

# Atlantic Provinces Special Education Authority

ANNUAL REPORT 2023-24





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 2024.

Respectfully submitted,

A handwritten signature in black ink that reads 'Lisa Doucet'. The signature is written in a cursive, flowing style.

Lisa Doucet  
Superintendent



# ABOUT APSEA



## Mission

APSEA, in collaboration with our partners, provides culturally and linguistically responsive, inclusive, equitable, and accessible educational services and supports to children and youth who are blind or visually impaired and/or Deaf or hard of hearing and their families.

## Vision

The children and youth that we support reach their highest potential for an independent, self-sufficient, and fulfilling life.

## Guiding Principles

APSEA is child-focused, family-centred, research-based, collaborative, and inclusive.



# Message from the Superintendent



Dear Friends of APSEA,

As we reflect on the 2023-24 academic year, I want to recognize the achievements and ongoing dedication of our staff, learners, and the broader APSEA community. Together, we have reached an important milestone with the completion of our Strategic Plan 2021-2024. This accomplishment reflects a significant amount of hard work and perseverance through various challenges along the way. The plan has served as a guiding framework for strengthening our programs and services over the past three years, and we continue to learn and adapt as we evolve.

This year, our staff have worked diligently to implement new approaches and maintain current practices to better support learners who are blind or visually impaired and Deaf or hard of hearing. We have made meaningful strides in areas such as, expanding access to technology and resources to enhance learning, supporting students in reaching academic and personal milestones and strengthening partnerships that allow us to better support families and communities.

We are equally proud of the learners receiving APSEA services, who continue to show resilience and determination in pursuing their goals. Their progress, whether in academics, independence, or personal growth, serves as a reminder of why we do this work and motivates us to keep improving.

As we look ahead, I am confident that APSEA will continue to be guided by best practice and find innovative ways to support the needs of learners receiving APSEA services and their families. Thank you to everyone—staff, learners, families, and partners—who has contributed to making this year a success. Your commitment and collaboration are what make APSEA such a supportive community.

Sincerely,

Lisa Doucet, Superintendent

# PROGRAMS & SERVICES

## Overview by Region

### Children and Youth Who Receive APSEA Services (2023-2024)

#### PROVINCIAL TOTALS

Provinces	BVI	DHH	Total
New Brunswick	130	292	422
Newfoundland and Labrador	62	23	85
Nova Scotia	228	581	809
Prince Edward Island	57	5	62
Total	477	901	1378

\*In Newfoundland and Labrador and Prince Edward Island children and youth who are Deaf or hard of hearing receive support from school district employees. Children and youth who are Blind or Visually Impaired Newfoundland and Labrador receive support from district employees. These numbers reflect learners who participated in virtual learning opportunities, in-person gatherings, and/or received services from Education Support Specialists - ASL and Deaf Mentors, Mentors for Students who are Blind or Visually Impaired, Orientation and Mobility staff, Speech Language Pathologist, and Education Support Teacher – Access Technology.

# APSEA STRATEGIC PLAN 2021-2024

APSEA's 2021-2024 strategic plan focused on four key objectives, with the primary goal being the development and implementation of a redesigned service delivery model. In the past year, APSEA completed the strategic initiatives outlined in the 2021-2024 Strategic Plan. Through dedicated efforts, we achieved all targeted goals, enhancing our service delivery and fostering an inclusive learning environment across Atlantic Canada.

Alongside the work with the redesigned service delivery model, APSEA committed to redesigning its performance management process, aligning its operational model with service delivery needs, and enhancing partnerships to improve program and service quality. By June 20, 2024, the major initiatives in the plan were fully implemented, with many now part of standard operational practices.

This successful completion reflects APSEA's commitment to continuous improvement, collaboration, and excellence in supporting learners, families, and educational partners. Our accomplishments lay a strong foundation for the future as we continue to support the diverse needs of learners receiving APSEA services.



## Responsive Teaching & Learning

The APSEA Guide to Responsive Teaching and Learning was fully introduced in 2023-24. This student-centered, collaborative approach integrates input from APSEA Support Services, school-based education teams, and families to ensure each learner receives the right supports at the right time. The model provides a consistent, organization-wide framework for program planning, helping learners achieve success through tailored support. Service Delivery Teams and Program Planning Teams work closely to deliver in-person and virtual learning opportunities and facilitate in-person gatherings across the Atlantic Provinces.



# Early Learning

The **APSEA Guide to Responsive Teaching and Learning - Early Learners** is designed to support the individual, developmental needs of children who are Deaf, hard of hearing (DHH), blind or visually impaired (BVI) and their families during the critical development years of birth to age five.

Through regular home visits and support in preschool or daycare settings, APSEA employees work with family members and community of care partners to create a program plan for learning and skill development for each child, including preparing for the transition to school.



# School-Age Children

The **APSEA Guide to Responsive Teaching and Learning** is designed to help ensure learner success in meeting educational outcomes; the development of flexible, appropriate, culturally, and linguistically responsive programs and services for learners who are Deaf, hard of hearing (DHH), blind or visually impaired (BVI). The APSEA team works collaboratively with the family and school-based education team to develop a program plan that responds to the learner as they gain new skills and knowledge in the educational setting and beyond.

# Professional Learning

Professional learning for all APSEA employees remained a focus during the 2023-24 year. Employees from various departments participated in numerous learning opportunities, both virtually and in-person, to support their professional practice and the ongoing implementation of the Responsive Teaching and Learning Model.



The **Responsive Teaching and Learning Model** offers programs and services across three categories: in-person learning opportunities, virtual learning opportunities, and in-person gatherings. Following are some highlights from the 2023 – 2024 year.

## In-Person Learning Opportunities

In-Person learning opportunities provide learners, families, and school-based education teams with targeted, individualized support and programming. These learning opportunities occur in a variety of learning environments where specific outcomes related to the Expanded Core Curriculum for Learners who are blind or visually impaired (ECC – BVI) and/or the Developmental Skills Inventory for Learners who are Deaf or hard of hearing (DSI-DHH) are addressed. Education Support Teachers and other APSEA professionals worked closely with community partners and educational teams to support learners within an educational environment, in small groups, or individually. In collaboration with the community partners or school teams, lessons were learner specific based on instructional needs. Many Tier 2, or small group, lessons were organized throughout the school year.





- In October a group of learners and their families participated in Urban Orientation & Mobility Days in Moncton, NB. A group of learners who are BVI and families in the Saint John region of NB had an opportunity to participate in a similar day in their area in May. The lessons were student specific and focused on the learning needs relating to a range of topics including mental mapping, spatial awareness, interpreting tactile maps, route planning, bus travel, cardinal directions, pedestrian safety, cardinal directions, indoor retail travel, or intersection analysis.
- In January, APSEA held an early learning gathering in Sydney, NS for young children who are Deaf or hard of hearing and their families. Families connected, shared experiences and participated in activities designed to promote early development and learning, facilitated by APSEA's specialized staff. By bringing together families from the Sydney area, the gathering fosters a sense of community and provides valuable support during the early stages of a child's educational journey.
- In February, learners in PEI from three different age groups (5-8), (9-11) and 12 and above were invited to participate in beginning golf instruction with Game Changers Golf fitness instructors at the Bell Aliant

Centre at UPEI, with support from APSEA Education Support Teachers - BVI. The event was held indoors in a room equipped with golf simulation software. Golf equipment was explored participants learned how to distribute weight for various golf swings, to hold and swing a golf club.

- A small group opportunity for BVI learners occurred in February where learners were able to discuss self-advocacy and tools for accessibility took place in Amherst Cove, PEI. These learners also enjoyed playing goalball with classmates.
- Parents, guardians and siblings of BVI learners



using switch adapted toys were invited to participate in a partner event with Makers Making Change, Neil Squire Society and APSEA staff in Summerside, PEI in February. Families learned how to adapt a toy with a switch and made

connections for future collaboration with the Neil Squire Society.

- In April, Sydney Urban O&M Days took place at the Simon Hotel and surrounding area. The day started with an icebreaker/group introduction session and continued with individualized O&M and group Functional Living Skills lessons in the morning. A group bus-trip to the Mayflower Mall for lunch and an afternoon outing for the learners followed.

Lots of structured and incidental learning ensued throughout both days, along with much socializing and the forming of new friendships among the learners. Family members also attending had the opportunity to observe the lessons and take part in a facilitated parent session.

- In May, the Orientation and Mobility team in collaboration with the CNIB and Vision Loss Rehabilitation-Canada (VLR-C) staff, offered a Prep Series for learners in Newfoundland and Labrador. The four days were filled with practical learning opportunities as preparation for life beyond the high school



years. Some themes included myths about sight loss, navigating websites and apps, study skills, organization, interviews and employment, budgeting and independent living skills.

- On June 3, 4 and 5, 2024, Urban O&M Days took place

in Halifax, NS. All three in-person events consisted of student icebreaker/group introduction sessions at the start of the day, individualized O&M and group FLS lessons in the morning. A group bus-trip to either the Halifax Shopping Centre or Scotia Square for lunch and an afternoon outing. Lots of structured and incidental learning, peer interaction and enjoyment ensured over these three days. Many friendships were formed and renewed. Family members attending with the learners also had the opportunity to meet each other, discuss various topics of interest with APSEA team members, and observe the lessons.



- On June 17, 2024, Gerry Nelson, president of Blind Golf Canada and his guide, Chris Villeneuve, joined learners aged 9 and up with staff from PEI, NB and NS in a learn to golf day at the Belvedere Golf Club in Charlottetown, PEI. Participants enjoyed a tour of the golf club in golf carts, learned golf skills and adaptations for the game of golf, and discovered opportunities to join others across the country in golf events hosted by Blind Golf Canada. This event was a collaboration between PEI and Atlantic Provincial Connections. Staff from CNIB PEI were present to discuss recreational activities on the Island available to members of CNIB.

PEI Connect Day was filled with excitement as learners, families, and APSEA employees joined STEAM PEI for hands-on activities in sustainable fashion, creating unique upcycled items with various mediums and technologies. The day was a hit, bringing virtual connections to life.

- As the school year wound down, learners, families, and APSEA employees enjoyed a unique opportunity: a special viewing of Lights: The Real US, Canada's first signed musical, in partnership with the Canadian Cultural Society of the Deaf. Afterward, they joined a Q&A with production professionals, including Dawn Jani Birley, and wrapped up the day at the APSEA Centre with games and socializing, building connections and learning about Deaf culture—a memorable experience for all.

# Virtual Learning

APSEA's **Virtual Learning** programs provide online educational opportunities for learners who are blind or visually impaired and/or Deaf or hard of hearing. Designed to foster connection and support, these programs allow learners to engage virtually with peers while benefiting from APSEA's diverse team of specialists and educators.

Virtual learning opportunities are designed to provide learners with opportunities to connect virtually with peers as well as access the expertise of APSEA Education Support Teachers, Education Support Specialists and others. Opportunities are also provided for families or Education-based Teams to connect and learn more about specific topics.

With a focus on cultural and linguistic responsiveness, inclusivity, equity, and accessibility, Virtual Learning targets essential skills from the DSI – DHH and ECC – BVI. Online programs are available to learners of all ages across Atlantic Canada, offering sessions in both American Sign Language (ASL) and English on a broad range of topics. This platform enables more learners to connect, build peer relationships, and access APSEA's expert support, no matter where they are in the region.

- Many small group virtual learning opportunities were supported within the provinces as well as cross-provincially. These opportunities supported ongoing learning while creating new connections with other learners with similar lived experiences.
- Orientation and Mobility hosted a virtual session on Winter Travel, designed for learners to reflect on and discuss experiences, challenges and to learn new strategies related to travelling in inclement and wintry weather.
- Functional Living Series, In the Kitchen was offered as a multi-week series showcasing safety tips while preparing meals and cooking for learners who are BVI.
- ASL Storytime continued for the second year, shining as one of our most popular programs. Supported by APSEA Educational Support Specialists – ASL and Deaf Mentors, this program is an opportunity for families and learners to practice their signing and meet members of the Deaf community in a relaxed online environment while enjoying a children's book.
- Between February and March, learners from across Atlantic Canada receiving APSEA services participated in the Braille Challenge, an academic competition for learners who are blind or visually impaired. Developed by







the Braille Institute, this event encourages learners to strengthen their braille literacy skills in a fun, motivating environment.

- The APSEA Rec Club (ARC) provided learners who are blind or visually impaired from across Atlantic Canada with opportunities to connect virtually for recreational activities, conversation, and games. Led by Mentors for Students who are Blind or Visually Impaired, these 60-minute sessions were organized by grade levels (4–6, 7–9, and 10–12) to foster stronger connections and peer support within each group.
- The APSEA Mentorship Program (AMP) provided a supportive space for learners who are blind or visually impaired and those who are Deaf or hard of hearing to connect, learn, and grow together. Led by APSEA mentors, AMP sessions ran weekly, guiding learners from elementary through high school in topics such as self-advocacy, leadership, goal setting, communication, teamwork, and relationship building. With a focus on fostering mentorship skills, AMP empowered learners to share their lived experiences, support one another, and build a strong sense of community across Atlantic Canada. PIC 14
- 6-week long virtual learning opportunities were offered targeted vocabulary and language development for learners who are DHH. Titles such as “How Was Your Weekend?” and “What’s the Word” gathered interest from learners across the Atlantic Provinces.
- Single session virtual learning opportunities were offered on various topics relating to the DSI – DHH. Session titles such as “Book Club – You Don’t Know Anything, Jilly B”, “Learn Basic Signs in ASL”, and “Am I the Only One Who Has to Wear Hearing Aids” provided learners from across the provinces with an opportunity to meet new peers, discuss new topics, and learn new skills.
- APSEA Connect, the online resource for families, school teams and community partners offered many opportunities to connect and learn virtually. With a focus on collaboration and empowerment, DHH sessions included: social-emotional learning, benefits and credits with Canada Revenue Agency, transition to university and post-secondary, and more.
- Several four-week “ASL for Schools” virtual programs were offered which gave school-based educational team members the opportunity to learn some ASL signs and phrases to better communicate with learners who are Deaf. These sessions were successfully led by several APSEA Deaf employees.



# In-Person Gatherings

In-person gatherings provide learners and their families with opportunities to meet one another and share common experiences. These gatherings occur in a variety of settings where learners and families can meet both regionally and beyond.

- In October an event was held at the Discovery Centre in Halifax, where learners who are BVI and DHH made bubbles, drove tractors and explored life under the sea! APSEA's Back to School Celebration brought learners, families, and APSEA employees together for learning, exploration, and making connections, setting the stage for a fantastic school year ahead.
- Learners who are DHH, families, and APSEA employees gathered at the Johnson Geo Centre in St. John's, NL, to connect and explore. Highlights included a science interpreter's demonstrations, a walk under a hanging solar system, and hands-on exhibits. Many friends continued to build on connections that began online and will continue into the future.
- "Songs and Snacks with Terry Kelly" was hosted as an opportunity to bring together children, youth, and their families for an afternoon of live music, refreshments, and social interaction. Renowned Canadian musician Terry Kelly, who is blind, performed offering an inspiring experience for attendees.
- On a beautiful December afternoon in Moncton, NB, learners who are DHH and family members gathered for Winter Wonderland, a farm day filled with petting animals, crafting, and hot chocolate. The highlight was cozying up around an outdoor fire for an ASL storytelling of "The Mitten", making it a magical day of community and connection.



- In February, learners who are DHH and families supported by APSEA in the NB Anglophone South District area were invited to "Jump, Jump, Jump!", an APSEA Regional Family Gathering Event at the Oasis Trampoline Park in Saint John, NB. PIC 16
- In March an exciting accessible Easter Egg Hunt took place at the APSEA Centre in Halifax in collaboration with CNIB and the Halifax Regional Police. Searching for beeping eggs, popcorn, cotton candy, hot chocolate, face-painting, and a bouncy castle were all part of the fun.



- In April, APSEA staff members led a family fun bowling day event in Bathurst, NB for learners who are DHH and families receiving APSEA support in Anglophone North. A great day was had by all!



- Elementary BVI elementary-aged learners and their families got together at Sunset Indoor Play Park. It was a great opportunity to make connections and learn more about or participate in inclusive activities.
- In April APSEA hosted a gathering in Yarmouth, NS for learners who are DHH and their families at a local ice cream shop. Attendees enjoyed ice cream, games and activities, creating plenty of opportunities to connect.
- In April a Meet and Greet took place for families and learners in Cape Breton, NS. It was a great opportunity to meet and connect with the APSEA team members who support learners who are blind or visually impaired. Conversations flowed and connections were made with everyone who attended.
- PEI Connect Day was filled with excitement as learners, families, and APSEA staff joined STEAM PEI for hands-on activities in sustainable fashion, creating unique upcycled items with various mediums and technologies. The day was a hit, bringing virtual connections to life.
- In May, learners who are BVI and DHH, families, and APSEA staff gathered at

Rockwood Park, Saint John, NB, for an end-of-school celebration filled with laughter, geocaching, rock climbing, and lawn games. The highlight was the friendships and connections made.

- Families were invited to join APSEA staff in May to learn about goat farming and other animals on Island Hill Farm, PEI. Along with a tour of the farm, learners who are BVI participated in guided interactions with the animals such as petting and brushing. Sensory activities and a shared snack followed playtime with a favourite animal. PIC 19

- Family Fun Day at Belding Hills Farm: Learners who are DHH and their families from across NB participated in a full-day event at Belding Hills Farm in Hampton, NB. Throughout the day, learners had the opportunity build their concept develop about farms and farm animals by exploring the farm and being able to touch, hold, feed, and pet horses, cows, mules, rabbits, lamps/ sheep, and many more! Families and learners had the opportunity to meet one another and socialize through the day. Learners had an accessible take-away booklet about their day at the farm.



- As the school year wound down, learners who are DHH, families, and APSEA employees enjoyed a unique opportunity: a special viewing of Lights: The Real US, Canada's first signed musical, in partnership with the Canadian Cultural Society of the Deaf. Afterward, they joined a Q&A with production professionals, including Dawn Jani Birley, and wrapped up the day with games and socializing, building connections and learning about Deaf culture—a memorable experience for all!



# CAMPS

## Brigadoon Village

Brigadoon Village, Canada's largest pediatric medical camp, offers tailored experiences for children with shared medical or life challenges. Through APSEA's partnership, learners can attend Camp See-Ya (BVI) and Camp Whatcha Say (DHH), with a family weekend held in June and one-week camps in summer 2024. Campers enjoy a range of adapted activities, fostering accessibility, skill-building, meaningful connections, and lifelong friendships.



# AUTISM IN EDUCATION AND COLLABORATIVE LEARNING AND DEVELOPMENT

Autism in Education (AIE) and Collaborative Learning and Development works to promote and develop collaborative initiatives that support province-based services for students with autism spectrum disorder (ASD) through dissemination of information and professional learning, training, and capacity-building for educational professionals who support learners with ASD across Atlantic Canada. The 2023-24 year brought an exciting expansion of the work of Autism in Education. The department's role expanded to include Collaborative Learning and Development, which includes both professional learning initiatives within APSEA as well as collaborative learning opportunities across the Atlantic Provinces. Here is a summary of some of the key initiatives from the past year:

## Collaborative Learning and Development

The establishment of Collaborative Learning and Development initiatives supported the growth of the traditional Autism in Education Symposium, expanded its scope, and led to the launch of the first annual Teaching to Diversity Conference.

The Teaching to Diversity Conference was hosted on October 18 & 19, 2023, with fourteen keynote and breakout sessions in English and French over the two days. A hybrid in-person and virtual format allowed more than 350 educators and partner professionals across Atlantic Canada to learn from the skilled professionals who shared their expertise and experience at the conference, with 108 in-person attendees and up to 249 participants online, varying by session.

With Collaborative Learning and Development representing both the newly formed APSEA



Organizational Professional Learning Working Group and the Interprovincial Professional Learning Working Group, the focus for 2023-24 was on sharing information and resources across departments within APSEA and increasing awareness of, and access to, professional learning opportunities among the provinces. Areas of focus for 2023-24 included accessibility, assistive technology, supporting positive behaviour in the classroom, and culturally relevant pedagogical practices for learners with diverse needs.

## Autism in Education

AIE continued to host the annual professional learning webinar series as well as AIE mini courses in 2023-24. Highlights included the webinars:

- Practical (Tier 1) Classroom Behaviour Strategies, presented by Shelley McLean, Coordinator for Autism in Education and Collaborative Learning and Development
- Understanding Neurodiversity and Neuro-Affirming Practice, presented by Amanda Modrovsky, a neurodivergent BCBA and Clinical Supervisor at Kinark Child and Family Services in Ontario
- Supporting Executive Skills for Learners with Autism and Diverse Needs, presented by Dr. Peg Dawson, lead psychologist at the Center for Learning and Attention Disorders at Seacoast Mental Health Center in Portsmouth, New Hampshire, and co-author of the best-selling “Smart But Scattered” series.

AIE also hosted two AIE Mini Courses. Each series involved bi-weekly virtual workshops in which a cohort of participants completed the series together. The first series, Deliberate Coaching, included four sessions completed from January to February 2024. The second mini course focused on Quick Wins! And included three bi-weekly sessions completed from February to March 2024.





# APSEA ACCESSIBILITY SERVICES

APSEA's Supervisor of Accessibility Services position was created in 2023. This role was created to collaborate, advise, guide, and support the development and implementation of APSEA's Accessibility Plan in accordance with the Nova Scotia Accessibility Act and provide support to the APSEA Accessibility Services Team. As co-chair of APSEA's Accessibility Advisory Committee the Supervisor of Accessibility services collaborates with the committee to create frameworks for action items outlined in APSEA's Accessibility Plan. APSEA wide professional learning was developed and offered to staff in creating accessible Microsoft Word documents for screen reader users. This training follows Provincial and International Plain Language guidelines and International Web Content Accessibility Guidelines (WCAG 2.1 AA). Additional professional learning on the Nova Scotia Accessibility Advisory Board, and it's 6 Accessibility Standards was developed for specific teams to inform on provincial commitments and compliance in relation to the Nova Scotia Accessibility Act. Here is a summary of some of the achievements of the past year:



## Accessibility Advisory Committee

- Established APSEA's Accessibility Advisory Committee with representation across many departments in the organization.
- Developed Terms of Service, framework, and timeline for the committee's work to advise leadership on addressing barriers and advancing action items in the Accessibility Plan.
- Sub-groups within the committee analysed each of the FOUR areas' of APSEA's Accessibility Plan (Education, Employment, Built Environment, Information and Communication) to outline collaborators, training, and financial considerations.

Departments identified in the Accessibility Plan framework were interviewed to gather information, which was then used to create a Progress Report.

## Interpreting Services

APSEA's team of staff ASL interpreters worked hard to provide language access across many assignments, helping ensure clear communication in a wide range of settings. Most assignments were handled by the APSEA team, which includes a full-time interpreter, two part-time interpreters, and our interpreting coordinator.

For additional support, APSEA partnered with community freelance interpreters who helped meet the demand for assignments when extra coverage was needed. CART (real-time transcription) was also used for situations that required live, written access to spoken words. Additionally, spoken language interpreters were brought in to help meet the needs of diverse language groups. Together, these services ensured inclusive and accessible communication for everyone.

## ASL Translations

APSEA's new English-ASL video translation lead was hired in October 2023 and has since completed several translation projects. These projects have varied in scope, including single and multiple documents, and have ranged from plain to complex language.

Collaboration across departments requesting content to be translated is essential for translation videos to be delivered in a timely manner. Working collaboratively with APSEA's Audio-Visual and IT departments, translations are completed and sent for editing and cataloguing, re-recording parts as needed before being reviewed for accuracy and sent back to staff.

Translation Guidelines and request form have been developed in collaboration with members of the Accessibility Services Team. APSEA's translation lead is collaborating with national and international translation teams to learn how APSEA's translation department can be supported.

## Production and Library Services

Production and Library Services (PALS) support the instructional needs of learners on the APSEA caseload by providing curriculum material in accessible formats. They also maintain a collection of professional resources available to APSEA employees



# DIVERSITY, EQUITY, AND INCLUSION

APSEA's Diversity, Equity, and Inclusion (DEI) Consultant and the Human Resources team worked together to revise the Respectful Workplace Policy, Procedure and developed new Guidelines. During the 2023-2024 school year a comprehensive DEI Policy was introduced and rolled-out organization wide.

Throughout this period, APSEA offered professional learning opportunities for staff on various topics, including Unconscious Bias, Microaggressions, Authentic Allyship, and Anti-Racism. Additionally, tailored DEI professional learning sessions were provided to specific teams, incorporating themes such as mental wellness, identity, privilege, and actionable strategies for change within the realm of DEI. These workshops are designed to educate and benefit all employees, aligning with APSEA's ongoing commitment to diversity, equity, and inclusion.

The goal of DEI professional learning at APSEA is to enhance awareness and ensure that all employees recognize the significance of identifying, examining, and addressing unconscious bias. This initiative aims to foster cultural and linguistic awareness and promote the understanding of the diverse and intersecting identities of the students and families APSEA serves, as well as the unique diversity of our staff.

With input from the DEI Advisory Committee, APSEA is in the process of creating a DEI Framework, which will serve as a guiding reference tool for the organization's work and the services we provide.





# EMPLOYEE RECOGNITION

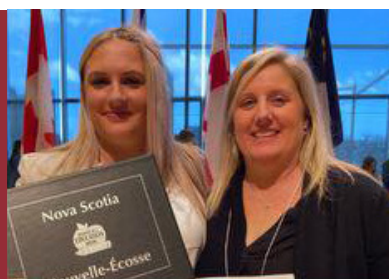
## Retirement

In June, APSEA hosted its annual celebration honoring retirements. Employees from across Atlantic Canada gathered virtually to congratulate and recognize the honorees for their dedicated service and impactful careers.

2024 retirees: Glenda Parsons

## Nova Scotia Teachers Union Education Week Awards

APSEA Employees Amy Adams, Chrissy MacNeil and Marcy Tilford were recipients of Nova Scotia Education Week Awards in 2024.



Chrissy MacNeil and Marcy Tilford



Amy Adams

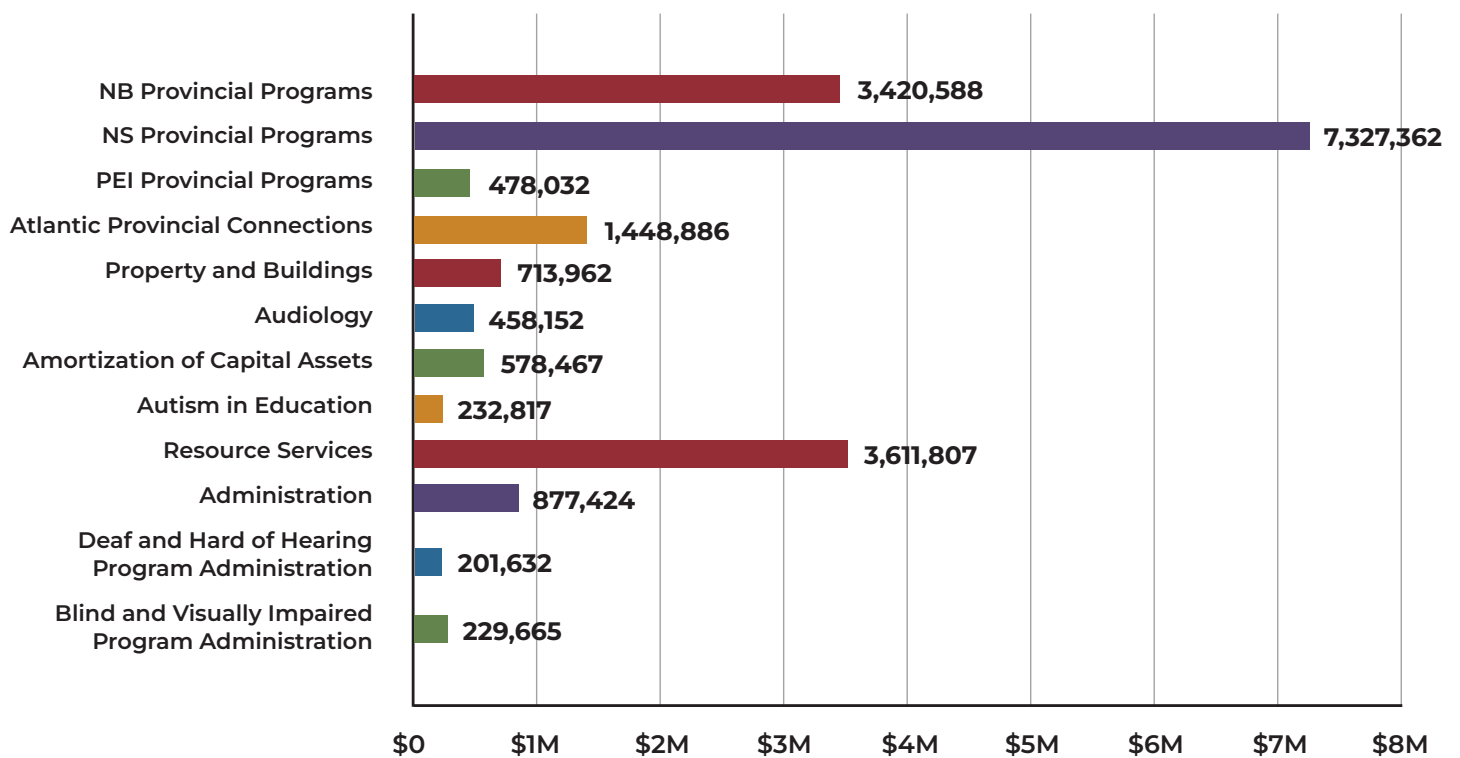


## SOCIAL MEDIA

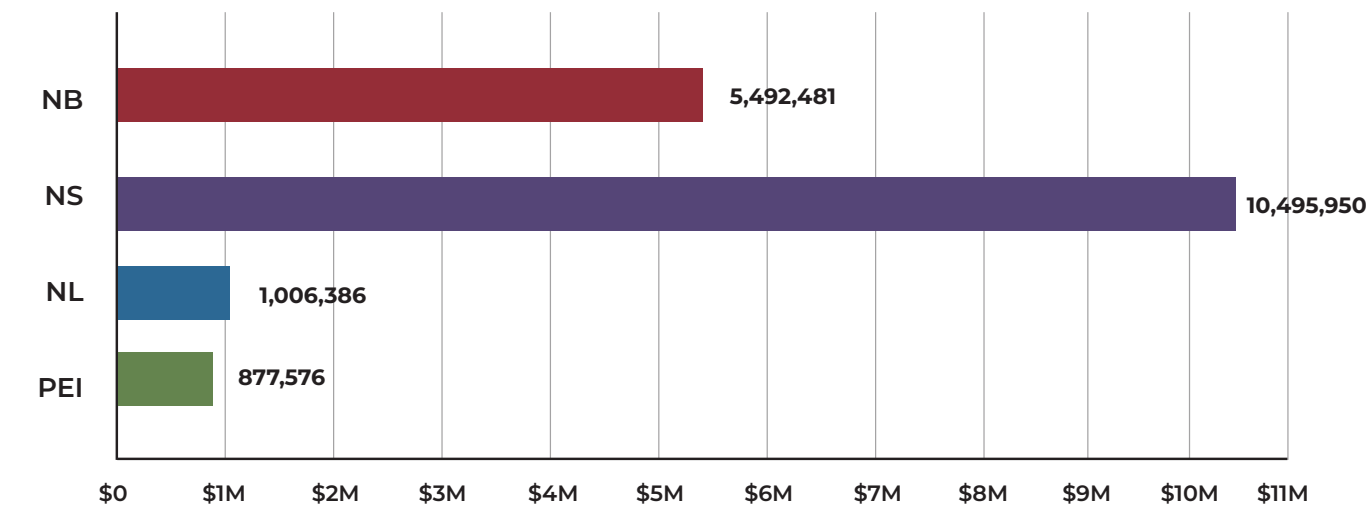
APSEA maintains an active social media presence on Facebook and X (@APSEACANADA), where families, employees, stakeholders, and the public engage regularly. These platforms allow APSEA to connect with the community, share highlights, promote events and virtual learning, and support employee recruitment by sharing job opportunities.

# REVENUE & EXPENDITURE

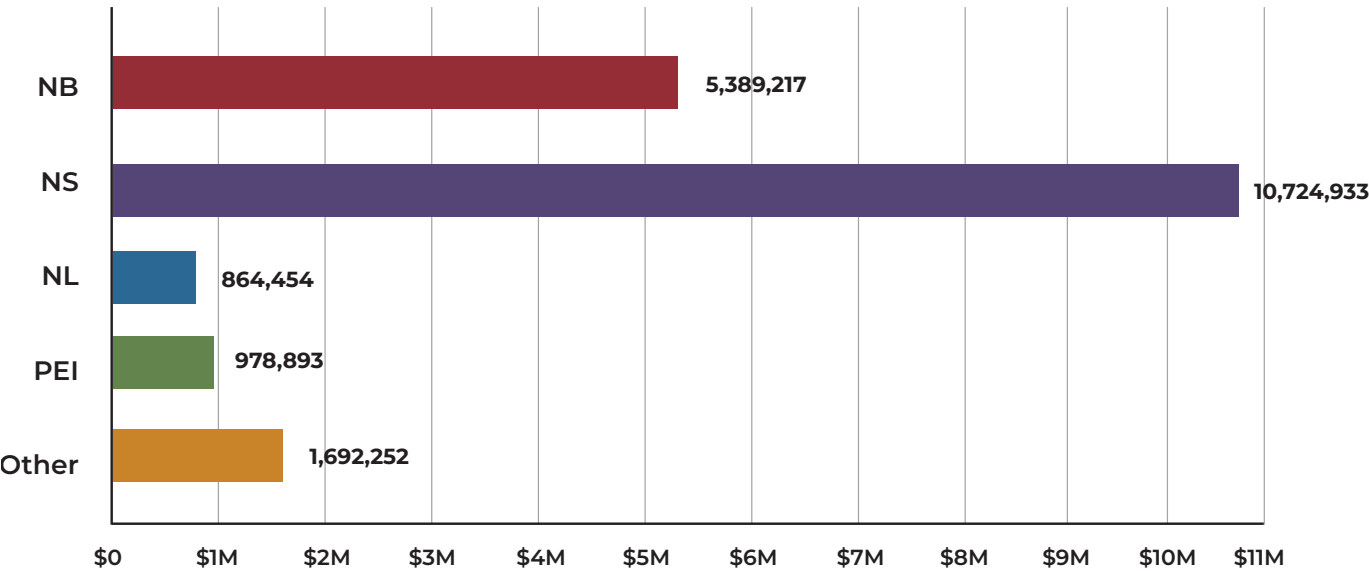
## Operating Expenses



# Expenditure by Province



# Operating Revenue





## ATLANTIC PROVINCES SPECIAL EDUCATION AUTHORITY

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