



Service Delivery Review
Recommendations Timeline
2022-2025

Atlantic Provinces Special Education Authority

5940 South Street, Halifax, NS, B3H 1S6

www.APSEA.ca

October 2022

 IMPLEMENTED

 UNDERWAY

 NOT STARTED

IMMEDIATE IMPLEMENTATION – AUGUST 2022 – FEBRUARY 2023 (1-6 MONTHS)

- 4.** APSEA work with the Executive Committee to seek an arrangement to have at least one school/educational psychologist in each district/region assigned as a lead person for psycho-educational assessments for students who are DHH and another for students who are BVI.

- 5.** APSEA adopt a collaborative model for the administration of psycho-educational assessments with a team comprising the school based/district/regional school/educational psychologist, APSEA itinerant teachers and other program support staff, a speech language pathologist, and other professionals as required.

- 7.** The outcomes for expanded core curriculum (ECC) that are not delivered by the APSEA itinerant teachers be examined to determine those that are best achieved through in-person learning and those that can effectively be delivered virtually.

- 8.** The current STP and VLS programs be reviewed with a view to having a high-quality program that supports student learning in all ECC outcomes. Elements of the review can include but not be limited to: coherence with the outcomes, duration, intensity, age- and grade-appropriateness, placement, and delivery mode.

- 9.** Once a review of ECC and the current programs (e.g., STPs, VLS) has been completed, establish a new program/model that provides diverse and multiple opportunities for students to experience both in-person and virtual programming relevant to their needs.

- 10.** APSEA provide in-person program offerings (APSEA Centre, regionally, summer camps, post-graduate transition extended program) to ensure students who are DHH and BVI can connect and socialize with other students with similar experiences.

✓ IMPLEMENTED

⚙️ UNDERWAY

🕒 NOT STARTED

SHORT-TERM IMPLEMENTATION – MARCH 2023 – JULY 2023 (7-12 MONTHS)

- 1. APSEA articulate targets for reduced travel time for APSEA itinerant teachers (e.g., 10 per cent reduction per year over a five-year period).
- 2. APSEA itinerant teachers each develop a plan that incorporates face-to-face and virtual sessions so that travel time is reduced by their pre-determined target.
- 11. In extenuating circumstances when travel and community isolation prevent a student's participation in an in-person program, APSEA avail of the technology, to the extent possible, to allow the student to engage virtually.
- 12. APSEA itinerant teachers and other program support staff, as appropriate, collaborate with school personnel and meet with graduating students and their families to evaluate the readiness of the student to move into a workplace or postsecondary education.
 - a. If the student is ready to move forward, APSEA itinerant teachers, in collaboration with school personnel, set up a meeting between the receiving workplace or postsecondary institution to facilitate the transition.
 - b. If the student is not ready to make the transition, APSEA itinerant teachers, in collaboration with school personnel, review options and develop a transition plan.
- 13. APSEA provide flexible scheduling options for programs for pre-school children and their families.
- 14. In future hirings, APSEA continue to strive for cultural and linguistic diversity among APSEA staff.
- 18. APSEA monitor the outcomes of the common service delivery plan project started in a number of locations with a view to adoption of best practices.
- 19. APSEA senior management provide all APSEA staff with information about provincial inclusive education policies and practices and use staff meeting time to help ensure understanding with respect to how to align APSEA's service delivery model with provincial inclusive education policies and practices.

 IMPLEMENTED

 UNDERWAY

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LONG-TERM IMPLEMENTATION – AUGUST 2023 – JULY 2025 (1-3 YEARS)

- 3.** APSEA develop an overall professional learning plan that includes annual/biannual opportunities for APSEA staff and district/regional/school colleagues to assemble, complemented by virtual learning opportunities.

- 6.** APSEA conduct a needs assessment to determine if there are other areas of student services (special education) that can be addressed effectively, using a model similar to its AIE partnership.

- 15.** APSEA carry out a review of its library holdings with the goal of making its collection more diverse.

- 16.** APSEA work collaboratively with community-based organizations, first language ASL signers, and francophone school districts to provide improved services.

- 17.** Provincial representatives (department and district/regional) together with APSEA senior staff (i.e., superintendent, directors, supervisors) establish a process for the development, implementation, and monitoring of school-level program planning for students who receive support from APSEA that includes:
 - a. the inclusion of APSEA staff at program planning meetings for students;
 - b. professional learning to clarify understanding of both the APSEA structure and the provincial inclusive education policies and tiered models; and
 - c. a communication strategy for parents and community partners.