deaf or hard of hearing. Students from New Brunswick receive preference if two or more qualify.

**Garnet J. Colwell Award** ($200.00)
Awarded to a high school student who is deaf or hard of hearing for all-round achievement in scholastic, social, athletic and personal popularity. Not restricted to a graduate.

**Laverne Leslie Award** (Book)
Awarded to a preschool student who is deaf or hard of hearing for positive attitude and co-operation.

**Lena Donachie Award** (Book)
Awarded to a student who is deaf or hard of hearing who shows a love a reading and a love of books.
Marven Spence Memorial Prize ($300.00)
Awarded to a high school student who is deaf or hard of hearing who shows a positive attitude and co-operation with staff.

Mary M. Cameron Award ($700.00)
Awarded to boys who are deaf or hard of hearing. Applications must be supported by determined financial need and description of a worthy project.

Peter J. Owsley Junior Reading Award (Book)
Awarded to an elementary student who is deaf or hard of hearing who has shown improvement in reading.

Post-Secondary Education Award ($500.00)
Awarded to a deserving graduate who is deaf or hard of hearing pursuing post-secondary education. Applications must be supported by evidence of acceptance into a post-secondary program.

Rosemary Chiasson Memorial Prize ($50.00)
Awarded to a student who is deaf or hard of hearing for outstanding work in Art.

Ruth Ripley Memorial Prize ($50.00)
Awarded to a student who is deaf or hard of hearing for showing co-operation and a positive attitude.

William L. Fillmore Memorial Prize ($200.00)
Awarded to a high school student who is deaf or hard of hearing for academic excellence. Not restricted to a graduate.
ISDA (Interprovincial School Development Association) Bursaries and Scholarships

All ISDA applications are available on the APSEA database under the Forms tab, titled DHH Interprovincial School Development Association.

A bursary is an award to encourage the student who is deaf or hard of hearing 21 years of age or less, pursuing study at the post-secondary level leading to an undergraduate degree or certification. This award is renewable for a maximum of four years (three renewals up to a maximum of four years in total). The age restriction of 21 years does not apply in the renewal years. A maximum of thirty (30) awards to a maximum of $1,000 each, including renewals, may be awarded annually.

Selection criteria include:

- Consideration of degree of hearing loss
- Demonstration of financial need

The George Bateman Scholarship is for a student who is deaf or hard of hearing 21 years of age or less, pursuing undergraduate studies. This award is renewable for a maximum of four years (three renewals up to a maximum of four years in total). The age restriction of 21 years does not apply in the renewal years. A maximum of $10,000 is available annually, including new awards each year plus renewals.

Selection criteria include:

- Academic excellence
- Consideration of degree of hearing loss
- Demonstration of financial need

The Arlene Burris Memorial Scholarship is offered to a person studying in any field that will prepare them to work with children who are deaf or hard of hearing, or to a graduate who is deaf or hard of hearing for post-secondary study. Applications must be supported by evidence of acceptance into a post-secondary program.

Selection of this scholarship is determined by the ISDA Committee on a yearly basis and the Arlene Burris Memorial Scholarship Application form is to be used.
The **Scott Bowes Memorial Scholarship** is awarded to a student who is deaf or hard of hearing who is pursuing studies in one of the trades. This $1,000 scholarship, in memory of APSEA student Scott Bowes from Miramichi, New Brunswick, will be awarded to a graduating student who is pursuing studies in one of the trades.

Selection criteria include:

- Entering a program of study in one of the trades
- Demonstration of active involvement in school, community and sports
- Willingness of recipient to share application information with the family of Scott Bowes

The deadline date for application for these awards is May 1. Further applications may be considered in October. First-time applications should be made on the form “Interprovincial School Development Association – Scholarship Application for Students who are Deaf or Hard of Hearing”.

Renewal applications should be made on the form “Interprovincial School Development Association – Scholarship Renewal Application for Students who are Deaf or Hard of Hearing.”

**Special Projects**

Financial support may be available for children and youth who are deaf or hard of hearing to participate in social, recreational and cultural activities. This may include pupil exchanges, summer camps, student conferences/seminars/meetings, and sports - when evident that funds are unavailable from any other source and are cost shared, where possible, by the individual.

The deadline date for applications is October 1 and/or May 1. Details should be submitted on the form “Interprovincial School Development Association – Application for Financial Support – Special Project.” Applications may be reviewed throughout the year but must be received a minimum of four (4) weeks prior to the event.
**APSEA Auxiliary**

The APSEA Auxiliary, originally known as the Halifax School for the Blind Auxiliary, was founded in 1974 and includes representation from church groups, community organizations and interested individuals.

The mandate of the APSEA Auxiliary is to raise funds for children and youth who are deaf, hard of hearing, deafblind, blind or visually impaired and provide students with special toys and adaptive materials to enhance development of their sensory, motor and communication skills.

To apply for funding from the APSEA Auxiliary, the Auxiliary Funding Request form is located in the Forms section of the database.

The Auxiliary also offers a Post-Secondary Bursary:

- awarded to an APSEA student who is blind or visually impaired AND to an APSEA student who is deaf or hard of hearing, who are pursuing post-secondary studies in the fall. This bursary is awarded to graduating students who excel in academics and have financial need.

**Summer Support Program**

The Summer Support Program provides funding for established recreation, sport and leisure programs for students served by APSEA who would otherwise not be able to participate in these programs due to their sensory loss. Funding may also be allocated for job coaching in supported employment.
CHAPTER 7  PROFESSIONAL INFORMATION

SECTION 1  PROFESSIONAL FUNDING

Incentive Award for Professionals

An incentive award is for a professional working with, or preparing to work with, the deaf or hard of hearing. A maximum of five awards of up to $1000 each may be awarded annually. This award is non-renewable.

Selection criteria include:

➢ Relevance to working with the deaf or hard of hearing.
➢ Applicant must be enrolled in a program leading to a certificate, diploma, and/or degree.
➢ Be a resident of one of the Atlantic Provinces.

The deadline dates for application are October 1 and/or May 1. Applications must be submitted on the form “Interprovincial School Development Association – Application for Incentive Awards for Professionals”.

Research Project

Grants may be awarded to support research and the development of curriculum or resources. A maximum of $8,000 may be awarded annually.

Guidelines

➢ Research/projects must be of direct benefit to APSEA.
➢ Research/projects will be conducted or carried out by an APSEA employee or a person authorized by APSEA to conduct the research.
➢ All project proposals must be approved by the Director and/or the Superintendent.
➢ The amount to be awarded shall not exceed the actual cost of the research/project (travel, supplies, mail-outs, etc.) and may include funds for salary.
➢ Funds awarded, but not used in one year, may be carried over to the next year.

The deadline dates for application are October 1 and/or May 1. Details should be submitted on the form “Interprovincial School Development Association – Application for Research Grants for Professionals”.

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**Professional Development & Training Grant (Staff Only)**

Annually, an amount of $10,000 will be available for professional development and training to ensure that APSEA continues to meet its need for highly trained, very specialized staff with the technical skill and knowledge to meet the needs of children and youth who are deaf or hard of hearing and are served by APSEA. This excludes those who have received an educational leave.

**Guidelines**

- Applications for support from this fund will be considered from staff, excluding those who have received an educational leave.
- A candidate must have the appropriate educational and experiential background to benefit from the professional development opportunity.
- A candidate must hold a position and possess the willingness and personal skills which permit utilization of new knowledge and skills in the professional development and training of other staff.
- Priority will be given to requests for professional development opportunities that are consistent with the program needs of APSEA, as identified by the Director and senior administrators.

The deadline dates for application are October 1 and/or May 1. Details should be submitted on the form “Interprovincial School Development Association – Application for Professional Development and Training”.

**APSEA Conference Grant**

APSEA Conference Grants are available for up to $1000 to staff who are planning to attend Professional Development Conferences. The application form is available on the APSEA database. The completed form must be received at least five (5) weeks prior to the opening day of the conference. If approved, a copy will be returned which is to accompany the final claim for expenses submitted, along with a conference grant report (available on the APSEA database) from the conference. A request for leave to attend the conference must be submitted on the database upon receipt of the approved conference grant application, and reimbursement of expenses must be submitted on the database using the “Conference Grant” expense type upon return from the conference. Receipts are required for all expenses.

**Other Sources**

Teachers may also investigate potential funding options through the NSTU and other professional organizations.
SECTION 2 PROFESSIONAL DEVELOPMENT

APSEA Inservice

APSEA staff are required to attend any inservices scheduled at the APSEA Centre or other designated location throughout the school year. Inservices are typically held at the Centre in the Fall and Spring in each school year.

Other Conferences/Inservices

Additional opportunities for Professional Development are offered throughout North America and beyond. Staff who wish to participate in these events must submit a leave request to their Provincial Supervisor for approval. Funding support may be available.

Professional Organizations

Membership in a professional organization provides an opportunity to meet with other educators, special educators, or those with related professional interests. Most organizations publish journals or newsletters which help to keep the professional informed about new programs, materials and techniques. All staff are encouraged to become members of the Canadian Association for Educators of the Deaf and Hard of Hearing (CAEDHH) and the Maritime Association for Educators of the Deaf and Hard of Hearing (MAEDHH). Membership is tax deductible and can be paid through payroll deductions.
Appendix A

Creating an electronic signature

Sign a piece of paper and scan, creating a pdf document. Alternatively, take a picture of the signature using an electronic device (e.g., phone, tablet) and email this photo to create a jpeg. Open the scanned document/jpeg so that the signature is visible.

Click the Windows Start button at the bottom left of the screen in order to find the “Snipping Tool” program. This can be found by typing “snipping tool” in the search field or by clicking on the Accessories file in the list of all programs. Once the Snipping Tool has been located, click on it to open.

A small window will open indicating to drag the cursor around the area to capture. Do not click in this window, use the cursor to make a box around the signature. (Try to keep the cursor as close to the signature as possible while capturing so the final graphic box is small. The more white space around the signature will result in a larger graphic box being created.)

Once the cursor is released, the signature will appear in a new “Snipping Tool” window with its own tool bar. Click “File” and “Save As” in this Snipping Tool window.

Another window will appear to show the signature is being saved to the Pictures library as a Portable Network Graphic (PNG) file. Name the file, click “Save” and close the “Snipping Tool” window. The signature can now be added easily to Word documents.

To use the electronic signature

In a Word document (letter, student report, etc.) position the cursor where the signature should be located, click “Insert” and select “Picture” from the tool bar.

A window will open showing the picture library and the signature file should appear in this window. Highlight the file and click “insert” to add the signature to the document (or double click the file).

Once the signature has been added, it can be sized or moved like any graphic or picture in a document.

Signatures added to reports while they are being written in Word will become part of the final document and, when saved as PDF, can be uploaded directly to the database. This will eliminate having to print, sign, and scan final documents.

Another way to add a signature to documents is to highlight it in the original scanned pdf document, copy and paste it into a Word document.
Appendix B

Field Based Assessments (Assessment Tools for Setting Outcomes)

**Expressive One Word Picture Vocabulary Test** *(EOWPVT)*

- Age range: 2 to 18-11
- Administration time: 10 - 15 minutes

This test should be administered **before** administering the ROWPVT. Norm referenced standardized test designed for children 2 to 18-11 of age. Determines level of a child’s expressive one word picture vocabulary.

**Receptive One Word Picture Vocabulary Test** *(ROWPVT)*

- Age range: 2 to 18-11
- Administration time: 10 - 15 minutes

This test should be administered **after** the EOWPVT. Norm referenced standardized test for use with children 2 to 18-11 yrs of age. Determines level of a child’s receptive one word picture vocabulary.

**Bracken Basic Concept Scale, Third Edition, Receptive** *(BBCS-3:R)*

- Age range: 3:0 - 6:11 years
- Administration time: 45 minutes

Measures children’s comprehension of foundational and functionally relevant educational concepts in 10 concept categories, including school readiness, direction/position, self/social awareness, texture/material, quantity, and time/sequence. Norm referenced with criteria referenced interpretation.

**Bracken Basic Concept Scale, Expressive** *(BBCS-E)*

- Age range: 3:0 - 6:11 years
- Administration time: 45 minutes

Measures ability to verbally label foundational and functionally relevant educational concepts in 10 concept categories in areas of school readiness, direction/position, self/social awareness, texture/material, quantity, and time/sequence. Norm referenced with criteria referenced interpretation.
Comprehensive Assessment of Spoken Language (CASL)
Age range: 3-21 years
Administration time: 30 -45 minutes (Core Battery)

Measures comprehension, expression and retrieval in four language categories: Lexical/Semantic, Syntatic, Supralinguistic and Pragmatic.

Test for Auditory Comprehension of Language, Fourth Edition (TACL-4)
Age range: 3-0 to 12-11
Administration time: 20-30 minutes

Designed to test a child’s ability to understand the structure (syntax) of spoken language. Three categories of spoken language tested: Vocabulary, Grammatical morphemes, and elaborated phrases and sentences. Norm referenced for ages 3-0 to 12-11.

Pre-Reading Inventory of Phonological Awareness (PIPA)
Age range: 4-0 to 6-11
Administration time: 25-30 minutes

Measures phonological awareness through six subtests: Rhyme Awareness, Syllable Segmentation, Alliteration Awareness, Sound Isolation, Sound Segmentation, Letter-Sound Knowledge.

Test of Auditory Processing Skills, Third Edition (TAPS-3)
Age range: 4-0 to 18-11
Administration time: 15-20 minutes

Measures auditory ability to process what is heard. Subtests are ordered to reflect a developmental progression of tasks from easiest to most difficult.

Structured Photographic Articulation Test II featuring Dudsbury the Dog (SPAT/D)
Age range: 3 to 9
Administration time: 10-15 minutes.

Video/audio recording suggested for ease of scoring. May be more suitable for children with mild to moderate hearing losses. Assesses phonological repertoire of children 3 to 9 years of age. Assesses articulation of 59 consonant singletons. Identifies articulation errors of 21 consonant blends.
Developmental Checklists

SKI*HI Language Development Checklist (ages 0 to 5-11)

- Checklist of expressive and receptive language structures.
- Can be used with children who communicate orally or manually.

Ages and Stages of Auditory-Verbal Development (age unspecified)

- Checklist which details the sequence and hierarchy of listening/Auditory-Verbal Stages from the beginning stage of “Auditory Awareness” to the eighth stage of “Auditory Memory and Sequencing.”
- Important to spend majority of sessions working on Auditory Comprehension goals.
- This tool is only a checklist of skills. For explanation, expansion and examples of each subskill, teachers may find it useful to consult the SPICE curriculum for activity ideas and the DASL curriculum.
- Seven stages of listening development from auditory awareness to comprehension.

Teacher Analysis of Grammatical Structures (TAGS)

- Checklist to evaluate a child's understanding and use of the grammatical structures of English.
- Grammatical structures are listed in expected order of development (thus suggesting a sequence for teaching these structures).
- Used for students who communicate orally or manually.

Communication Matrix

Cottage Acquisition Scales for Listening, Language & Speech (CASSLS)
Appendix C

Format for writing an Outcome:

STUDENT NAME + WILL + ADD APPROPRIATE VERB + EXPECTATION (what are you going to measure) + CONTEXT (how do you expect the student to demonstrate this – could mean independently/could also mean within a situation) + MEASUREMENT (percentage or number of times correct – e.g., 80% mastery or 8/10 times).

Examples of Outcomes

The following examples of Annual Outcomes and Specific Outcomes are provided using SMART language. These are examples representing students with various levels of ability to be used as a reference for developing outcomes for your ASPs. For the purposes of this document, we will use the name “Joe” as a placeholder to indicate where you should be inserting the student’s name. Remember that your Annual Outcome is your overall description of the skill to be acquired; and the Specific Outcome is the task analysis of the Annual Outcome. An annual outcome must be ONE skill. If you require the word “and” in stating your annual outcome, then you need another annual outcome. The vocabulary and language contained in the specific outcomes for a student will be drawn from both formal and informal assessments. Short lists should be included in the specific outcomes; longer lists can be added as an Addendum. Verbs to use in creating educational specific outcomes should be taken from Bloom’s taxonomy.

| Audition |
|------------------|-------------------------------------------------|
| **Annual Outcome:** | Joe will demonstrate comprehension of stereotypical phrases and simple sentences containing familiar vocabulary with 80% accuracy via audition in newly implanted (left/right) ear. |
| **Specific Outcomes:** | Joe will identify familiar stereotypical phrases and sentences presented through audition by pointing to pictures depicting the messages (e.g., Stop, Please come in, Hang up your coat, No way!), within a closed set of 5 choices. |
| | Joe will recall two critical elements in a sentence presented through audition (e.g., blue chair). |
| | Joe will recall three critical elements in a sentence presented through audition (e.g., Color the small bicycle green). |
| | Joe will recall simple sentences presented through audition containing noun(s), verb(s) and adjective(s) (e.g. Mommy ate three bananas). |
| | Joe will answer fact questions (who, what, where) presented through audition alone about a picture, a story of one paragraph in length, or a set of objects. |
### Speech

**Annual Outcome:** Joe will produce voiced /th/ in all positions.

**Specific Outcomes:**

- Joe will produce the targeted sound in isolation with 80% accuracy.
- Joe will produce the targeted speech sounds in the following positions with 80% accuracy:
  - initial
  - final
  - medial

### Communication

**Annual Outcome:** Joe will use facial expressions and gestures in a structured one-to-one conversation as measured through informal assessment (e.g., observation).

**Specific Outcomes:**

- Joe will maintain eye-contact for 20 seconds with his conversational partner with prompting.
- Joe will imitate facial expressions and natural gestures used in face-to-face communication with prompting 3 out of 5 times.
- Joe will use appropriate facial expressions and natural gestures to enhance the message with prompting 3 out of 5 times.

**Annual Outcome:** Joe will improve independency skills with AAC device with 80% accuracy.

**Specific Outcomes:**

- Joe will navigate to logical page according to topic and situation.
- Joe will demonstrate conversational turn-taking for more than two conversational turns.
- Joe will use an introduction strategy with unfamiliar communication partner.
- Joe will bring device to all activities throughout the day with prompting.
- Joe will bring AAC device to all activities throughout the day without prompting.
## Language

<table>
<thead>
<tr>
<th><strong>Annual Outcome:</strong></th>
<th>Joe will demonstrate an increase of his receptive noun vocabulary by fifteen words per week with 90% accuracy.</th>
</tr>
</thead>
</table>
| **Specific Outcomes:** | Joe will reach for an object representing five new food items per week using a closed set of four items.  
Joe will reach for an object representing five new clothing items per week using a closed set of four items.  
Joe will reach for an object representing five new animals per week using a closed set of four items. |

<table>
<thead>
<tr>
<th><strong>Annual Outcome:</strong></th>
<th>Joe will develop expressive vocabulary by naming items from the given categories with 90% accuracy. Note: Categories to be targeted are: food, clothing, and animals.</th>
</tr>
</thead>
</table>
| **Specific Outcomes:** | Joe will imitate five new vocabulary words (food, clothing item and animals) per week in closed set of five items.  
Joe will approximate targeted vocabulary items in a closed set of five items.  
Joe will label targeted vocabulary in a closed set of five items.  
Joe will label with prompting the new vocabulary in daily activities. |

## Language

<table>
<thead>
<tr>
<th><strong>Annual Outcome:</strong></th>
<th>Joe will derive the meaning of multi-syllabic words through comprehension of prefixes and suffixes with 90% accuracy as measured by quizzes and observation (list attached).</th>
</tr>
</thead>
</table>
| **Specific Outcomes:** | Joe will choose the appropriate prefix in a closed set of 5 options to indicate the opposite of an adjective (e.g., un, in, im, dis, ir).  
Joe will provide appropriate prefix in a closed set of 5 options to indicate the opposite of an adjective (e.g., un, in, im, dis, ir).  
Joe will choose the appropriate suffix in a closed set of 5 options to indicate occupation (e.g., ist, er, or, ee, ian, ic).  
Joe will provide the appropriate suffix in a closed set of 5 options to indicate the occupation (e.g., ist, er, or, ee, ian, ic). |
<table>
<thead>
<tr>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Outcome:</strong> Joe will demonstrate comprehension of subordinating conjunctions in structured spoken activities with 90% accuracy (until, while, whenever, unless, and although).</td>
</tr>
</tbody>
</table>
| **Specific Outcomes:** Joe will demonstrate the comprehension of a sentence containing the above subordinating conjunctions in a structured language activity with 100% accuracy.  
Joe will identify a sentence containing the above subordinating conjunctions in classroom reading material.  
Joe will create two base sentences from one longer sentence containing the targeted conjunction.  
Joe will combine two base sentences into one longer sentence using the targeted conjunction.  
Joe will provide the appropriate subordinating conjunctions to complete a sentence in a cloze activity.  
Joe will generate a syntactically correct sentence using a given subordinating conjunction. |

<table>
<thead>
<tr>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Outcome:</strong> Joe will make 2-3 word utterances in sign language with 80% accuracy.</td>
</tr>
<tr>
<td><strong>Specific Outcome:</strong> Joe will use the following language structures in his expressive language.</td>
</tr>
</tbody>
</table>
|   - noun phrase: *my car*  
      - imitated  
      - prompted  
      - spontaneous |
|   - negative phrase: *no ball, not bed, no more*  
      - imitated  
      - prompted  
      - spontaneous |
|   - verb phrase: *want banana*  
      - imitated  
      - prompted  
      - spontaneous |
<table>
<thead>
<tr>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Outcome:</strong></td>
</tr>
</tbody>
</table>
| | • prepositional phrase: *on chair*  
  - imitated  
  - prompted  
  - spontaneous  
| | • adjectival phrase: *big truck*  
  - imitated  
  - prompted  
  - spontaneous |

<table>
<thead>
<tr>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Outcome:</strong></td>
</tr>
</tbody>
</table>
| **Specific Outcomes:** | Joe will demonstrate understanding of the object pronouns him, her, them, and us by providing the correct pronoun in a structured activity using a closed set.  
Joe will demonstrate understanding of the possessive pronouns hers, his, its, theirs, yours, and ours by providing the correct pronoun in a structured activity using a closed set. |
| **Annual Outcome:** | Joe will demonstrate understanding of selected pronouns in open set activities with 80% accuracy. |
| **Specific Outcomes:** | Joe will demonstrate understanding of the object pronouns him, her, them, and us by providing the correct pronoun in an activity using an open set.  
Joe will demonstrate understanding of the possessive pronouns hers, his, its, theirs, yours, and ours by providing the correct pronoun in an activity using an open set. |
## Appendix D

### ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASP</td>
<td>APSEA Service Plan</td>
</tr>
<tr>
<td>BVI</td>
<td>Blind and Visually Impaired</td>
</tr>
<tr>
<td>CAEDHH</td>
<td>Canadian Association of Educators of the Deaf and Hard of Hearing</td>
</tr>
<tr>
<td>DYANS</td>
<td>Deaf and Hard of Hearing Youth Association of Nova Scotia</td>
</tr>
<tr>
<td>EI</td>
<td>Educational Interpreter</td>
</tr>
<tr>
<td>EIC</td>
<td>Educational Interpreter Consultant</td>
</tr>
<tr>
<td>EIPA</td>
<td>Educational Interpreter Performance Assessment</td>
</tr>
<tr>
<td>FAC</td>
<td>Financial Advisory Committee</td>
</tr>
<tr>
<td>IPP</td>
<td>Individual Program Plan (NS)</td>
</tr>
<tr>
<td>ISDA</td>
<td>Interprovincial School Development Association</td>
</tr>
<tr>
<td>LMAPD</td>
<td>Labour Market Agreement for Persons with Disabilities (NS)</td>
</tr>
<tr>
<td>LASW</td>
<td>Language Acquisition Support Worker</td>
</tr>
<tr>
<td>MAEDHH</td>
<td>Maritime Association of Educators of the Deaf and Hard of Hearing</td>
</tr>
<tr>
<td>OI</td>
<td>Oral Interpreter</td>
</tr>
<tr>
<td>PAC</td>
<td>Program Advisory Committee</td>
</tr>
<tr>
<td>PLP</td>
<td>Personal Learning Plan (NB)</td>
</tr>
<tr>
<td>SLPI</td>
<td>Sign Language Proficiency Interview</td>
</tr>
<tr>
<td>STP</td>
<td>Short-Term Program</td>
</tr>
<tr>
<td>TESS</td>
<td>Training and Employment Support Services (NB)</td>
</tr>
<tr>
<td>YAP</td>
<td>Youth Apprenticeship Program</td>
</tr>
</tbody>
</table>
Appendix E

INTERESTING WEB SITES
DEAF AND HARD OF HEARING RESOURCES

A.G. Bell Association
American Speech and Hearing Association
ASL Dictionary Online
Better Hearing Institute
Canadian Association of Educators of the Deaf and Hard of Hearing
Canadian Cultural Society of the Deaf
Canadian Hearing Society
Children’s Hearing Institute
Deaf Resource Centre
Deaf-blind Information
Gallaudet University
Hands and Voices
Hearing, Speech and Deafness Center Site
International Web of Publications of the Deaf
Nakamura’s Deaf Resource Library
National Institute on Deafness and Other Communication Disorders
NTID ASL Video Dictionary (contact Amy Parsons for temporary login)
Saint John Deaf and Hard of Hearing Services
Society of Deaf and Hard of Hearing Nova Scotians
Supporting Success for Children with Hearing Loss

The Ear Foundation

Voice
## Appendix F

### ONGOING AND MONTHLY RESPONSIBILITIES

#### ONGOING

- Maintain a daily agenda/planner/log book/on-line calendar.
- Maintain daily lesson plans and anecdotal notes/checklists.
- Notify schools, parents/guardians and supervisor of any changes in schedule or absences.
- Refer students to APSEA Student/Family Counsellor and/or Consultant for Students who are Deaf or Hard of Hearing with Additional Challenges.
- Submit leave requests via database.
- Complete Initial Visit form for new referrals and upload to the database.
- Complete and upload Field Assessment Reports following any assessments.
- Complete discontinuation forms for students who have graduated, left school, relocated out of APSEA service area or passed away and submit to DHH Administrative Assistant, along with the student file.
- Share and review APSEA reports (psych-ed reports, field assessment reports and ASPs) at team meetings.
- Upload applicable reports to TIENET [NS only].
- Review service plan outcomes and make necessary adjustments.
- Review the audiological reports as uploaded and make necessary changes to database (Student Information Page - Stats; Medical Tab).
- Participate in program planning meetings.
- Order supplies needed from the Audiology Department at APSEA.
- Order school/office supplies by sending requisition to supervisor for approval.
- Order NCR paper, as required, through the database from the library.
- Update all information on the database as changes occur including student stats and your own contact information.

#### MONTHLY

- Check APSEA owned equipment (FM/DM and Sound Field Systems).
- Perform student monthly consultations and maintain visitation notes.
- Submit monthly attendance calendar and expenses on the database.
## SEPTEMBER

### IMPORTANT DATES AND DEADLINES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 30</td>
<td>All student information to be updated on database – see Student Module under Trees in Database.</td>
</tr>
<tr>
<td>September 30</td>
<td>Schedules or calendar access to be provided to Provincial Supervisor.</td>
</tr>
</tbody>
</table>

### CRITICAL TASKS

**Note:** Priority should be given to students entering school for the first time or changing schools.

- Document each visit/interaction with school/student (ongoing throughout the year).
- Contact EI/OI/LASW to plan a joint initial meeting with school staff.
- Check all FM/DM systems to ensure that:
  - you have all FM/DM systems
  - each FM/DM system is complete and in working order
  - all accessories (boots, belts, cords, etc.) correspond to the enclosed paperwork
- Contact with parents/guardians and school to:
  - introduce yourself, provide information (e-mail, cell phone number, office number) and explain role and APSEA services to new parents/guardians and/or school staff members.
  - make initial visits to schools. Contact principal and other staff involved with students. Leave business card.
  - deliver equipment and demonstrate appropriate usage to pertinent school staff.
  - schedule classroom observations for all direct students on your caseload.
  - schedule classroom observations and/or face-to-face meetings with consult students.
  - arrange to meet parents/guardians to establish schedule for visits with preschoolers.
  - set up time for provision of school in-services as necessary.
  - obtain copy of students’ schedules.
  - obtain a schedule of school-based in-service days, school district/board in-service days, parent/teacher meetings, report card dates, etc.
  - provide details regarding APSEA services to be provided (visits per week, month, or year, etc.).
### CRITICAL TASKS

Note: Priority should be given to students entering school for the first time or changing schools.

<table>
<thead>
<tr>
<th>Update student information section on the database:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- grade MUST be changed manually</td>
</tr>
<tr>
<td>- school/school contact/principal</td>
</tr>
<tr>
<td>- check for most recent information (e.g., audiological report within the past year)</td>
</tr>
<tr>
<td>- home and school addresses</td>
</tr>
<tr>
<td>- Email addresses of families</td>
</tr>
<tr>
<td>- Provincial student number for students entering school for the first time</td>
</tr>
</tbody>
</table>

Notify Provincial Supervisor of discrepancies regarding level of service.

<table>
<thead>
<tr>
<th>Establish itinerant/parent education schedule and submit to Provincial Supervisor. Include preparation time, travel, lunch break, school names and telephone numbers in schedule.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular direct service should begin by the third week of school.</td>
</tr>
</tbody>
</table>

| Provide each student’s audiologist with your contact information.                                                 |

| Send permission to assess and permission to photograph and video to parents/guardians of all direct students.       |

| Collaborate with the BVI Itinerant Teacher for dual service students.                                            |

| Collaborate with other members of the multi-disciplinary team.                                                   |
## OCTOBER

### IMPORTANT DATES AND DEADLINES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1</td>
<td>Deadline for ISDA applications.</td>
</tr>
<tr>
<td>October 15</td>
<td>APSEA Service Plans to be completed for review by Provincial Supervisor.</td>
</tr>
<tr>
<td></td>
<td>Submit plan for October NSTU Conference Day to Provincial Supervisor (NS only).</td>
</tr>
<tr>
<td>Last full week of October</td>
<td>APSEA Fall Inservice.</td>
</tr>
<tr>
<td></td>
<td>NSTU Provincial Professional Development Day.</td>
</tr>
<tr>
<td>October 31</td>
<td>Upload all ASPs and schedule meetings with parents/guardians and schools for sharing and signatures.</td>
</tr>
<tr>
<td></td>
<td>Referrals for Centre-Based Services due to Provincial Supervisor.</td>
</tr>
</tbody>
</table>

### CRITICAL TASKS

- Develop outcomes and identify strategies for implementation based on observation and assessment; Record outcomes in APSEA Service Plan.
- Begin to gather documentation as required for the Centre-Based Referral.
- Participate in program planning meetings.

## NOVEMBER

### IMPORTANT DATES AND DEADLINES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 15</td>
<td>Submit application for course approval to Director.</td>
</tr>
</tbody>
</table>

### CRITICAL TASKS

- Participate in program planning meetings.
### JANUARY

#### IMPORTANT DATES AND DEADLINES

<table>
<thead>
<tr>
<th>January 30</th>
<th>APSEA Term I reports due to school, school district personnel, parents/guardians and database. Include date of last audiology report to encourage parents/guardians to have student’s hearing tested annually.</th>
</tr>
</thead>
</table>
|            | **NB Teachers** - send copy to parent(s)/guardian(s), school, upload to the database, District Student Services Coordinator.  
            | **NS Teachers** - send copies to the parent(s)/guardian(s), upload to the database, upload to TIENET.                                                                                             |

#### CRITICAL TASKS

- Revise and/or add outcomes as necessary, based on progress to date; record on Service Plan.
- Prepare for meetings and in-servicing with second semester teachers.
- Staff may be requested to provide drafts of their Term I reports to the Provincial Supervisor for review before the January 30 deadline.

### FEBRUARY

#### CRITICAL TASKS

- Start of second semester. Repeat September items as necessary.
- Program planning meetings for semestered high school students who have IPP/PLPs.
### MARCH

#### CRITICAL TASKS

Begin to work on Centre-Based referrals. Conversations with Provincial Supervisor to include:

- students to be assessed the following year (first term). This includes the names of all students who will be entering school and may require direct service.
- school based meetings to determine short-term program needs for the following year

Direct students and families to the DHH summer camp application on the APSEA website.

### APRIL

#### IMPORTANT DATES AND DEADLINES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1</td>
<td>Summer Camp Applications Due.</td>
</tr>
<tr>
<td>Mid-April</td>
<td>Centre-Based Services Referrals for Term I (September - January) due to your Provincial Supervisor for review and approval.</td>
</tr>
<tr>
<td></td>
<td>Parent Weekend (typically).</td>
</tr>
</tbody>
</table>

### MAY

#### IMPORTANT DATES AND DEADLINES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 1</td>
<td>Summer Support Program Applications due to Director.</td>
</tr>
<tr>
<td>May 1</td>
<td>Deadline for Scholarship and award applications.</td>
</tr>
<tr>
<td></td>
<td>Spring Inservice</td>
</tr>
</tbody>
</table>
## CRITICAL TASKS

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend Program Planning meetings and/or transition planning meetings for students changing or entering school.</td>
</tr>
<tr>
<td>Inform Provincial Supervisor of amplification systems required for new students.</td>
</tr>
</tbody>
</table>

## JUNE

### IMPORTANT DATES AND DEADLINES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 15</td>
<td>APSEA June Reports due to Provincial Supervisor as requested.</td>
</tr>
<tr>
<td></td>
<td><strong>Last Day of School for Students</strong></td>
</tr>
<tr>
<td></td>
<td><strong>All June Reports</strong> must be sent home to families with copies provided to the school and uploaded on the database.</td>
</tr>
<tr>
<td>June 30</td>
<td>All Centre-Based reports will be sent to schools by this date.</td>
</tr>
</tbody>
</table>

### CRITICAL TASKS

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renew loans for materials/equipment you wish to keep. Return material and equipment that is no longer required.</td>
</tr>
<tr>
<td>Review accuracy of technology and library loans listed on the database.</td>
</tr>
<tr>
<td>Pick up FM systems, complete ticket for each system and ship to APSEA Audiology Department. Include printed ticket in shipping package.</td>
</tr>
<tr>
<td>Make necessary arrangements for graduation ceremonies, e.g., APSEA awards, FM systems, etc.</td>
</tr>
<tr>
<td>Update student files.</td>
</tr>
<tr>
<td>Meet with Provincial Supervisor to review caseloads for the following year.</td>
</tr>
</tbody>
</table>