



Atlantic Provinces Special Education Authority

Annual Report 2017-2018



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History and Organizational Structure

The Atlantic Provinces Special Education Authority (APSEA) is an interprovincial co-operative agency established in 1975 by joint agreement among the Ministers of Education of New Brunswick, Newfoundland and Labrador, Nova Scotia, and Prince Edward Island.

The *Agreement* provided for the creation of the Atlantic Provinces Special Education Authority and authorized it to provide educational services, programs, and opportunities for persons from birth to 21 years of age with low incidence sensory impairments. This includes children and youth who are blind, or visually impaired, deaf or hard of hearing and who are residents of Atlantic Canada.

Organizational Structure

Board of Directors

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

Standing Committees of the Board

- **Executive Committee**

The Executive Committee of the Board of Directors is made up of the four Deputy Ministers of Education in Atlantic Canada and is responsible for the consideration and presentation of recommendations to the Board on major matters having an overall impact on the management and operation of APSEA.

- **Program Advisory Committee**

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

- **Financial Advisory Committee**

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

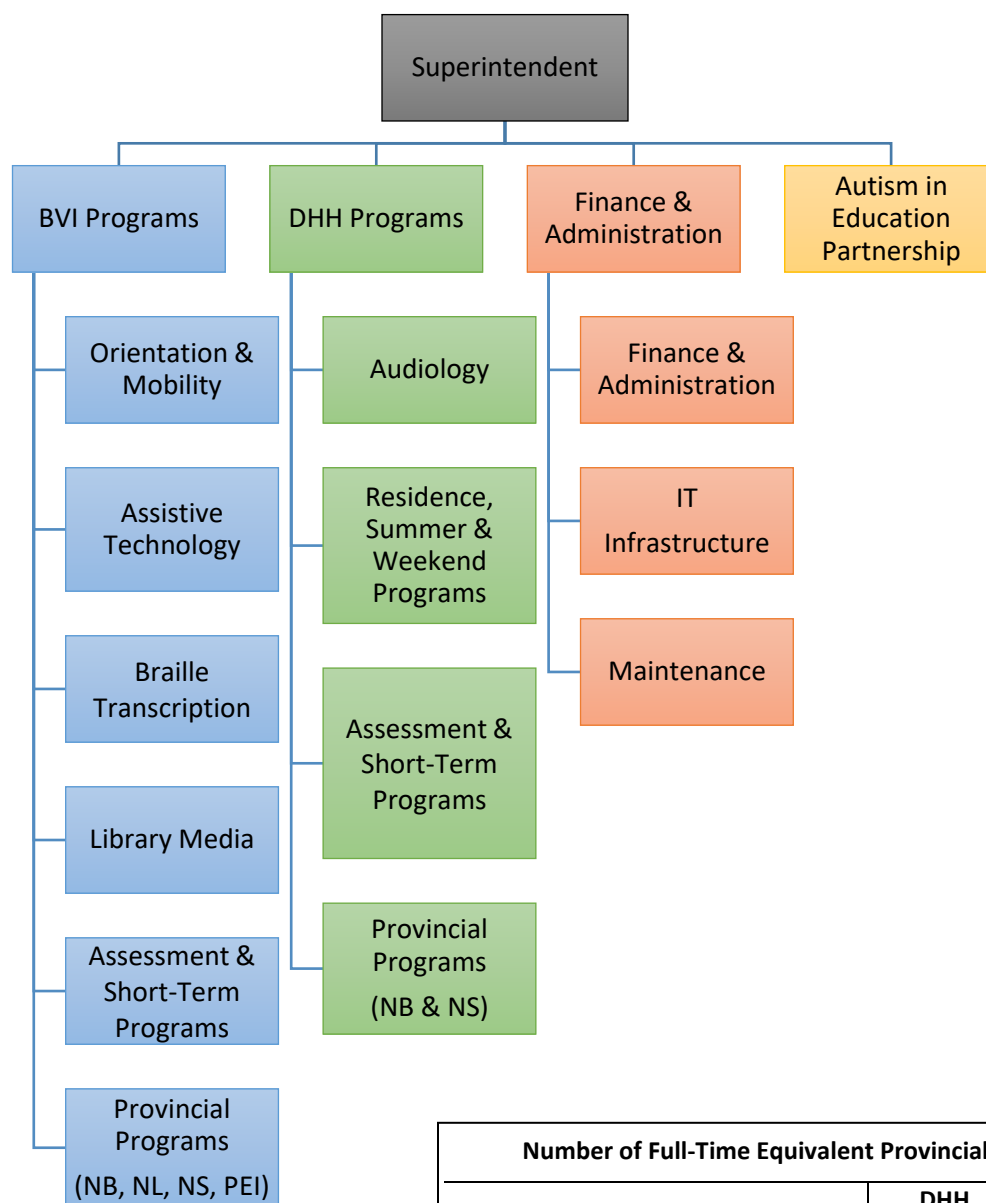
- **Trust Fund Committees**

There are two Trust Fund Committees which determine how funds for scholarships, awards, or special projects will be distributed; one committee for the trust funds for children who are blind or visually impaired and one committee for the trust funds for children who are deaf or hard of hearing. Each committee consists of three members; the respective Program Director, the Director of Finance and Administration, and an individual from the community. The APSEA Board of Directors is the final authority for the administration of trust funds.

- **Autism in Education Advisory Committee**

The Autism in Education (AIE) Advisory Committee, composed of the provincial Directors of Student Services or equivalent, the Autism Spectrum Disorder (ASD) Specialists appointed by each province, the AIE Partnership Coordinator, and APSEA Superintendent, facilitates the advancement and dissemination of knowledge of Autism Spectrum Disorder in the area of empirically-supported educational instruction and practices.

Organizational Chart



	DHH		BVI			
	NB	NS	NB	NS	PEI	NL
Provincial Supervisors	1	1	1	1	1	N/A
Itinerant Teachers	16	23	8	17	3	N/A
Transition Planning Facilitators	1	0	0.5	1	0	N/A
Preschool Consultants	N/A	N/A	1	1.6	N/A	N/A
Orientation & Mobility Staff	N/A	N/A	1	1.8	0.3	1
Interpreters	7	17	N/A	N/A	N/A	N/A
Educational Interpreter Consultant	0.5	0.5	N/A	N/A	N/A	N/A
Consultant, Students who are Deaf with Additional Challenges	0	0	N/A	N/A	N/A	N/A
Counsellor	0	1	0.5	1	0	N/A
Total	22.5	42.5	12	23.4	4.3	1

Mission, Vision and Guiding Principles

MISSION

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

VISION

To support families and the public school system in the education of children and youth from birth to 21 who are blind or visually impaired (BVI) and/or deaf or hard of hearing (DHH). Our professional commitment focuses on providing 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. APSEA is:

- child-focused and family-centred;
- 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; and
- future-oriented, flexible and innovative.

1 August 2018

Chair and Board of Directors
Atlantic Provinces Special Education Authority

In accordance with Regulation 43 of the *APSEA Act*, I submit herewith this report on the Atlantic Provinces Special Education Authority (APSEA) for the school year ending 31 July 2018.

Respectfully submitted,



Lisa Doucet
Superintendent

Board and Committees

BOARD OF DIRECTORS

New Brunswick

John McLaughlin (appointed September 2012)
Deputy Minister
Education and Early Childhood Development

Catherine Blaney (appointed May 2017)
Director, Education Support Services
Anglophone West School District

Stephanie Warren (appointed March 2016)
Parent Representative

Nova Scotia

Cathy Montreuil (appointed March 2018)
Deputy Minister
Education and Early Childhood Development

Karen Gatien (term: Dec. 2017 – March 2018)
Acting Deputy Minister
Education and Early Childhood Development

Sandra MacKenzie (term: April 2014- Dec. 2017)
Deputy Minister
Education and Early Childhood Development

Judy Elliot (appointed May 2016)
Director, Student Services
Education and Early Childhood Development

Ross Lloyd (term: July 2014 – July 2018)
Parent Representative

Newfoundland and Labrador

Robert Gardiner, Chair (appointed April 2017)
Deputy Minister
Education and Early Childhood Development

Brad Clarke (appointed August 2017)
Director, Programs and Services Division
Education and Early Childhood Development

Elizabeth Churchill (appointed Nov. 2017)
Assistant Deputy Minister
Education and Early Childhood Development

Bernie Ottenheimer (term: Nov/13 – Nov/17)
Manager, Student Support Services
Education and Early Childhood Development

Prince Edward Island

Susan Willis (appointed July 2015)
Deputy Minister
Education, Early Learning and Culture

Imelda Arsenault (term: May/16 – May/18)
Director, External Relations and Educational
Services
Education, Early Learning and Culture

Alison Campbell (appointed February 2018)
Manager, Student Services/Public Schools

Terri MacAdam (term: Jan/15 – Feb/18)
Manger of Student Services/Public Schools

EXECUTIVE COMMITTEE

New Brunswick

John McLaughlin, Secretary
Deputy Minister
Education and Early Childhood Development

Nova Scotia

Cathy Montreuil, Treasurer
Deputy Minister
Education and Early Childhood Development

Newfoundland and Labrador

Robert Gardiner, Chair
Deputy Minister
Education and Early Childhood Development

Prince Edward Island

Susan Willis, Vice-Chair
Deputy Minister
Education, Early Learning and Culture

PROGRAM ADVISORY COMMITTEE

New Brunswick

Kim Korotkov
Director, Educational Support Services
Education and Early Childhood Development

Stephanie Warren
Parent Representative

Newfoundland and Labrador

Bernie Ottenheimer, Chair
Manager, Student Support Services
Education and Early Childhood Development

Tanya Pardy
Program Development Specialist
Early Learning and Child Development Division
Education and Early Childhood Development

Nova Scotia

Judy Elliot
Director, Student Support Services Division
Education and Early Childhood Development

Ross Lloyd
Parent Representative

Prince Edward Island

Terri MacAdam
Manager of Student Services
Public Schools Branch

FINANCIAL ADVISORY COMMITTEE

New Brunswick

Kevin Tutt
Assistant Director, District Financial Services
Education and Early Childhood Development

Nova Scotia

David Potter
Director, Finance Branch
Education and Early Childhood Development

Newfoundland and Labrador

Don Stapleton, Chair
Director, Finance Services Division
Education and Early Childhood Development

Prince Edward Island

Chris DesRoches
Director, Finance and Administration
Education, Early Learning and Culture

TRUST FUND COMMITTEE FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

Eve Tupper, Chair

Heather Conrad
Director, Finance and Administration

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

TRUST FUND COMMITTEE FOR STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED

Heather Macpherson, Chair

Heather Conrad
Director, Finance and Administration

Glenda Parsons, Director
Programs for Students who are Blind or
Visually Impaired

SENIOR LEADERSHIP

Superintendent

Lisa Doucet

Director, Finance and Administration

Heather Conrad

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

Lori Moore

Director, Programs for Students who are Blind or Visually Impaired

Glenda Parsons

Coordinator, Autism in Education (AIE) Partnership

Shelley McLean

Board and Committee Meetings

Board of Directors

The annual meeting of the APSEA Board of Directors was held on May 24, 2018. In addition to the annual meeting, the Board of Directors held the following meetings:

- November 7 and 8, 2017
- February 12 and 13, 2018
- May 23 and 24, 2018
- June 26, 2018 (teleconference)

The committees listed below also met during the 2017-2018 school year:

Executive Committee

- October 17, 2017 (teleconference)
- October 25, 2017 (teleconference)
- November 7, 2017
- February 12, 2018
- May 23, 2018

Program Advisory Committee

- January 8, 2018
- May 3, 2018

Financial Advisory Committee

- December 15, 2017

Trust Fund Committee - DHH

- November 1, 2017
- June 8, 2018

Trust Fund Committee - BVI

- May 28, 2018

Children and Youth Served by APSEA

Children and Youth Served by APSEA (2017-2018)			
Children and Youth who are Blind or Visually Impaired (BVI)			
	Preschool Age	School Age	Total
New Brunswick	16	98	114
Newfoundland and Labrador	16	107	123
Nova Scotia	54	211	265
Prince Edward Island	10	37	47
Total	96	453	549
Children and Youth who are Deaf or Hard of Hearing (DHH)			
New Brunswick	26	286	312
Newfoundland and Labrador	N/A	N/A	N/A
Nova Scotia	72	541	613
Prince Edward Island	N/A	N/A	N/A
Total	98	827	925

Children and Youth Served by APSEA (2017-2018)			
Provincial Totals			
	BVI	DHH	Total
New Brunswick	114	312	426
Newfoundland and Labrador	123	N/A	123
Nova Scotia	265	613	878
Prince Edward Island	47	N/A	47
Total	549	925	1474

Programs and Services

Preschool Children

APSEA provided a preschool/parent education program designed to serve the individual needs of children who are deaf, hard of hearing, blind or visually impaired and their families during the critical development years of birth to age five. Weekly service typically began for this population as soon as the child was diagnosed with hearing or vision loss.

Through regular home visits and support in preschool settings, APSEA teachers worked with family members, care givers and other professionals to create a program plan for learning and skill development for each child, including transitioning children to school.

School-Age Children

Students with a diagnosed hearing loss or a diagnosed vision loss received either consultative or direct service, depending upon the severity of the loss and the educational implications. For all students, the itinerant teacher collaborated with the school team regarding strategies and accommodations to maximize the student's environment. Students receiving direct service also worked with an itinerant teacher, typically one-to-one, up to five hours each week for students who are deaf or hard of hearing (DHH) and up to ten hours each week for students who are blind or visually impaired (BVI) for intensive support, based upon outcomes outlined in the APSEA service plan.

DHH Itinerant Teachers – Direct Service

In collaboration with school personnel, APSEA itinerant teachers provided service to students in inclusive settings to promote development in the following areas: language/communication development; auditory-verbal communication skills; critical thinking skills; academic skill building strategies; social and/or emotional development; and self-advocacy skill building.

DHH Itinerant Teachers – Consultation Service

Consultation continued to be a critical component of the itinerant teacher service. Consultation with school personnel included: the provision of information about program modifications; review of, and suggestions to improve, the acoustic environment of classrooms; and teaching techniques to use with students who are deaf or hard of hearing.

In collaboration with the school-based team, the itinerant teacher monitored student progress, ensured the classroom amplification equipment was well maintained and used appropriately, and attended case conferences when appropriate.

This consultation support ensured students received the necessary support at the appropriate time, in order to reduce the need for more intensive intervention at a later date.

BVI Itinerant Teachers – Direct Service

The itinerant teacher is a member of the school-based team and worked in collaboration with appropriate individuals to establish the necessary adaptations or strategies ensuring students can fully participate in all aspects of the Core Curriculum. Children and youth who are blind or visually impaired also required direct instruction from a teacher of students who are blind or visually impaired to address areas of the Expanded Core Curriculum (ECC) as identified through formal and informal assessments.

The ECC is the body of knowledge and skills necessary for students who are blind or visually impaired to succeed from birth through adulthood. These include: Orientation and Mobility, Compensatory or Functional Academic Skills, Social Interaction Skills, Recreation and Leisure Skills, Functional Living Skills, Career Education, Assistive Technology, Sensory Efficiency Skills and Self-Determination. This curriculum ensures students can access the core academic curriculum of the public school system and develop other skills that are critical in promoting independence. The extent to which individuals who are blind or visually impaired are empowered to become independent and active in society is correlated to the success of identifying and addressing their unique educational needs.

BVI Itinerant Teachers – Consultation Service

Consultative service from an itinerant teacher provided support to the school team to ensure the appropriate accommodations and adaptations were in place for students. The itinerant teacher may work with parents, guardians, school personnel, and other service providers to share useful information about the child's visual impairment, the availability of specialized services, and implement strategies to support outcomes and ways to prepare children to live more independently.

Nova Scotia Children and Youth on the APSEA Registry								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	72	54	135	85	406	126	613	265
2016-2017	70	43	131	84	405	132	606	259
2015-2016	86	51	159	87	453	118	698	256
2014-2015	80	60	136	92	416	121	632	273
2013-2014	81	68	129	82	406	131	616	281

New Brunswick Children and Youth on the APSEA Registry								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	26	16	107	35	179	63	312	114
2016-2017	27	15	89	34	193	64	309	113
2015-2016	32	23	92	31	210	64	334	118
2014-2015	27	28	85	31	219	66	331	125
2013-2014	27	25	95	33	199	65	321	123

Prince Edward Island Children and Youth on the APSEA Registry								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	N/A	10	N/A	7	N/A	30	N/A	47
2016-2017	N/A	5	N/A	8	N/A	24	N/A	37
2015-2016	N/A	11	N/A	8	N/A	20	N/A	39
2014-2015	N/A	12	N/A	9	N/A	15	N/A	36
2013-2014	N/A	13	N/A	14	N/A	23	N/A	50

Newfoundland and Labrador Children and Youth on the APSEA Registry								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	N/A	16	N/A	51	N/A	56	N/A	123
2016-2017	N/A	14	N/A	49	N/A	61	N/A	124
2015-2016	N/A	13	N/A	49	N/A	69	N/A	131
2014-2015	N/A	16	N/A	45	N/A	68	N/A	129
2013-2014	N/A	14	N/A	45	N/A	65	N/A	124

Transition Services

APSEA offered transition support to students during the period of transition from school to community. The service is highly individualized and ability specific. Transition consultation and planning provided to students who are blind, visually impaired, deaf or hard of hearing begins in grade nine. APSEA Transition Planning Facilitators worked collaboratively with student support teams (including students) to augment curriculum-based occupational planning with ability-specific, individualized outcomes in order to maximize preparation for successful post-secondary, employment, and independent living.

Nova Scotia Youth Receiving Transition Services		
	DHH	BVI
2017-2018	1*	61
2016-2017	1*	68
2015-2016	4*	73
2014-2015	44	73
2013-2014	48	81

New Brunswick Youth Receiving Transition Services		
	DHH	BVI
2017-2018	22	29
2016-2017	19	19
2015-2016	21	35
2014-2015	24	17
2013-2014	20	27

Prince Edward Island Youth Receiving Transition Services		
	DHH	BVI
2017-2018	N/A	5
2016-2017	N/A	5
2015-2016	N/A	3
2014-2015	N/A	8
2013-2014	N/A	13

Newfoundland and Labrador Youth Receiving Transition Services		
	DHH	BVI
2017-2018	N/A	N/A
2016-2017	N/A	N/A
2015-2016	N/A	N/A
2014-2015	N/A	N/A
2013-2014	N/A	N/A

- * In 2017-2018 there were 36 DHH students in NS eligible for transition services; in 2016-2017 there were 35 DHH students eligible and in 2015-2016 there were 42 DHH students eligible, however, due to a staffing shortage each year, only a small number of students received service from the BVI Transition Facilitator.

Additions to the APSEA Registry

Referrals for service were made through schools or health agencies. Eye reports were required for referrals for children and youth who are blind or visually impaired and audiograms were required for children and youth who are deaf or hard of hearing. Once referrals for service were received at the APSEA Centre and approved by the Director of Programs or designate as meeting APSEA criteria for service, the provincial supervisors worked with itinerant teachers to determine whether the service would be direct or consultative based upon observations and assessments. The degree of hearing loss and level of vision loss is a critical factor in determining the level and type of service students receive.

New Referrals to APSEA - Nova Scotia								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	20	13	11	3	39	6	70	22
2016-2017	25	20	13	5	22	12	60	37
2015-2016	24	14	17	3	39	6	80	23
2014-2015	29	24	9	2	47	3	85	29
2013-2014	21	17	5	2	20	1	46	20

New Referrals to APSEA - New Brunswick								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	17	5	4	3	17	2	38	10
2016-2017	8	6	9	2	19	9	36	17
2015-2016	14	4	9	2	10	3	33	9
2014-2015	13	8	1	0	22	1	36	9
2013-2014	5	6	3	1	24	3	32	10

New Referrals to APSEA - Prince Edward Island								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	N/A	1	N/A	0	N/A	6	N/A	7
2016-2017	N/A	4	N/A	1	N/A	3	N/A	8
2015-2016	N/A	3	N/A	0	N/A	4	N/A	7
2014-2015	N/A	3	N/A	0	N/A	1	N/A	4
2013-2014	N/A	1	N/A	0	N/A	2	N/A	3

New Referrals to APSEA - Newfoundland and Labrador								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	N/A	2	N/A	6	N/A	2	N/A	10
2016-2017	N/A	5	N/A	1	N/A	5	N/A	11
2015-2016	N/A	4	N/A	0	N/A	2	N/A	6
2014-2015	N/A	5	N/A	2	N/A	3	N/A	10
2013-2014	N/A	2	N/A	0	N/A	5	N/A	7

Professional Development

Educational Interpreting Services

World-renowned interpreting educator, practitioner, and author of the *Effective Interpreting Series*, Dr. Carol Patrie returned to APSEA for the annual professional learning in-service in August 2017. Dr. Patrie engaged participants in two days of reflective practice in the areas of critical thinking and translation.

Critical thinking can help interpreters focus on relevant details of their surroundings and make decisions that affect their interpretations. Incorporating research from critical thinking such as Brookfield’s work, other practice professions, and the Dreyfus model of developing expertise, Dr. Patrie’s first workshop, *Intimacy & Distance: Using Critical Thinking & Civility to Land on Your Feet*, focused on structures to be used to examine on-the-job decision-making and gain insight into critical thinking strategies.

At the conclusion of this workshop, the participants were able to:

- explain the importance of environmental context in interpreting;
- imagine alternate solutions to problem situations;
- explain how assumptions affect decision-making; and,
- explain the role of civility in critical thinking.

The second day of the professional learning, *Lost in Translation*, engaged participants in an exploration of the central ingredient of a successful interpretation; an examination of fidelity and how to work on developing equivalence in interpretations through practicing translations. The workshop included the following topics related to translation from both English and ASL; overview of the translation project, analysis, transfer, restructuring, dynamic equivalence, cohesion, implicit information and evaluating the translation project.

DHH Teachers

The 2017 fall inservice focused on *In Class Supports*, where staff had the opportunity to discuss: the rationale for in class support; challenges with the pullout model and what work is best done in the classroom with peers vs. in a separate environment; differentiated instruction; adapting to learning styles; and small group and cooperative learning. Participants explored the following areas:

- the requirements of inclusive classrooms and how more adults in the room working together maximize learning opportunities;
- challenges of pull out models (stigma, difficulty in transferring skills);
- learning and memory research – semantic memory, episodic memory formation; and
- overview of co-teaching models – whole group and large group.

Teachers engaged in active learning with hands on examples of strategies that included making use of episodic memory for vocabulary building; supporting a variety of learning styles using graphic organizers; how to make abstract concepts tangible; complementary instruction; and parallel teaching.

The focus of the spring 2018 professional development was to further explore the Expanded Core Curriculum for Students who are Deaf or Hard of Hearing (APSEA ECC-DHH) by looking specifically at integrated teaching techniques for language outcomes. In order for the specific language skills being taught in individual sessions to be meaningful, they must be transferable to all environments in which the children live and learn. A session begins the moment the itinerant teacher arrives at the classroom door, so strategies for maximizing every minute of the time spent with the child were explored.

Talking with Intention engaged staff in the exploration of various strategies designed to maximize communication opportunities. After this, participants were shown a series of videos of itinerant teacher sessions in which specific language outcomes were being targeted in what appeared to be a casual introductory conversation to the session. Participants worked in small groups to identify the strategies they observed the teacher using, and the language outcomes from the ECC being targeted. This followed with discussion about how they might use these strategies in their own sessions.

The final session of the day explored the *Zones of Productive Language Exchange*. Through a combination of video and slide presentations, participants learned about the three zones (red, yellow and green) and how each zone affected the learning of the child. Teachers were encouraged to gear their sessions toward the yellow zone where children are challenged with new learning, but not beyond their ability to be successful.

Additional sessions at the spring 2018 annual inservice included, “*What Do You Want To Know About Anxiety, But Have Been Too Anxious To Ask?*” presented by Dr. Stan Kutcher, and *Phonak Products, What’s New and Troubleshooting Tips* by Janace Daley.

BVI Teachers

Staff supporting students who are blind or visually impaired (BVI) continued to be actively engaged in a program improvement plan to develop consistency with assessment and program planning. Professional development sessions were scheduled to enable staff to problem solve and interact with colleagues to establish a process that is comparable throughout the four Atlantic Provinces.

By the end of the 2017-2018 school year, the following components of this plan were achieved:

- ▶ Functional Vision Learning Media Assessment (FVLMA) : Implementation and Documentation
- ▶ Vision Rehabilitation: Low Vision Devices

Other areas of focus included:

- ▶ Assistive Technology
- ▶ Orientation and Mobility: Professional Development Program
- ▶ Grand Rounds: Vision Rehabilitation~ Assessment

Cultural Proficiency

In January 2017, a team was established to continue work in the area of Cultural Proficiency. Steve Carrington, Student Services Consultant, Department of Education and Early Childhood Development Nova Scotia African Canadian Services Division, provided guidance and facilitation during staff sessions. The team met regularly and planned sessions for all APSEA staff and the Board of Directors. Professional learning opportunities will continue to be developed and facilitated related to inclusion and diversity. The team facilitated a session for the Board of Directors in May 2018 as well as planning a session for APSEA staff in August 2018.

Goal number one of the strategic plan is to promote and strengthen a culture which is safe and socially-just with a focus on equity, diversity and inclusion. APSEA will continue to provide opportunities for learning and growth in order to ensure fairness, equity and inclusion are integrated as essential principles to all policies, programs, operations and practices.

In Nova Scotia, APSEA staff representatives attended a provincial session on Culturally Responsive Teaching on April 16-17, 2018 which was follow up to a session held in November 2017.

The APSEA PEI Provincial Supervisor attended a PSB (Public Schools Branch) Student Services Divisional meeting in the spring of 2018 where there was a special presentation by PEI Human Rights focusing on supporting LGBTQ students. APSEA Provincial Supervisors in New Brunswick attended a session with Education and Early Childhood Development (EECD) staff entitled, “Creating Inclusive Workplaces and Communities – Practicing Intercultural Dialogue” where six dimensions of culture, improving communication across cultures and characteristics of inclusive classrooms from an intercultural perspective were explored.

Educational Interpreting Services

Students receiving APSEA services may access educational interpreting services, including language acquisition support, ASL/English interpretation or oral transliteration services. These services support students in accessing their educational environment while promoting their independence and self-advocacy. APSEA is a leader in advancing the accepted standard of service delivery in the field of educational interpreting and the only Canadian jurisdiction that facilitates the provision of two Educational Interpreter Performance Assessments (EIPA) for each trained interpreter.

Educational Interpreters/Oral Interpreters (EI/OI)

In collaboration with the classroom teacher, and under the direction of an APSEA itinerant teacher, an educational interpreter or oral interpreter provided interpretation or oral transliteration between students who are deaf and persons who are hearing.

Language Acquisition Support Workers (LASW)

The Language Acquisition Support Worker (LASW) facilitated language acquisition for the student through discussion and questions in the educational environment. The LASW worked to increase students’ vocabulary, syntax and critical thinking as it relates to language by bringing classroom activities and discourse to the student’s linguistic level and building on this foundation. LASWs also facilitated communication for students during educational opportunities which happen outside the classroom. LASWs worked to focus attention on relevant information, guide appropriate responses and advise students of social expectations as they relate to language, including, but not limited to, turn taking, vocalization and how language is influenced by social distance. The LASW provided educational tutorial support in collaboration with the classroom teacher and the itinerant teacher.

Nova Scotia Children and Youth Receiving Interpreter Services				
	EI	OI	LASW	Total
2017-2018	12	2	3	17
2016-2017	13	2	3	18
2015-2016	10	3	2	18
2014-2015	7	5	2	17
2013-2014	9	2	6	21

New Brunswick Children and Youth Receiving Interpreter Services					
	EI	DI	OI	LASW	Total
2017-2018	5	1	0	1	7
2016-2017	5	0	0	1	6
2015-2016	5	0	1	5	11
2014-2015	5	0	1	6	12
2013-2014	6	0	2	7	15

Student and Family Counselling

Service to Students who are Deaf or Hard of Hearing

During the 2017-2018 school year the Student and Family Counsellor for Nova Scotia provided support in the areas of counselling, consulting and education. Support was provided in the students' neighbourhood schools, homes (for preschoolers), or at the APSEA Centre for short-term programs, and included facilitation of collaborative group work with the BVI preschool team at the Cape Breton Family Place Resource Centre.

The APSEA Counsellor supported school-aged students in partnership with guidance counsellors, school team members and educational partners such as SchoolsPlus. Collaborative support was provided in the four program domains outlined in the NS Comprehensive Guidance and Counselling document: Personal, Social, Educational and Career.

The APSEA Counsellor supported students with hearing loss while collaborating and partnering with guidance counsellors by:

- providing information regarding hearing loss as it relates to the presenting issue;
- providing information regarding the social-emotional development of this population of students;
- providing information regarding the linguistic development and limitations of students in counselling situations;
- connecting resources, discussing and modeling strategies that address linguistic, listening or interpreter needs; and
- direct counselling regarding issues specific to the child's hearing loss.

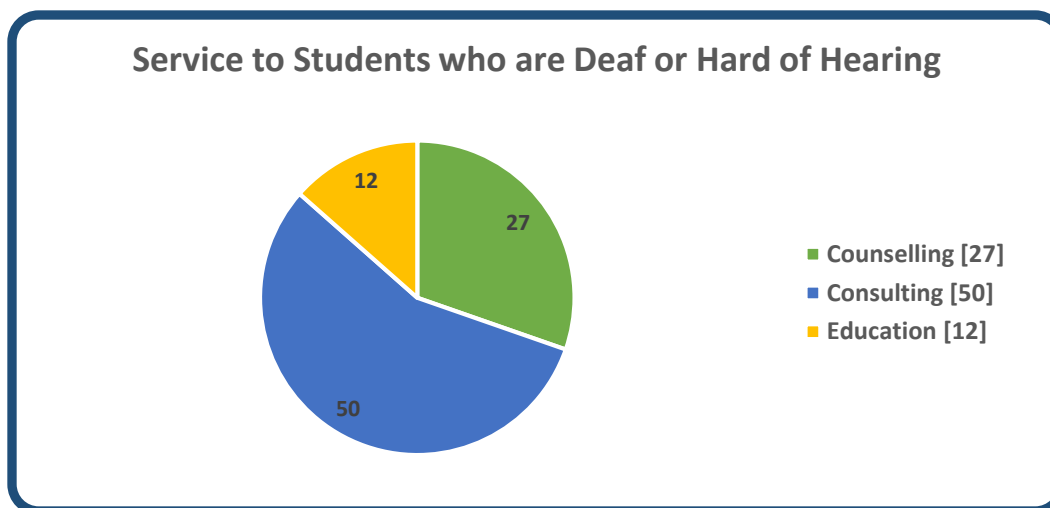
The APSEA Student and Family Counsellor also addressed the unique situation of counselling a child who uses sign language as their mode of communication in collaboration with guidance counsellors.

In addition to supporting students in partnership with guidance counsellors, consultation and coaching support was provided to itinerant teachers in areas related to social-emotional development in the form of modeling strategies, providing information or co-teaching.

When supporting the preschool population of students, service was generally provided in the home setting, but may also include a community setting where appropriate. The focus of support service is to assist families with parents' acceptance and understanding of their child's hearing loss. Additionally, support may be in the area of the unique aspects of parenting a child with a hearing loss.

Short-term programs at the APSEA Centre were also supported by the APSEA Counsellor. This included support for issues such as self-determination and advocacy, social-emotional skill development, social and conversational competence and identity.

The following represents numbers of students supported in the three areas; Counselling, Consulting and Education.



Service to Students who are Blind or Visually Impaired

The 2017-2018 school year brought opportunity to APSEA in the continued development of counselling services as individuals were in position in both Nova Scotia and New Brunswick. Professionals in the fields of Counselling and Social Work provided services to students and their families.

Development of programming focused on three key areas: counselling, consulting and education. A primary focus of the services provided is collaboration with guidance counsellors, school teams, and community partners, such as: SchoolsPlus (NS); Stan Cassidy Rehabilitation Centre (NB); Integrated Service Delivery Child & Youth Team (NB).

A community-based needs assessment was completed this year to assist in guiding the work of APSEA Counselling Services. Community partnerships with CNIB, SchoolsPlus, Stan Cassidy Rehabilitation Centre, and local Family Resource Centres further assisted in the development of parent/preschool programs, and programs for children and youth.

Working with APSEA short-term program team members, career and transition programming was provided to students attending centre-based programs.

Trust Funds

Two Trust Fund Committees, using specific criteria, determined allocation of funds from the various trust funds. Trust funds were used for student awards and scholarships, research, and staff development.

DHH Trust Funds

The Interprovincial School Development Association (ISDA) Committee met twice during the 2017-2018 school year. The Committee is mandated to distribute funds from the trust fund to eligible candidates.

BVI Trust Funds

The APSEA Trust Funds for Students who are Blind or Visually Impaired operated on a continuous intake process with a meeting of the Committee in the spring of each year. This Committee considered various requests that support academic needs as well as social, recreation and leisure activities.

Trust Fund Awards in Nova Scotia				
	Less than \$500		More than \$500	
	DHH	BVI	DHH	BVI
2017-2018	49	19	28	5
2016-2017	49	17	27	13
2015-2016	45	18	18	18
2014-2015	11	25	23	3
2013-2014	18	19	25	4

Trust Fund Awards in New Brunswick						
	Less than \$500			More than \$500		
	DHH	BVI		DHH	BVI	
		Anglophone	Francophone		Anglophone	Francophone
2017-2018	14	5	31	8	0	0
2016-2017	16	7	32	12	4	2
2015-2016	17	11	30	15	4	2
2014-2015	13	8	24	17	0	1
2013-2014	9	9	23	6	1	0

Trust Fund Awards in Prince Edward Island				
	Less than \$500		More than \$500	
	DHH	BVI	DHH	BVI
	2017-2018	0	10	1
2016-2017	1	12	2	1
2015-2016	2	9	2	0
2014-2015	2	11	6	2
2013-2014	5	10	1	0

Trust Fund Awards in Newfoundland and Labrador				
	Less than \$500		More than \$500	
	DHH	BVI	DHH	BVI
	2017-2018	0	29	2
2016-2017	0	33	0	7
2015-2016	0	37	1	4
2014-2015	0	18	1	0
2013-2014	0	18	1	3

Centre-Based Services

Assessment

Two assessment teams based at the Centre in Halifax provided assessments for students who are blind or visually impaired, or deaf or hard of hearing. When assessing students with dual sensory loss, these teams worked collaboratively.

All assessments for students who are deaf or hard of hearing included a core team comprised of an audiologist, psychologist and an academic language evaluator who completed psycho-educational assessments on preschool and school-age students. The school team identified if there were additional areas to be assessed including: career, or augmentative and alternative communication. For younger children (Grade 2 and lower), the assessment battery included a screening of motor skills and sensory processing skills, to evaluate vestibular functioning. For students with complex needs, flexibility in assessment dates and locations (i.e., on site at school), was sometimes required.

All assessments for students who are blind or visually impaired included a core team comprised of a psychologist and a functional vision/braille assessor who completed psycho-educational assessments for students. The school team identified if there were additional areas to be assessed including; career, orientation and mobility, assistive technology and augmentative and alternative communication. Assessments for students with additional challenges required extensive collaboration with families, educators and other professionals, to effectively support student programming. These assessments included: extended up-front planning and follow-up; collaborative efforts aimed at gaining a holistic picture of the student, within their local context; and an integrated report to provide targeted programming suggestions. Further support for community-based schools was also provided on a consultative basis as determined in collaboration with the school team.

Assessments - Nova Scotia								
	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	4	1	19	17	2	1	25	19
2016-2017	5	0	17	11	2	0	24	11
2015-2016	8	0	19	10	7	3	34	13
2014-2015	7	0	25	17	2	1	34	18
2013-2014	6	0	20	14	3	6	29	20

Assessments - New Brunswick

	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	4	0	13	7	2	2	17	9
2016-2017	5	0	13	1	2	0	20	1
2015-2016	3	1	12	4	2	0	17	5
2014-2015	4	0	11	8	5	1	20	9
2013-2014	2	0	15	3	2	2	19	5

Assessments - Prince Edward Island

	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	0	1	1	0	1	2	2	3
2016-2017	0	0	4	3	0	0	4	3
2015-2016	0	1	1	1	1	1	3	3
2014-2015	0	0	1	1	0	0	1	1
2013-2014	0	0	2	3	1	1	3	4

Assessments - Newfoundland and Labrador

	Preschool		School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	0	0	1	2	0	1	1	3
2016-2017	0	0	0	2	0	1	0	3
2015-2016	0	0	0	2	0	2	0	4
2014-2015	0	0	0	2	0	1	0	3
2013-2014	0	0	1	1	0	1	1	2

Short-Term Programs (STP)

APSEA short-term programs (STP) were developed to provide intensive, individualized programming to meet each student's identified needs. Referrals were received from school-based teams in the fall and spring. This collaborative process involved extensive pre-planning and discussion to address the individual outcomes identified in the Referral for Centre-Based Services. Individualized programs were developed based on referred needs and students attended in small groups. Most students stayed at the Centre in residence, while some students attended day classes. At times, circumstances required a parent to stay at the Centre for the duration of the program, to be available for student care. Programs varied in duration from two to five days per week.

Areas of instruction within each program are based on the unique needs of students with sensory loss. For students who are blind or visually impaired, the short-term program outcomes are drawn from the nine areas of the Expanded Core Curriculum (ECC), which include; Assistive Technology, Compensatory Skills, Sensory Efficiency, Career Exploration, Functional Living Skills, Orientation and Mobility, Social Skills, Self-Determination and Recreation and Leisure Skills. For students who are deaf or hard of hearing, the short-term program outcomes are drawn from the nine areas of the Expanded Core Curriculum (ECC), which include; Audiology, Listening Skills Development, Communication Development, Speech Reading Development, Theory of Mind Development, Self-Determination and Advocacy, Social Emotional Skills, Career Education, and Family Education. The Program Assistant working with the DHH short-term program team provided support to the STP Teacher, facilitating more comprehensive programming.

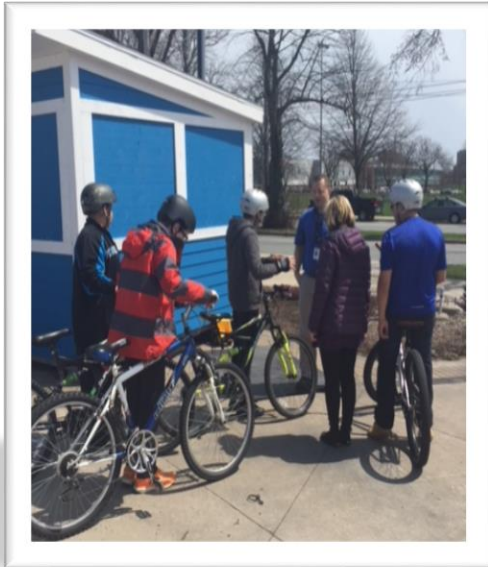
Support was also provided by APSEA Centre-based staff to students and their educational teams. Short-term program teachers provided extensive program information, including; program highlights by email, pictures, experience books and comprehensive reports to facilitate follow-up at the school.

Most students who participated in short-term programs remained on campus and participated in evening programming in residence. "9 –9 programming" is a collaborative process which extends the learning hours into the evening in the residence to make the most efficient use of time and reinforce outcomes taught during the school day.

In an attempt to bridge learning from the community school to the intensive programming at the Centre, BVI students had an opportunity to use Zoom video conferencing software, to participate in subject area classes (i.e., English Language Arts, math), which were prearranged by itinerant teachers and their community-based teachers. Zoom sessions occurred during scheduled academic classes in their STP, and allowed students to participate in lessons, connect with tutors, and stay up to date with class materials.

For DHH students, Zoom video conferencing software was also an integral part of their short-term program. Itinerant teachers were invited to visit the classroom via Zoom at various points during their student's program at the Centre.

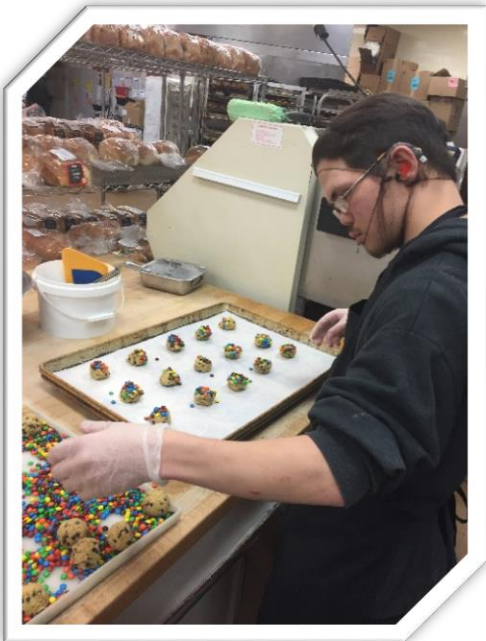
Parents staying at the Centre were also able to observe their children in class via Zoom from the residence building. Community school classroom/resource teachers, interpreters, and other APSEA staff were also able to observe the classrooms via Zoom conferencing, and/or in-person visits. A great deal of effort was required by the APSEA IT team to integrate the Zoom video conferencing hardware equipment with the classrooms' audio visual hardware and software, as well as the students' individual direct audio input systems.



Students participating in a bike safety demonstration.



A student completing an art project during an afterschool activity.



A student working at Sobeys, as part of a job shadow placement.



Students working on activities in the DHH classroom.

Auditory management outside during a golf lesson.



A field trip to the Discovery Centre.

The following tables summarize information regarding students attending short-term programs:

Number of Students Attending Short-Term Programs - Nova Scotia						
	School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	50	78	3	0	53	78
2016-2017	47	72	1	0	48	72
2015-2016	12	56	0	0	12*	56
2014-2015	75	42	1	2	76	44
2013-2014	89	41	2	2	91	43

*There was not a full-time DHH Short-Term Program Teacher in 2015-16.

Number of Instructional Hours (Short-Term Programs) - Nova Scotia

	School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	906	1,738	33	0	939	1,738
2016-2017	968	1,417	23	0	991	1,417
2015-2016	240	889	0	0	240	889

Number of Students Attending Short-Term Programs - New Brunswick

	School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	18	13	0	0	18	13
2016-2017	26	13	3	0	29	13
2015-2016	9	16	3	6	12*	22
2014-2015	13	3	0	1	13	4
2013-2014	12	5	1	0	13	5

*There was not a full-time DHH Short-Term Program Teacher in 2015-16.

Number of Instructional Hours (Short-Term Programs) - New Brunswick

	School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	385	274	0	0	385	274
2016-2017	553	250	64	0	617	250
2015-2016	180	294	60	95	240	389

Number of Students Attending Short-Term Programs – Prince Edward Island

	School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	0	2	0	0	0	2
2016-2017	1	2	1	0	2	2
2015-2016	0	1	1	0	1*	1
2014-2015	2	4	0	0	2	4
2013-2014	5	3	3	0	8	3

*There was not a full-time DHH Short-Term Program Teacher in 2015-16.

Number of Instructional Hours (Short-Term Programs) - Prince Edward Island						
	School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	0	46	0	0	0	46
2016-2017	46	36	0	0	46	36
2015-2016	0	16	20	0	20	16

Number of Students Attending Short-Term Programs - Newfoundland and Labrador						
	School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	0	4	0	0	0	4
2016-2017	0	2	0	0	0	2
2015-2016	0	10	0	0	0	10
2014-2015	0	12	0	1	0	13
2013-2014	0	11	0	3	0	14

Number of Instructional Hours (Short-Term Programs) - Newfoundland and Labrador						
	School-Age Direct		School-Age Consultation		Total	
	DHH	BVI	DHH	BVI	DHH	BVI
2017-2018	0	92	0	0	0	92
2016-2017	0	35	0	0	0	35
2015-2016	0	143	0	0	0	143

DHH: 10 short-term program cancellations, seven assessment cancellations, four assessments were rescheduled, and three students from the assessment waitlist were placed.

BVI: 13 short-term program cancellations, five assessment cancellations, and three assessments were rescheduled.

Summer Camp

APSEA supported a summer camp program at Brigadoon with a variety of activities to develop students' skills in communication and independent living. Being with peers who have similar experiences of living with a sensory loss provided an enriched environment that promoted self-esteem, self-confidence, and self-advocacy.

Camp See-Ya – Brigadoon Village, NS

Students who are blind or visually impaired participated in a camp held at Brigadoon Village the week of July 1-6, 2018. There was a total of 36 participants at Camp which included campers aged 7 to 15 and Junior Leaders aged 16 and 17.

The campers participated in activities such as canoeing, cooking, visual and performing arts, swimming, a dance party and a talent show.



Camp See-Ya July 2018 Campers and Junior Leaders			
	Boys	Girls	Total
Nova Scotia	9	11	20
New Brunswick	1	7	8
Prince Edward Island	0	4	4
Newfoundland and Labrador	4	0	4
Total	14	22	36



Alternate Format Production and Library Services

Alternate Format Production and Library Services provided Alternate Format materials to support the instructional needs of students who are blind or visually impaired in the four Atlantic Provinces. The APSEA Library also supplied staff with professional materials. APSEA employed Library Technicians, Braille Transcribers and one Braille Supervisor to ensure alternate format material is available to students in Atlantic Canada.

This involved:

- facilitating the production of alternate format materials for APSEA staff and students;
- being an active member of the Canadian Association of Educational Resource Centres (CAER) for Alternate Format Materials which includes sharing resource materials;
- ensuring Canadian Copyright laws are followed and clearly communicated to all staff;
- assisting with specialized braille production enquiries from itinerant teachers;
- providing support to APSEA staff through access to journals, specialized materials in the collection and research assistance;
- maintaining a diverse library collection that supports educational curriculums and professional development; and
- supporting students in the classroom through access to low vision aids and supplies.

The following are highlights from the year.

- Contributed to CAER PUB (via Google Docs) to collaborate the production of titles in a number of series. CAER PUB is a live document allowing multiple users to access and make changes to the document at the same time. Production plans were recorded in real time which ensured no duplication. **190 titles** have been recorded.
- Facilitated the provision of Low Vision Optical Device Assessment Kits. This included developing a process for requesting low vision devices by itinerant teachers for students.
- APSEA staff continued to play an active role in the Tactile Graphics Committee.

Alternate Format Materials were provided in several formats:

- ▶ **Accessible PDF** (Portable Document Format) provided students with the ability to view, or listen to a file using specialized software or equipment.
- ▶ **Braille** is produced in Unified English Braille (UEB).
- ▶ **Tactile Graphics** are images using raised lines and textures to convey visual information such as maps, paintings, graphs and diagrams.
- ▶ **E-Text** (electronic text, documents that are available in digital format) prepared with standardized formatting as a word processing file, with tags added to identify text changes, and page chapter sequencing as they appear in printed format – using guidelines as set by the Canadian Braille Authority.
- ▶ **Enlarged Print** is provided to students with low vision as a print enlargement on paper bound as books.

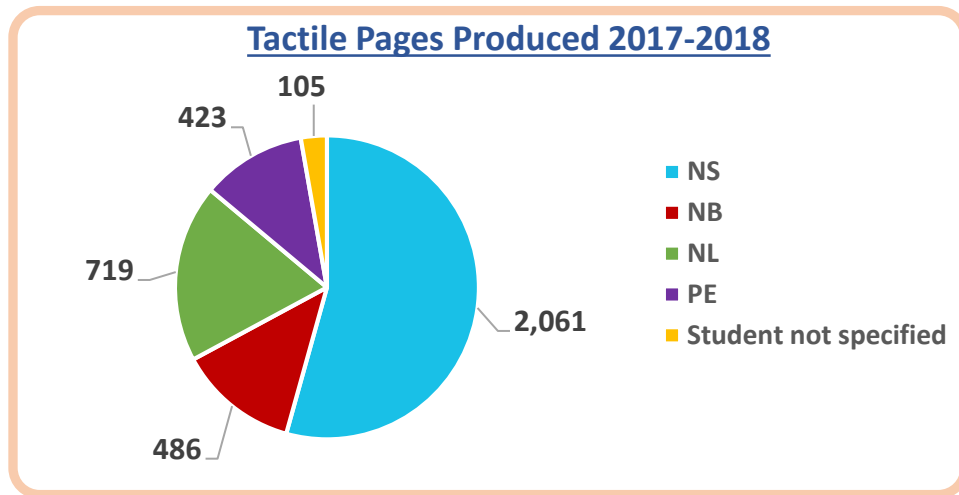
Alternate Format Materials Produced

Alternate Format Material Produced for Nova Scotia (Print Pages)				
	PDF	Enlarged Print	Braille/Tactile	E-text
2017-2018	3,747	0	10,072	114
2016-2017	3,615	3	16,819	105
2015-2016	1,823	435	8,584	529

Alternate Format Material Produced for New Brunswick (Print Pages)				
	PDF	Enlarged Print	Braille/Tactile	E-text
2017-2018	942	0	1,272	85
2016-2017	880	187	3,319	0
2015-2016	743	0	5,174	2,227

Alternate Format Material Produced for Prince Edward Island (Print Pages)				
	PDF	Enlarged Print	Braille/Tactile	E-text
2017-2018	0	0	3,110	136
2016-2017	487	0	583	57
2015-2016	0	146	254	889

Alternate Format Material Produced for Newfoundland and Labrador (Print Pages)				
	PDF	Enlarged Print	Braille/Tactile	E-text
2017-2018	923	0	1,791	491
2016-2017	2,428	0	2,069	124
2015-2016	352	114	3,129	1,274



Alternate Format Materials Accessed

Alternate Format Materials Accessed for Students in Nova Scotia (Print Pages)					
	Students Accessing	PDF	Enlarged Print	Braille/Tactile	E-text
2017-2018	58	40,855	2,777	40,520	6,419
2016-2017	59	44,550	2,914	30,477	9,748

Alternate Format Materials Accessed for Students in New Brunswick (Print Pages)					
	Students Accessing	PDF	Enlarged Print	Braille/Tactile	E-text
2017-2018	39	20,640	3,885	10,580	2,734
2016-2017	35	19,032	7,056	8,740	1,291

Alternate Format Materials Accessed for Students in Prince Edward Island (Print Pages)					
	Students Accessing	PDF	Enlarged Print	Braille/Tactile	E-text
2017-2018	9	2,499	280	5,573	386
2016-2017	6	4,142	746	2,043	934

Alternate Format Material Accessed for Students in Newfoundland and Labrador (Print Pages)					
	Students Accessing	PDF	Enlarged Print	Braille/Tactile	E-text
2017-2018	44	74,493	1,711	5,825	5,800
2016-2017	35	59,313	7,211	5,297	6,609

Alternate Format Material: Interlibrary Loans

Canadian Association of Educational Resource Centres for Alternate Format Materials (CAER)

The Canadian Association of Educational Resource Centres for Alternate Format Materials (CAER) is comprised of members representing alternate format production facilities throughout Canada. Members of CAER agree to a common set of protocols and business practices that ensure validation of users and responsible use of the materials in accordance with the Canadian Copyright Act. To maximize efficiencies and minimize costs, it is essential alternate formats produced by one Canadian educational institution are shared through interlibrary loan with other trusted partners.

A total of 7,584 print pages (produced in alternate format) were loaned to members of CAER and 22,521 print pages were borrowed from members of CAER.

2017-2018	Pages Loaned	Pages Borrowed
<i>Alberta</i>	768	1,286
<i>British Columbia</i>	2,839	5,795
<i>Centre for Equitable Library Access (CELA)</i>	0	1,241
<i>Manitoba</i>	1,044	769
<i>Newfoundland and Labrador</i>	0	5,114
<i>Ontario</i>	932	6,416
<i>Saskatchewan</i>	2,001	1,900
Total	7,584	22,521

Interlibrary loan (ILL) savings were determined using an approximate cost of \$6/page. The estimated savings for APSEA derived from ILL for the past year is \$135,126.

Assistive Technology

Assistive Technology (AT) is an important component of APSEA. The Assistive Technology specialists focused on ensuring students were provided with appropriate devices using the SET3 Model (Student, Environment, Task, Tools, Training) while remaining current with developments in the AT field.

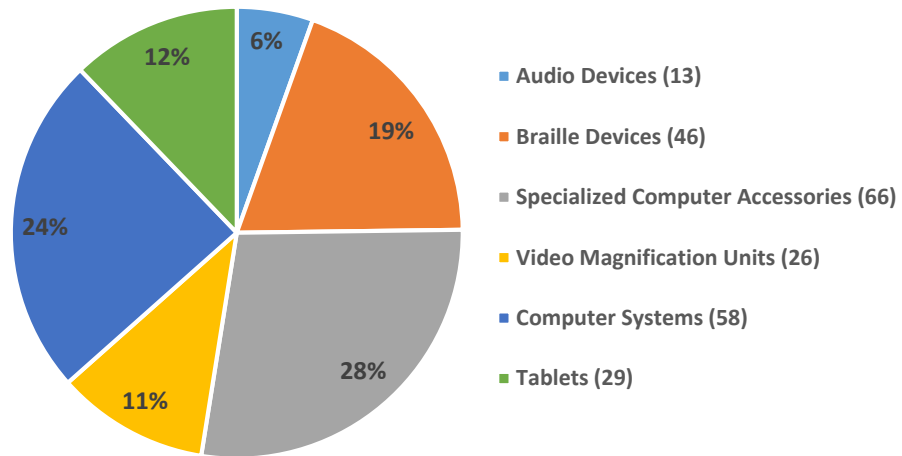
The Augmentative and Alternative Communication (AAC) Consultant supported the assessment and implementation of AAC strategies for students with sensory loss. The focus was on collaboration with educational teams to ensure the appropriate recommendation of student-specific augmentative communication skills.

The APSEA AT department continued to focus on diversifying the service delivery to offer more distance education to support students and student teams.

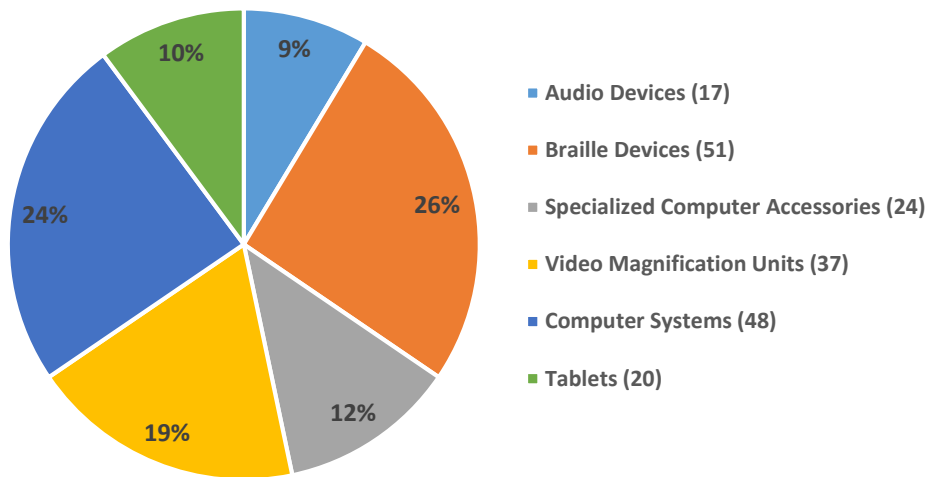
Highlights from the year included:

- providing more than 24 online instructional sessions to students, teachers, parents and educational teams;
- collaborating with the delivery of the short-term programs and scheduled online sessions with itinerant teachers, parents and educators at the end of the student's scheduled visit;
- implementing a pilot project with Braille Note Touch;
- offering Professional Development sessions during the May APSEA In-Service;
- presenting sessions in AAC and vision loss to:
 - New Brunswick Association of Speech and Language Pathologists
 - Prince Edward Island Speech and Language Pathologists
 - APSEA staff during the October In-service; and
- offering online professional development opportunities for APSEA staff.

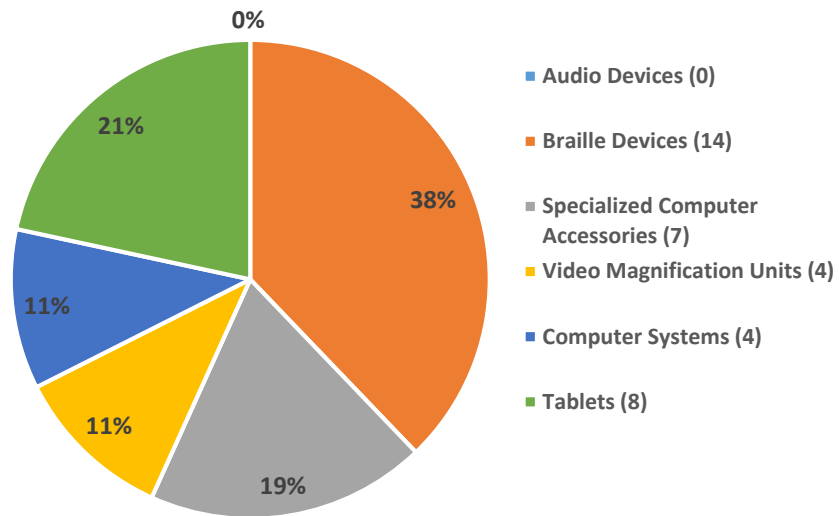
Student Use of AT Devices - Nova Scotia



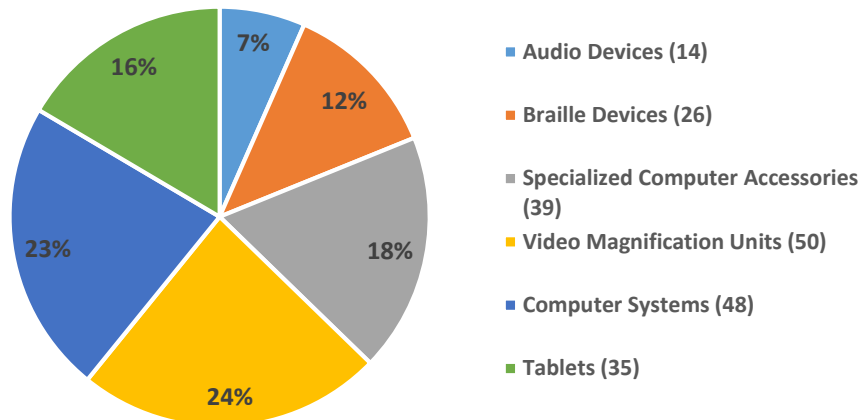
Student Use of AT Devices - New Brunswick



Student Use of AT Devices - Prince Edward Island



Student Use of AT Devices Newfoundland & Labrador

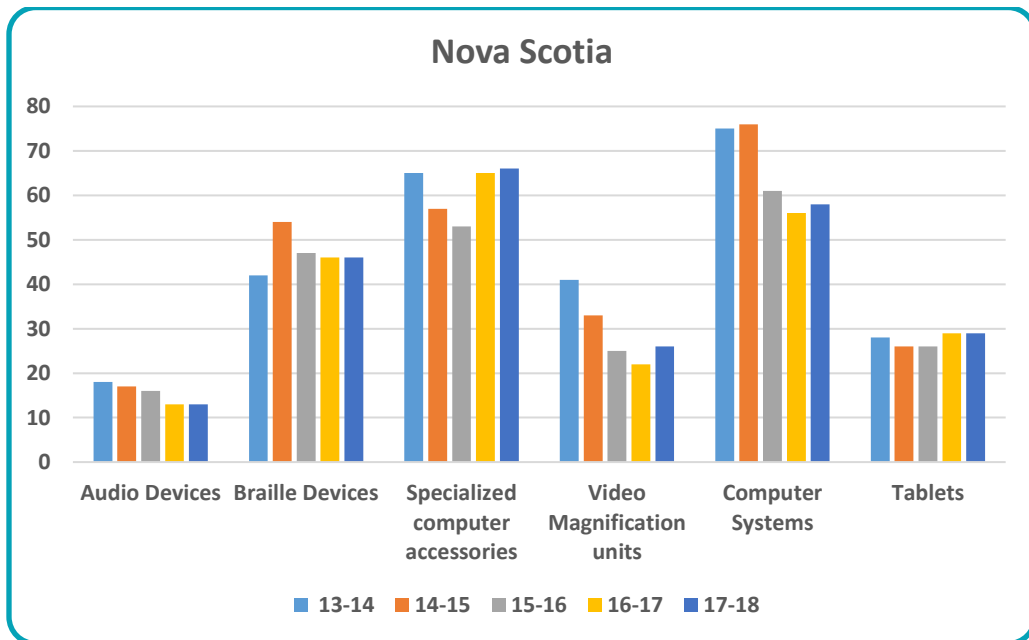


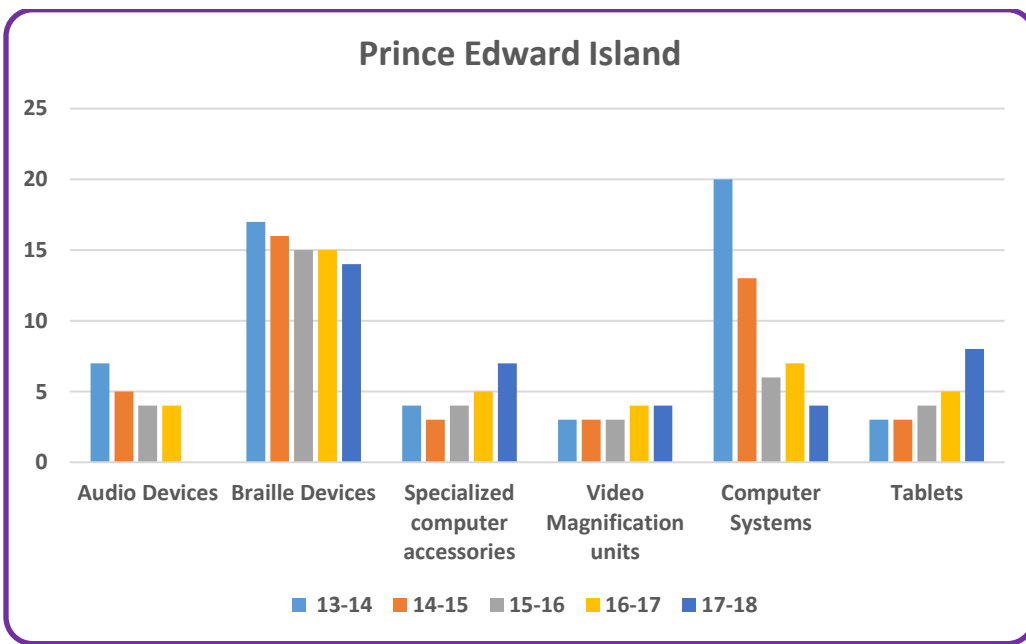
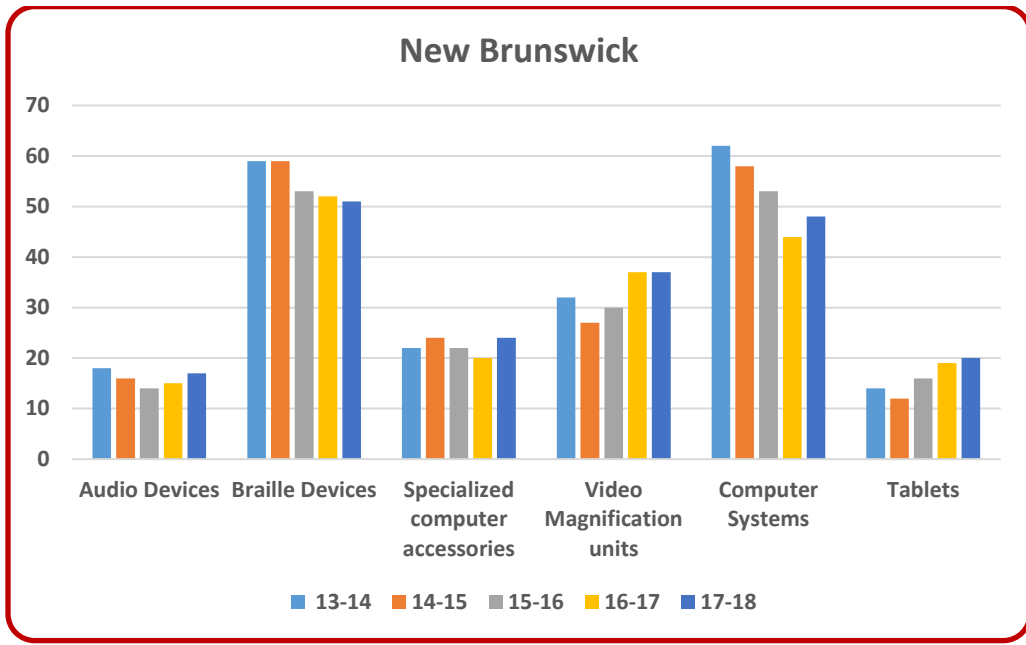
Note: Most notebook computers have either Zoomtext (Screen Magnification) or JAWS (Screen Reader) installed. These installs are not included in the count of Specialized Software. Only copies of those programs on USB Drives are included in this table.

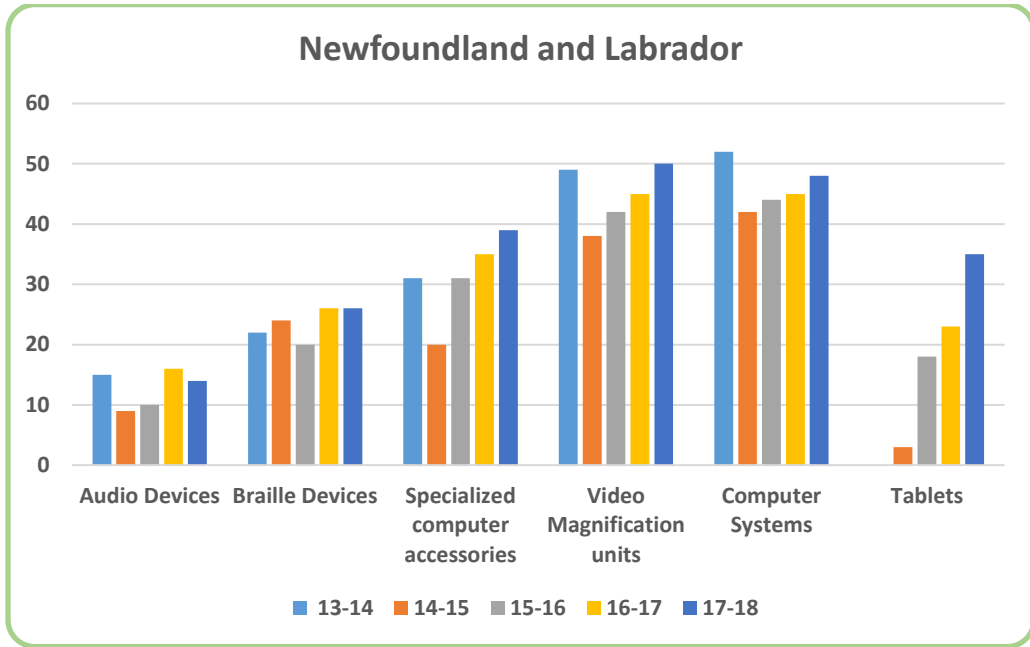
Assistive Technology Devices include the following:

Audio Devices	Audio Calculators, Electronic Dictionary, Electronic Text Readers, Audio Recording and Playback Systems
Braille Devices	Braille Embosser, Mechanical Braille Writer, Electronic Braille Writer, Braille Note Taker
Specialized Computer Accessories	Computer Specialized Accessories, Specialty Mouse, Specialty Software, Specialty Keyboard
Video Magnification Units	Desktop Video Magnification Units, Distance Video Magnification Units, Portable Video Magnification Units
Computer Systems	Desktop Computers, Laptop Computers, Large Screen Monitors, Printers, Scanners
Tablets	

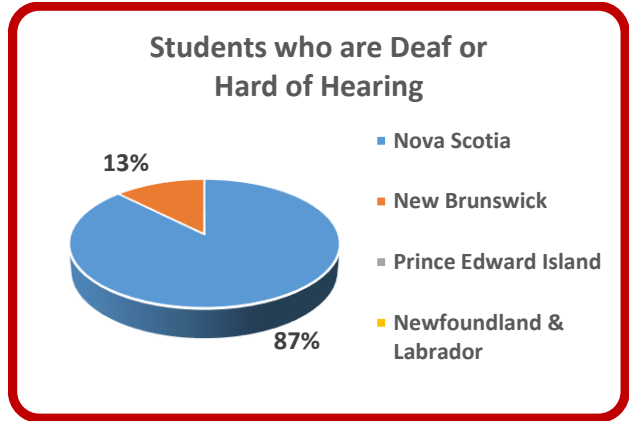
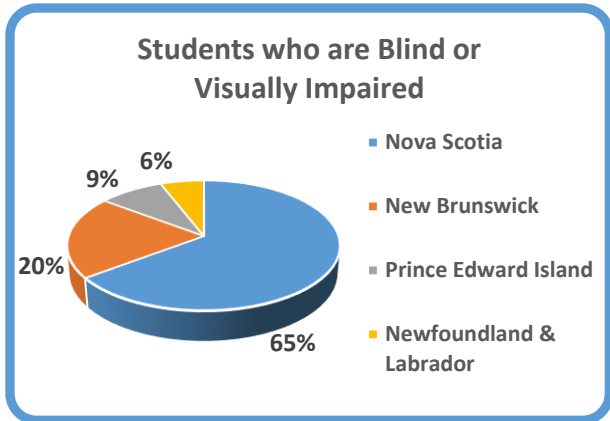
5-Year Analysis of BVI Equipment







Augmentative and Alternative Communication



Autism in Education (AIE) Partnership

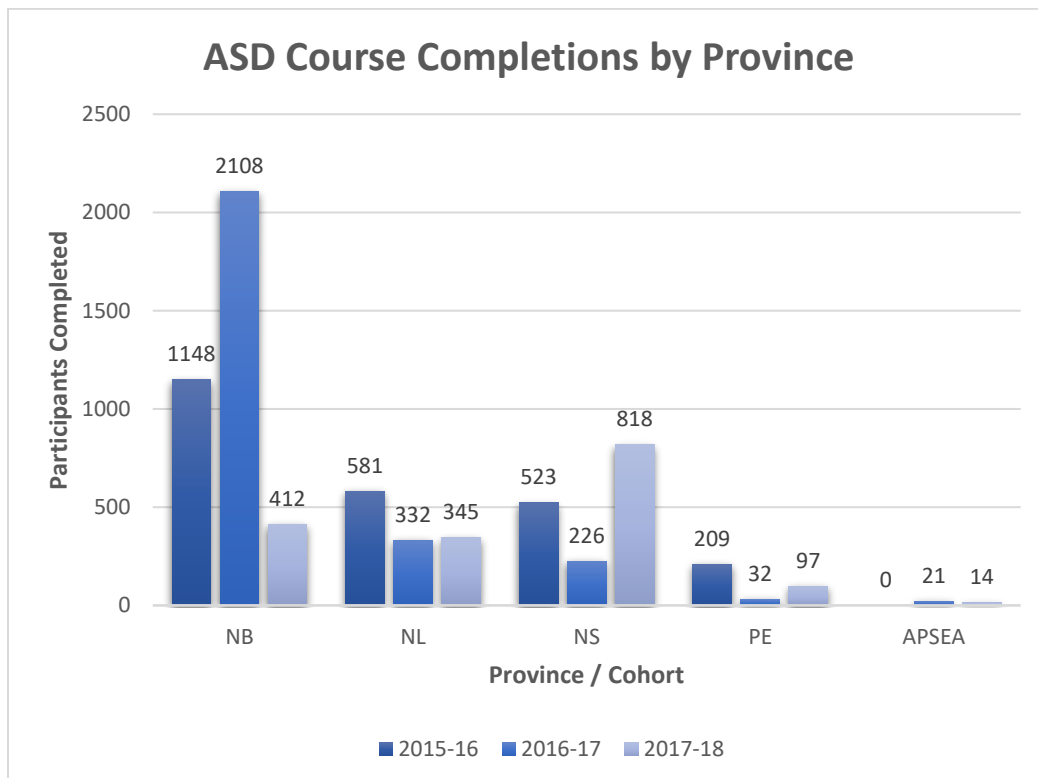
Incorporation of the AIE Advisory Committee within APSEA’s Program Advisory Committee

At the February 13, 2018 meeting of the APSEA Board, it was agreed the Autism in Education Advisory Committee would be incorporated within the Program Advisory Committee (PAC) to bring consistency to procedures and processes across the areas of work within APSEA. The Autism in Education working group will continue to meet regularly, just as provincial supervisors meet within DHH and BVI, and PAC will be the vehicle and forum for discussion of the work of the three major areas within APSEA.

Professional Learning provided by the AIE Partnership during 2017-18

1. ASD & Behavioural Interventions: An Introduction for School Personnel

Interest and participation remained high in the interprovincial online ASD training. More than 8000 educational personnel enrolled in the training since its launch in 2015. With an average completion rate of 83%, approximately 6600 staff across the four provinces completed the 10-module sequence (40 hours of training) between April 2015 and August 2018.



2. AIE Professional Learning Symposium 2018

The Autism in Education (AIE) Partnership hosted the **7th Annual AIE Professional Learning Symposium** on May 1 and 2, 2018. Participants representing the four Atlantic Provinces and the state of Maine attended the presentation by **Dr. Camille Kolu** on the topic of **Trauma-Informed Behavioural Intervention**. Attendees included provincial, district, board, and regional autism consultants/itinerants/specialists as well as Student Support Services personnel from each of the Atlantic Provinces, in addition to APSEA staff and partner professionals representing health and mental health professions, post-secondary students and faculty, behaviour interventionists, and classroom and resource teachers, among others.

AIE Professional Learning Symposium 2018 Participation by Province/State		
Province	Provincially-Sponsored Attendees	Public Registrations
New Brunswick	42	26
Newfoundland & Labrador	9	10
Nova Scotia	29	46
Prince Edward Island	16	3
Other	0	1 (ME)
Total Participants	94	86

3. AIE Webinars & Video Library

The AIE Partnership launched the new online video and resource library in February 2018, with the first three professional learning video presentations on the website;

- 1) Introduction to the Take Flight Series,
- 2) The Power of Reinforcement, and
- 3) Identifying and Selecting Reinforcers.

Each video is available in English and French, with closed captioning and a written transcript provided. Each presentation includes a **Learning Guide**, which gives viewers a written summary of the key information presented in the video and a **Facilitator's Guide**, that includes extension activities and discussion questions that may be used for additional professional learning. Some provinces have made use of the Take Flight videos during professional learning days for staff. The next two videos, Behavioural Skills Training for Teaching Skills to Learners with ASD, and Behavioural Skills Training for Staff Training, Coaching, and Feedback, will be available in September 2018.

As in past years, a series of three professional learning webinars were hosted in 2017-2018. Participation in the AIE webinars remained consistently high since the number of seats was expanded by moving to the Zoom Webconferencing platform in 2016. With nearly one thousand individuals participating in the webinars throughout the year, this represents a cost of **less than \$5.00 per participant** to APSEA to provide professional learning opportunities in this format to educational personnel across the Atlantic Provinces and beyond.

AIE Professional Learning Webinar Series, 2016-17				
Date	Presenter	Title	Registrations	Provinces
Oct. 30, 2017	Dr. Linda LeBlanc	Selecting Function-Based Interventions to Address Escape-Maintained Problem Behaviour	461	NB, NL, NS, PE, BC, QC
Jan. 26, 2018	Robert Schramm	Maximizing Motivation and Earning Instructional Control	360	NB, NL, NS, PE, QC
Apr. 26, 2018	Amy McGinnis Stango	Working as a Team to Develop Goals and Measure Learner Progress	112	NB, NL, NS, PE

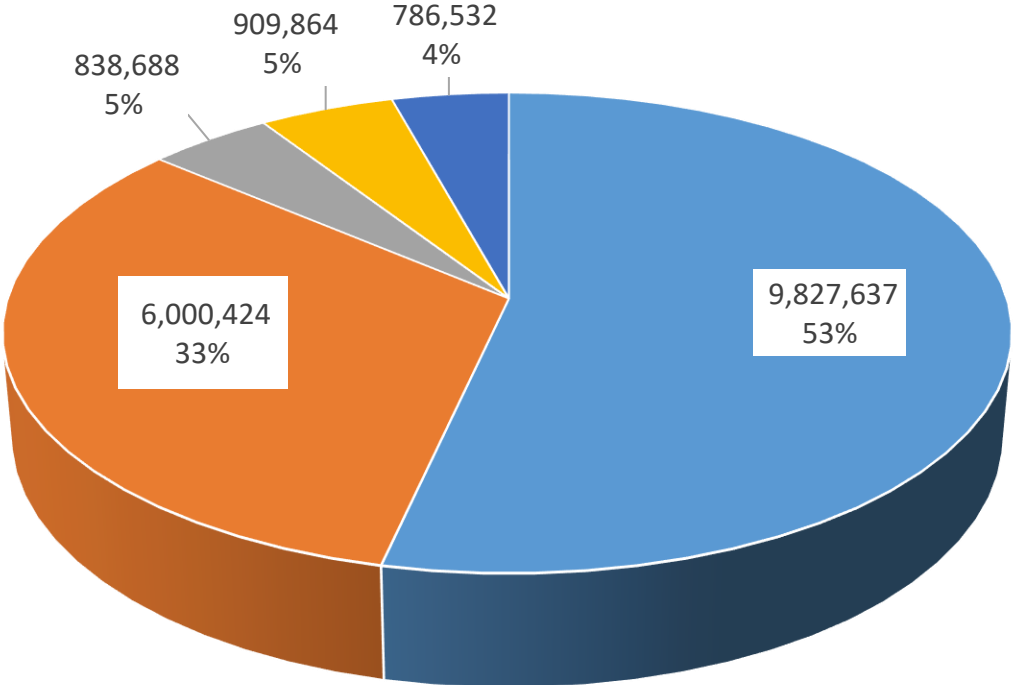
4. Pilot Project: Advanced Training in Behavioural Assessment & Intervention

In February, 2018, the APSEA Board approved a proposal to pilot an interprovincially-customized version of the Level 2 Advanced Behaviour Training, developed by New Brunswick, in each of the other three provinces. The Autism in Education working group worked with the New Brunswick e-learning team, through Julie Michaud, New Brunswick’s representative to the AIE group, to develop a version of the online modules that reflects an interprovincial context and includes links and references to province-specific documents, guidelines, and policies.

Content revision was completed in August 2018, and edits are being done to the online modules to be ready for the pilot to begin in January 2019. Shelley McLean and the provincial ASD Specialist who sits on the AIE working group will work collaboratively with the pilot teams (identified by each province in September) from January – June 2019 to provide the course facilitation, face-to-face workshops, and on-site coaching and feedback that are required components of the training.

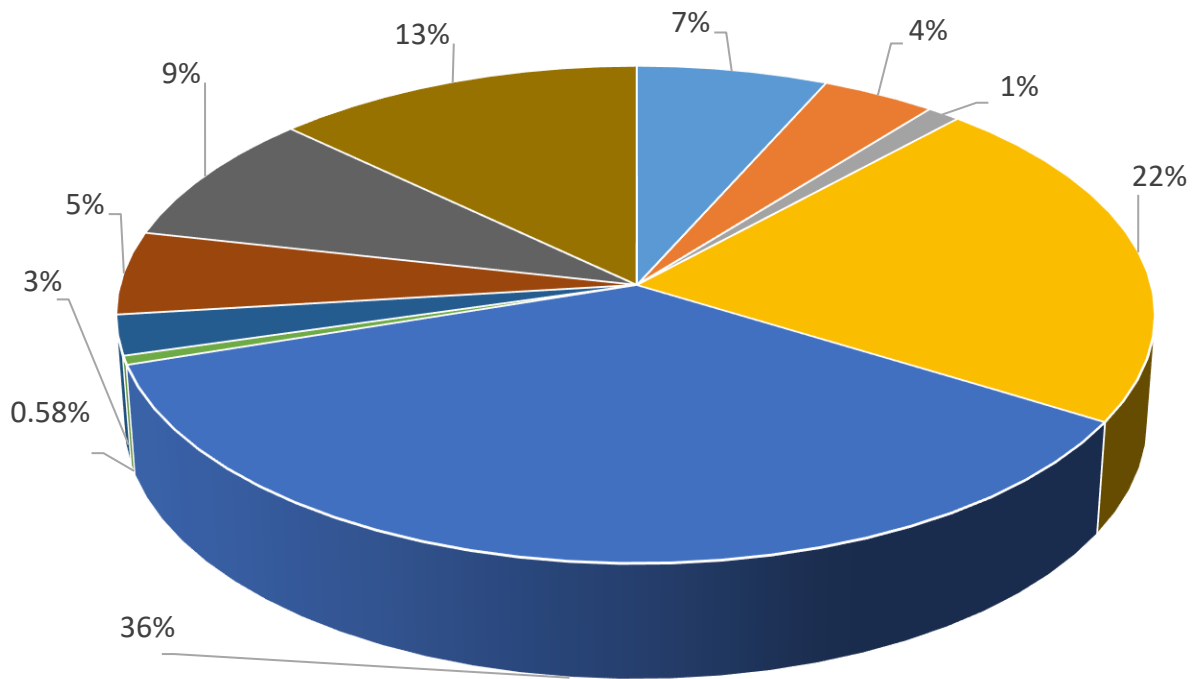
Revenue and Expenditure Summary Charts

Operating Revenue



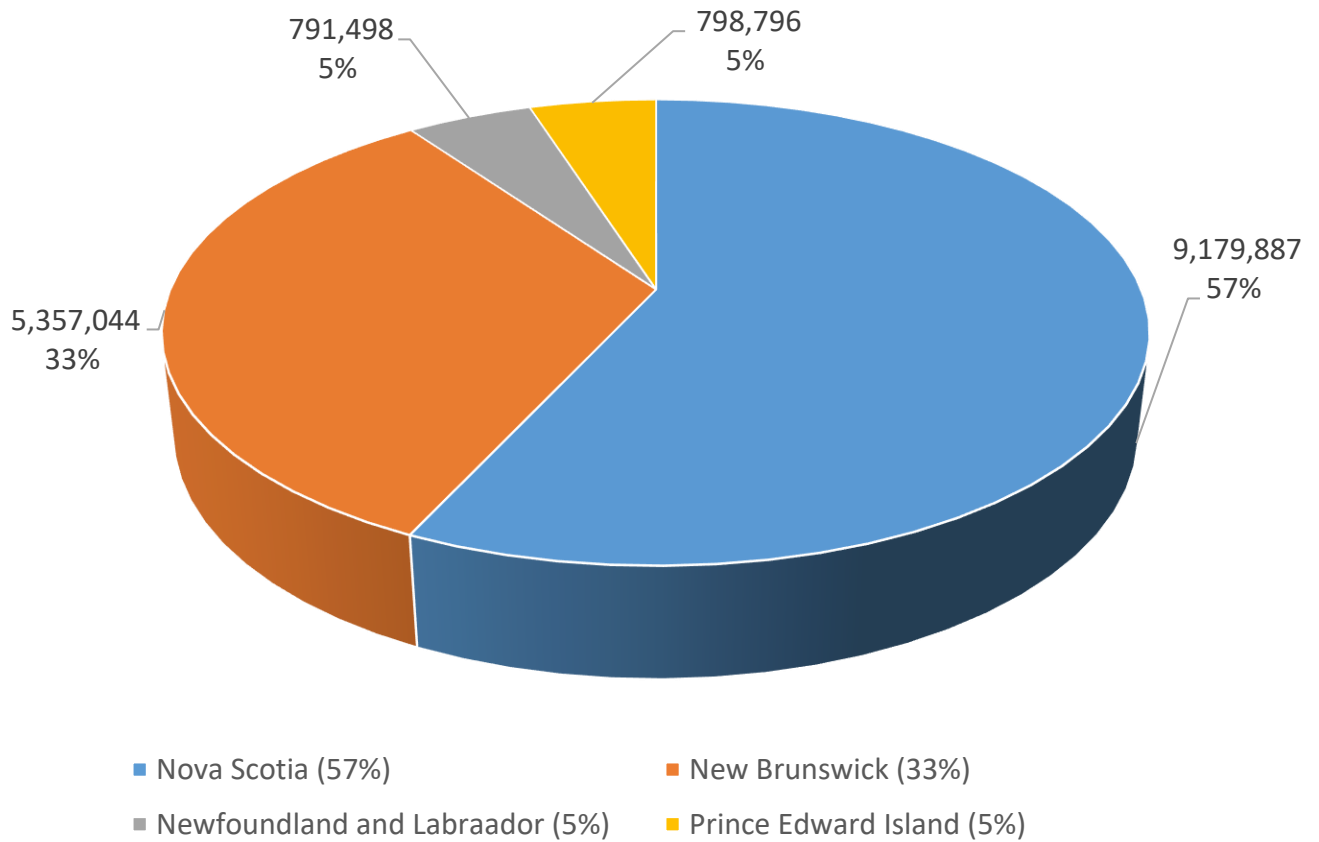
- Nova Scotia (53%)
- New Brunswick (33%)
- Newfoundland and Labrador (5%)
- Prince Edward Island (5%)
- Other (4%)

Operating Expenses



- Administration and Financial Services (\$1,135,399 - 7%)
- Assessment (\$680,601 - 4%)
- Autism in Education (\$197,248 - 1%)
- New Brunswick Provincial Programs (\$3,757,207 - 22%)
- Nova Scotia Provincial Programs (\$6,169,459 - 36%)
- Newfoundland and Labrador Provincial Programs (\$98,494 - 0.58%)
- Prince Edward Island Provincial Programs (\$445,363 - 3%)
- Property and Buildings (\$923,621 - 5%)
- Short Term Programs (\$1,468,393 - 9%)
- Resource Services and Audiology (\$2,202,586 - 13%)

Net Operating Expenditures by Provinces



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