

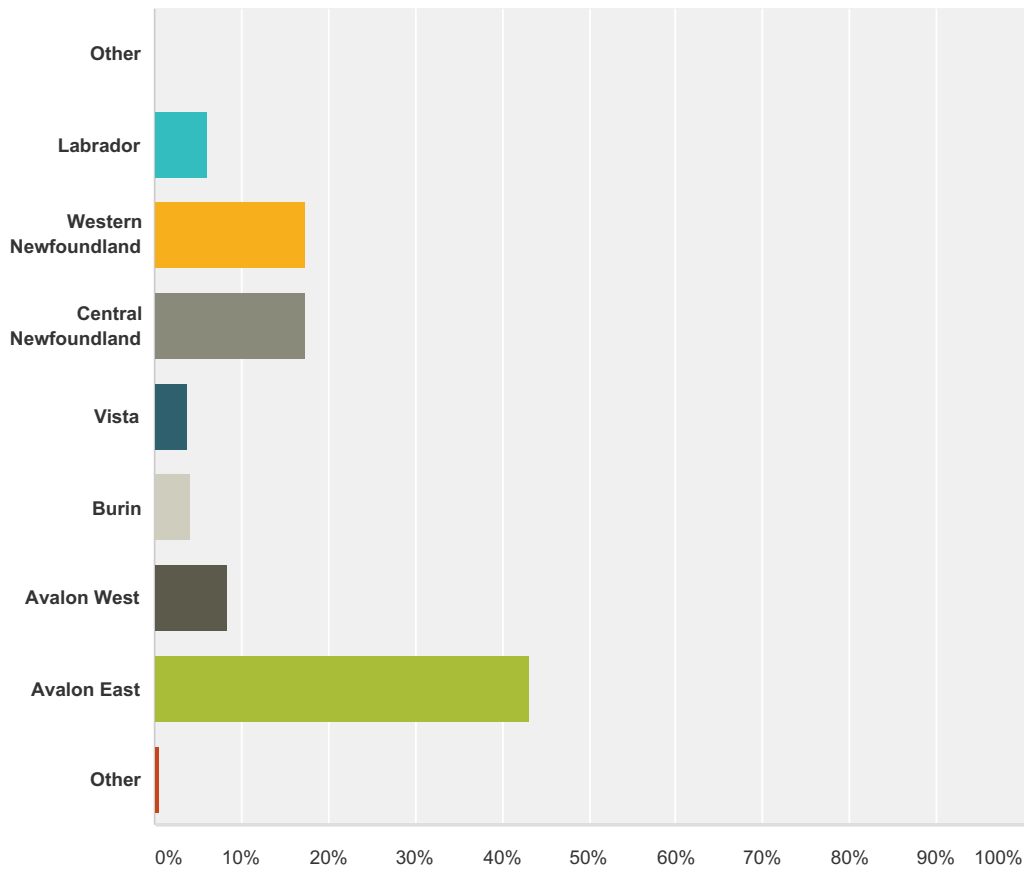


Inclusive Education Initiative Survey

January 2016

Q1 Please indicate in which of the following regions you are currently working.

Answered: 1,910 Skipped: 0



Answer Choices	Responses
Other	0.00% 0
Labrador	6.13% 117
Western Newfoundland	17.33% 331
Central Newfoundland	17.33% 331
Vista	3.82% 73
Burin	4.24% 81
Avalon West	8.43% 161
Avalon East	43.25% 826
Other	0.58% 11
Total Respondents: 1,910	

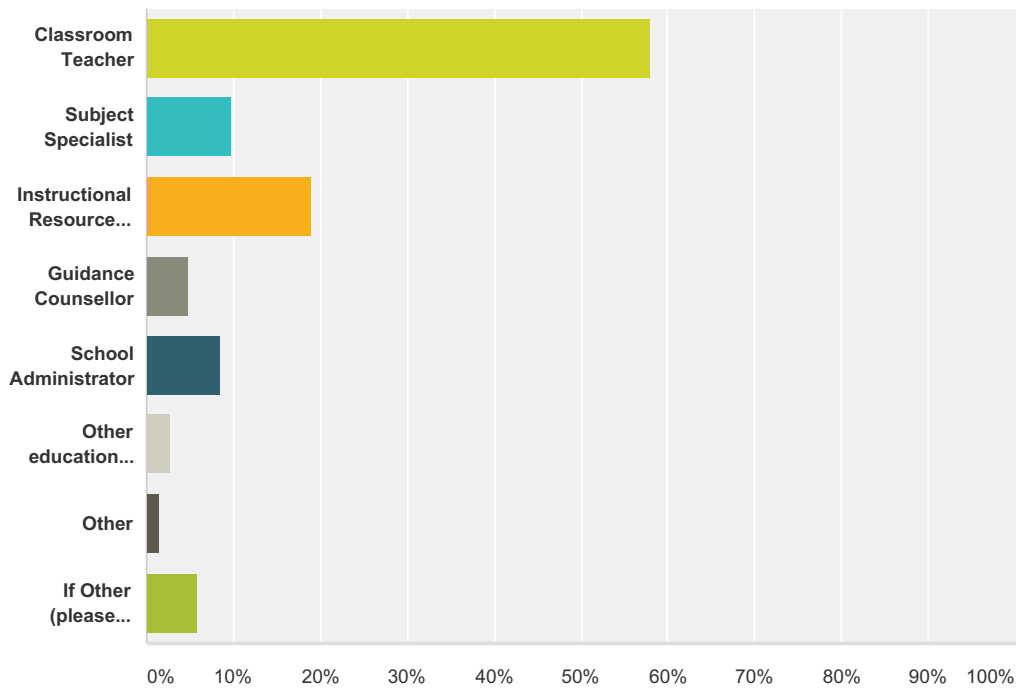
#	If Other (please specify)	Date
1	H	1/20/2016 11:32 PM

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2	Seconded to department of Education	1/20/2016 10:55 AM
3	provincial	1/18/2016 3:11 PM
4	GNP	1/18/2016 2:55 PM
5	Metro	1/18/2016 12:45 PM
6	Dept of Ed	1/18/2016 10:41 AM
7	Private Churchill Falls, Labrador	1/18/2016 10:04 AM
8	Conne River	1/18/2016 10:00 AM
9	EECD	1/18/2016 9:52 AM
10	CSFP	1/8/2016 11:55 AM
11	Northern Peninsula & Southern Labrador	1/7/2016 9:08 AM
12	Northern Peninsula	1/6/2016 3:59 PM
13	Pan Provincial - CDLI	1/6/2016 2:56 PM

Q2 Which of the following constitutes the majority of your responsibilities?

Answered: 1,910 Skipped: 0



Answer Choices	Responses
Classroom Teacher	58.01% 1,108
Subject Specialist	9.84% 188
Instructional Resource Teacher	19.01% 363
Guidance Counsellor	4.71% 90
School Administrator	8.48% 162
Other education professional (K-12)	2.72% 52
Other	1.52% 29
If Other (please specify)	5.81% 111
Total Respondents: 1,910	

#	If Other (please specify)	Date
1	Itinerant	1/20/2016 11:30 AM
2	substitute teacher	1/20/2016 9:22 AM
3	Substitute	1/20/2016 8:55 AM
4	Support teacher for SLP	1/19/2016 9:55 PM
5	.5 IRT and .5 Admin	1/19/2016 12:59 PM
6	substitute teacher	1/19/2016 10:51 AM

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7	1/2 music, 1/2 classroom teacher	1/19/2016 9:08 AM
8	Ed psych	1/19/2016 9:03 AM
9	Pervasive Needs	1/19/2016 8:26 AM
10	LNS 50%	1/18/2016 8:17 PM
11	Educational Psychologist	1/18/2016 7:57 PM
12	Substitute teacher	1/18/2016 7:01 PM
13	Pervasive Needs	1/18/2016 6:41 PM
14	sub	1/18/2016 5:20 PM
15	Substitute	1/18/2016 3:20 PM
16	GYM	1/18/2016 2:55 PM
17	substitute, French	1/18/2016 2:35 PM
18	Pervasive Needs teacher	1/18/2016 2:24 PM
19	50% teacher 50% administration	1/18/2016 2:07 PM
20	Pervasive Needs Teacher -Self-Contained classroom	1/18/2016 1:45 PM
21	Substitute	1/18/2016 1:11 PM
22	librarian	1/18/2016 12:48 PM
23	Speech-Language Pathologist	1/18/2016 12:46 PM
24	substitute teacher	1/18/2016 12:28 PM
25	speech language pathologist	1/18/2016 12:09 PM
26	Network Admin	1/18/2016 11:52 AM
27	School Psychologist	1/18/2016 11:08 AM
28	classroom teacher and music/art teacher grades K to 9	1/18/2016 10:42 AM
29	E-teacher	1/18/2016 10:41 AM
30	Educational Psychologist	1/18/2016 10:32 AM
31	Speech-Language Pathologist	1/18/2016 10:24 AM
32	Substitute teaching	1/18/2016 10:15 AM
33	Itinerant	1/18/2016 10:09 AM
34	Substitute Classroom Teacher	1/18/2016 10:04 AM
35	Consultant	1/18/2016 9:52 AM
36	Substitute teacher	1/18/2016 9:50 AM
37	Substitute	1/15/2016 9:07 AM
38	Substitute Teacher k-12	1/14/2016 1:58 PM
39	with teaching duties	1/13/2016 9:55 PM
40	IRT	1/13/2016 9:21 AM
41	substitute teacher	1/13/2016 8:03 AM
42	LRT	1/12/2016 11:11 AM
43	substitute teacher	1/12/2016 10:24 AM
44	Technology, librarian and classroom teacher	1/11/2016 10:19 PM
45	Teaching Principal	1/11/2016 3:19 PM
46	Speech-Language Pathologist	1/11/2016 11:22 AM
47	Teacher Librarian	1/10/2016 8:49 PM

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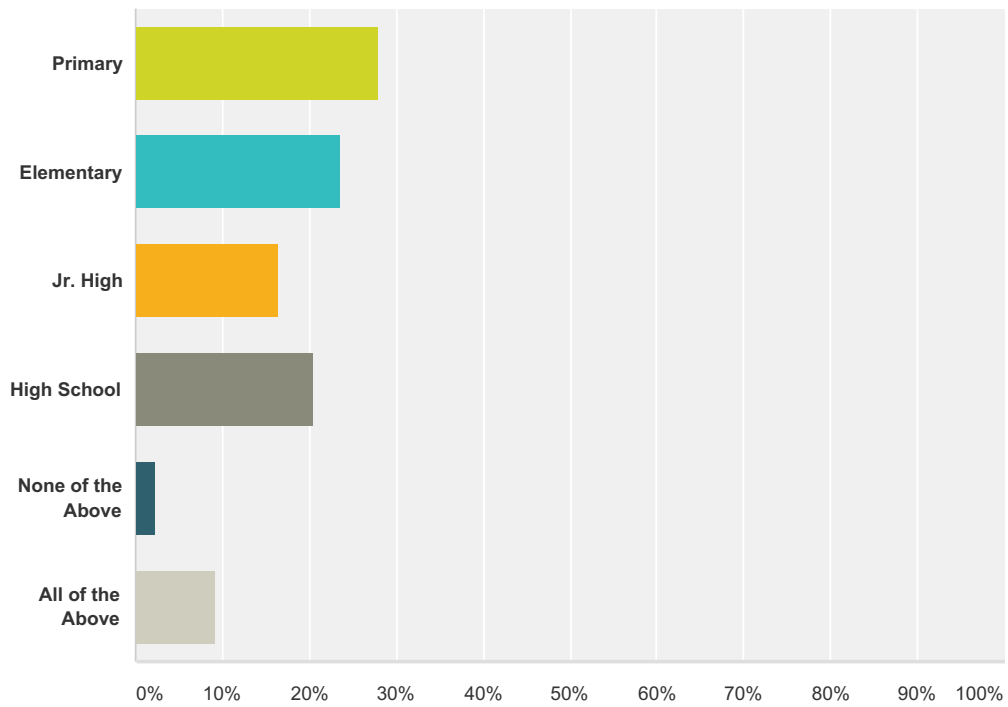
48	substitute	1/10/2016 11:00 AM
49	LEARN	1/9/2016 11:40 PM
50	Substitute teacher	1/9/2016 7:39 PM
51	Lrt	1/9/2016 1:35 PM
52	Teacher-Librarian	1/8/2016 2:05 PM
53	S-LP	1/8/2016 1:37 PM
54	Hearing itinerant	1/8/2016 10:47 AM
55	literacy itinerant	1/8/2016 7:52 AM
56	librarian	1/7/2016 7:27 PM
57	Substitute	1/7/2016 4:23 PM
58	Teaching Principal	1/7/2016 4:18 PM
59	Substitute for guidance and irt	1/7/2016 3:59 PM
60	Curriculum Support Teacher	1/7/2016 3:31 PM
61	Administrator	1/7/2016 2:04 PM
62	0.5 classroom, 0.5 LRC	1/7/2016 1:20 PM
63	LRT	1/7/2016 12:31 PM
64	Substitute teacher	1/7/2016 11:18 AM
65	Speech-Language Pathologist	1/7/2016 10:59 AM
66	Instructional resource teacher	1/7/2016 10:53 AM
67	teacher-librarian	1/7/2016 10:40 AM
68	Pervasive Needs	1/7/2016 10:36 AM
69	NLTA	1/7/2016 10:10 AM
70	Itinerant	1/7/2016 9:54 AM
71	Special education teacher (pervasive needs)	1/7/2016 9:19 AM
72	Substitute teacher	1/7/2016 9:16 AM
73	pass	1/7/2016 9:04 AM
74	LITE, Teacher Librarian	1/7/2016 9:04 AM
75	Pervasive Needs Teacher; Functional Curriculum	1/7/2016 9:01 AM
76	Substitute and Replacement Teacher	1/7/2016 8:55 AM
77	Speech Language	1/7/2016 8:54 AM
78	substitute	1/7/2016 8:48 AM
79	I teach full time and I'm a sole charge Administrator.	1/7/2016 8:46 AM
80	teacher librarian	1/7/2016 8:40 AM
81	SLP	1/7/2016 8:30 AM
82	Pervasive Needs teacher	1/7/2016 8:26 AM
83	challenging needs	1/7/2016 8:06 AM
84	Substitute	1/7/2016 2:35 AM
85	Substitute teacher k-6	1/6/2016 10:24 PM
86	Itinerant speech language pathologist	1/6/2016 10:05 PM
87	Substitute Teacher	1/6/2016 9:28 PM
88	Substitute	1/6/2016 8:39 PM

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89	Teacher-librarian	1/6/2016 8:16 PM
90	Curriculum support teacher	1/6/2016 8:01 PM
91	Program Specialist	1/6/2016 8:01 PM
92	Substitute	1/6/2016 7:53 PM
93	Substitute (K-12, IRT)	1/6/2016 7:34 PM
94	substitute	1/6/2016 7:26 PM
95	Substitute teacher	1/6/2016 7:12 PM
96	Program Specialist	1/6/2016 6:54 PM
97	substitute	1/6/2016 6:43 PM
98	LNS	1/6/2016 6:34 PM
99	Speech language pathologist	1/6/2016 6:14 PM
100	100 % Pervasive Needs	1/6/2016 5:35 PM
101	ESL	1/6/2016 5:27 PM
102	Inclusive education itinerant	1/6/2016 4:51 PM
103	Speech Language Pathologist	1/6/2016 4:16 PM
104	half admin and half classroom	1/6/2016 3:47 PM
105	Substitute	1/6/2016 3:41 PM
106	Substitute teacher	1/6/2016 3:33 PM
107	program specialist	1/6/2016 3:33 PM
108	Assessment	1/6/2016 3:22 PM
109	I	1/6/2016 3:17 PM
110	substitute	1/6/2016 3:04 PM
111	Pervasive Needs Teacher	1/6/2016 3:02 PM

Q3 What school level constitutes the majority of your responsibilities?

Answered: 1,910 Skipped: 0



Answer Choices	Responses	
Primary	28.06%	536
Elementary	23.56%	450
Jr. High	16.60%	317
High School	20.47%	391
None of the Above	2.20%	42
All of the Above	9.11%	174
Total		1,910

#	None of the Above (please specify)	Date
1	K-6 Multi-grade	1/20/2016 6:40 PM
2	Jr and Sr High	1/19/2016 3:40 PM
3	K-8	1/19/2016 12:59 PM
4	Primary and Elementary	1/19/2016 12:36 PM
5	primary and Elementary	1/19/2016 8:44 AM
6	Elementary and Junior High	1/18/2016 7:14 PM
7	K-5	1/18/2016 6:52 PM
8	Jr and sr...	1/18/2016 5:53 PM

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9	K-6	1/18/2016 3:29 PM
10	and junior high	1/18/2016 2:12 PM
11	K-6	1/18/2016 2:08 PM
12	Both Jr. High and High School	1/18/2016 1:38 PM
13	K-6 school administrator	1/18/2016 1:26 PM
14	k-6	1/18/2016 12:48 PM
15	Both Primary and Elementary	1/18/2016 12:46 PM
16	All except Primary	1/18/2016 12:45 PM
17	Primary, Elementary, Junior High	1/18/2016 11:22 AM
18	and primary	1/18/2016 11:18 AM
19	Primary and Elementary	1/18/2016 11:09 AM
20	K - 6	1/18/2016 11:05 AM
21	Primary and elementary	1/18/2016 11:02 AM
22	K-6	1/18/2016 10:56 AM
23	Substitute Jr/Sr	1/18/2016 10:37 AM
24	K-6	1/18/2016 10:33 AM
25	K-9	1/18/2016 10:25 AM
26	also some primary	1/18/2016 10:04 AM
27	EECD	1/18/2016 9:52 AM
28	K-6	1/14/2016 10:36 AM
29	Primary and Elementary	1/13/2016 9:55 PM
30	Jr and Sr High	1/12/2016 10:26 AM
31	Junior high and high school equally	1/11/2016 6:51 PM
32	Grades 7-12	1/11/2016 9:57 AM
33	and primary	1/11/2016 9:45 AM
34	7-12	1/10/2016 7:28 PM
35	grades k-9	1/10/2016 7:14 PM
36	K-6	1/10/2016 6:46 PM
37	Primary/Elementary	1/10/2016 6:37 PM
38	except High School	1/10/2016 11:00 AM
39	And elementart	1/9/2016 1:35 PM
40	pervasive needs	1/9/2016 9:58 AM
41	both junior and senior high	1/8/2016 6:20 PM
42	Both junior and senior high	1/8/2016 4:30 PM
43	Primary & Elementary	1/8/2016 2:37 PM
44	Primary and Elementary	1/8/2016 2:05 PM
45	Primary and Elementary	1/8/2016 11:24 AM
46	K-6	1/8/2016 10:58 AM
47	it is about half for elementary as well	1/8/2016 9:57 AM
48	Primary and Elementary, Pervasive Needs	1/8/2016 9:31 AM
49	Junior and Senior High	1/8/2016 9:30 AM

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50	Junior and senior high	1/7/2016 9:35 PM
51	elementary and jr high	1/7/2016 8:17 PM
52	jr. high as well	1/7/2016 7:46 PM
53	Primary and Elementary	1/7/2016 3:00 PM
54	and Primary	1/7/2016 2:46 PM
55	7-12	1/7/2016 1:44 PM
56	K-8	1/7/2016 1:41 PM
57	K-8	1/7/2016 12:38 PM
58	K- 6 school	1/7/2016 10:50 AM
59	Pervasive Needs	1/7/2016 9:24 AM
60	I teach the alternate core curriculum and functional curriculum to junior high and high school students up to the age of 21	1/7/2016 9:19 AM
61	and elementary	1/7/2016 9:16 AM
62	K-9	1/7/2016 9:13 AM
63	Elementary and Junior High	1/7/2016 8:56 AM
64	grades 4-7	1/7/2016 8:55 AM
65	Primary and Elementary	1/7/2016 8:35 AM
66	Im half in jr and half in sr	1/7/2016 8:30 AM
67	Jr & Sr high	1/7/2016 8:26 AM
68	Primary, Elementary and Jr. High	1/7/2016 7:44 AM
69	7-12	1/6/2016 9:12 PM
70	Primary and elementary	1/6/2016 8:16 PM
71	primary and elementary	1/6/2016 7:41 PM
72	K-6	1/6/2016 6:55 PM
73	Junior and Senior High	1/6/2016 6:34 PM
74	K to 8 PE	1/6/2016 6:30 PM
75	Elementary, Junior and High School	1/6/2016 6:21 PM
76	I teach Grade 1 (4 subjects), grade 6/7 (7 subjects)	1/6/2016 5:13 PM
77	All except High School	1/6/2016 4:55 PM
78	JH/HS	1/6/2016 4:21 PM
79	Currently working in a Gr. 7-12 school	1/6/2016 4:04 PM
80	Jr. and High School	1/6/2016 3:59 PM
81	Primary/Elementary/Junior High	1/6/2016 3:58 PM
82	primary and elementary	1/6/2016 3:25 PM
83	Primary and elementary	1/6/2016 3:01 PM
84	K-6	1/6/2016 2:42 PM

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Q4 Please indicate current average class size. Use non applicable if class size does not apply to your circumstances.

Answered: 1,910 Skipped: 0

#	Responses	Date
1	15	1/21/2016 7:29 AM
2	20	1/21/2016 7:24 AM
3	28	1/20/2016 11:32 PM
4	8-18	1/20/2016 10:56 PM
5	20	1/20/2016 10:46 PM
6	20	1/20/2016 10:30 PM
7	26	1/20/2016 9:32 PM
8	22	1/20/2016 9:32 PM
9	NA	1/20/2016 8:58 PM
10	17	1/20/2016 8:39 PM
11	2 groups --- 11 per group	1/20/2016 8:14 PM
12	15	1/20/2016 7:58 PM
13	23	1/20/2016 7:37 PM
14	mutli-grading! approximately 18	1/20/2016 7:37 PM
15	26	1/20/2016 7:27 PM
16	7 students	1/20/2016 6:40 PM
17	NA	1/20/2016 6:35 PM
18	23	1/20/2016 6:22 PM
19	16	1/20/2016 5:59 PM
20	19	1/20/2016 5:39 PM
21	23	1/20/2016 5:13 PM
22	15	1/20/2016 4:51 PM
23	4-6	1/20/2016 4:28 PM
24	21	1/20/2016 3:52 PM
25	non applicable	1/20/2016 3:34 PM
26	28	1/20/2016 3:18 PM
27	25	1/20/2016 3:13 PM
28	20	1/20/2016 3:12 PM
29	30	1/20/2016 3:05 PM
30	26-27	1/20/2016 2:53 PM
31	14	1/20/2016 2:49 PM
32	28	1/20/2016 2:36 PM
33	27	1/20/2016 2:28 PM

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34	25	1/20/2016 2:27 PM
35	15-20	1/20/2016 2:25 PM
36	22	1/20/2016 2:10 PM
37	12	1/20/2016 1:58 PM
38	non applicable	1/20/2016 1:53 PM
39	17	1/20/2016 1:32 PM
40	18	1/20/2016 1:22 PM
41	N/A	1/20/2016 12:50 PM
42	31	1/20/2016 12:24 PM
43	23	1/20/2016 12:06 PM
44	23	1/20/2016 11:52 AM
45	N/A	1/20/2016 11:44 AM
46	non applicable	1/20/2016 11:41 AM
47	25-30	1/20/2016 11:39 AM
48	N/A	1/20/2016 11:30 AM
49	15	1/20/2016 11:30 AM
50	na	1/20/2016 11:27 AM
51	12	1/20/2016 11:27 AM
52	24	1/20/2016 11:08 AM
53	17	1/20/2016 11:08 AM
54	20	1/20/2016 10:55 AM
55	NA	1/20/2016 10:48 AM
56	30	1/20/2016 10:17 AM
57	25	1/20/2016 9:54 AM
58	na	1/20/2016 9:54 AM
59	non applicable	1/20/2016 9:44 AM
60	27	1/20/2016 9:42 AM
61	12	1/20/2016 9:31 AM
62	20 plus	1/20/2016 9:29 AM
63	19	1/20/2016 9:28 AM
64	23	1/20/2016 9:24 AM
65	35	1/20/2016 9:22 AM
66	12	1/20/2016 9:10 AM
67	15 students	1/20/2016 8:59 AM
68	20	1/20/2016 8:55 AM
69	Small group for alternate courses: one group is 5 students, one group is 8 students.	1/20/2016 8:54 AM
70	25	1/20/2016 8:51 AM
71	22-25	1/20/2016 8:37 AM
72	N/A	1/20/2016 8:36 AM
73	15	1/19/2016 11:04 PM
74	17 students	1/19/2016 10:53 PM

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75	23	1/19/2016 10:13 PM
76	N/a	1/19/2016 10:01 PM
77	N/A	1/19/2016 9:55 PM
78	30	1/19/2016 9:50 PM
79	20	1/19/2016 9:17 PM
80	Non applicable	1/19/2016 9:11 PM
81	24	1/19/2016 8:59 PM
82	20 students	1/19/2016 8:24 PM
83	13	1/19/2016 8:11 PM
84	20	1/19/2016 7:48 PM
85	25	1/19/2016 7:46 PM
86	non applicable	1/19/2016 7:45 PM
87	N/A	1/19/2016 7:43 PM
88	25	1/19/2016 7:41 PM
89	25	1/19/2016 7:32 PM
90	18	1/19/2016 7:29 PM
91	20	1/19/2016 7:29 PM
92	9 with two autistic students	1/19/2016 7:21 PM
93	27 students	1/19/2016 7:02 PM
94	14	1/19/2016 6:51 PM
95	20	1/19/2016 6:43 PM
96	N/A	1/19/2016 6:22 PM
97	20	1/19/2016 5:50 PM
98	25-30	1/19/2016 5:24 PM
99	19	1/19/2016 5:22 PM
100	21	1/19/2016 5:09 PM
101	22	1/19/2016 4:54 PM
102	25	1/19/2016 4:41 PM
103	24	1/19/2016 4:34 PM
104	N/A	1/19/2016 3:40 PM
105	N/A	1/19/2016 3:36 PM
106	NA	1/19/2016 3:30 PM
107	10	1/19/2016 3:13 PM
108	24	1/19/2016 3:13 PM
109	20	1/19/2016 3:10 PM
110	NA	1/19/2016 2:59 PM
111	N/A	1/19/2016 2:37 PM
112	30	1/19/2016 2:15 PM
113	30 students	1/19/2016 2:12 PM
114	20	1/19/2016 1:45 PM
115	23	1/19/2016 1:44 PM

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116	NA	1/19/2016 1:43 PM
117	21	1/19/2016 1:42 PM
118	Non applicable	1/19/2016 1:41 PM
119	3	1/19/2016 1:33 PM
120	N/A	1/19/2016 12:59 PM
121	At least 30 kids per class.	1/19/2016 12:43 PM
122	24	1/19/2016 12:42 PM
123	21-27	1/19/2016 12:36 PM
124	22	1/19/2016 12:26 PM
125	15	1/19/2016 12:06 PM
126	22-27	1/19/2016 12:04 PM
127	26	1/19/2016 11:54 AM
128	29	1/19/2016 11:53 AM
129	na	1/19/2016 11:39 AM
130	20	1/19/2016 11:35 AM
131	14	1/19/2016 11:29 AM
132	Na	1/19/2016 11:28 AM
133	23	1/19/2016 11:17 AM
134	20	1/19/2016 11:11 AM
135	18-19	1/19/2016 11:01 AM
136	NA	1/19/2016 10:51 AM
137	23	1/19/2016 10:51 AM
138	30	1/19/2016 10:43 AM
139	18-28 students and counting.	1/19/2016 10:16 AM
140	24	1/19/2016 10:10 AM
141	18	1/19/2016 10:08 AM
142	13	1/19/2016 10:06 AM
143	26	1/19/2016 9:54 AM
144	20	1/19/2016 9:42 AM
145	NA	1/19/2016 9:37 AM
146	over 20 - not more than 25	1/19/2016 9:18 AM
147	N/A	1/19/2016 9:14 AM
148	15	1/19/2016 9:10 AM
149	non applicable	1/19/2016 9:09 AM
150	non-applicable	1/19/2016 9:08 AM
151	15	1/19/2016 9:08 AM
152	12	1/19/2016 9:07 AM
153	NA	1/19/2016 9:03 AM
154	25-30 students	1/19/2016 8:54 AM
155	1	1/19/2016 8:48 AM
156	25 - 30	1/19/2016 8:45 AM

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157	18	1/19/2016 8:44 AM
158	8 students	1/19/2016 8:40 AM
159	8	1/19/2016 8:38 AM
160	Five pervasive needs students	1/19/2016 8:26 AM
161	18	1/19/2016 8:23 AM
162	15-20	1/19/2016 8:23 AM
163	about 26	1/19/2016 8:21 AM
164	NA	1/19/2016 8:05 AM
165	25	1/19/2016 7:57 AM
166	Kindergarten - two groups of 12 students. Had 23 in one class until October when the board gave us the okay to split them.	1/19/2016 7:35 AM
167	25	1/19/2016 7:21 AM
168	16	1/19/2016 7:20 AM
169	24 students	1/19/2016 7:16 AM
170	25 Grade 3 students	1/19/2016 7:12 AM
171	We have 3 Grade One English classes. Two classes have 25 students. My class this year has 26 students with one teacher and no student Asst.	1/19/2016 7:06 AM
172	27	1/19/2016 4:10 AM
173	20	1/19/2016 1:32 AM
174	19	1/18/2016 11:48 PM
175	19	1/18/2016 11:32 PM
176	21	1/18/2016 11:06 PM
177	22	1/18/2016 10:52 PM
178	Non-applicable	1/18/2016 10:44 PM
179	23	1/18/2016 10:34 PM
180	23	1/18/2016 10:32 PM
181	N/A	1/18/2016 10:26 PM
182	17	1/18/2016 10:25 PM
183	20	1/18/2016 10:00 PM
184	31	1/18/2016 9:56 PM
185	22	1/18/2016 9:53 PM
186	24	1/18/2016 9:51 PM
187	15	1/18/2016 9:48 PM
188	N/A	1/18/2016 9:46 PM
189	18 students	1/18/2016 9:37 PM
190	25	1/18/2016 9:35 PM
191	22	1/18/2016 9:30 PM
192	22	1/18/2016 9:27 PM
193	23	1/18/2016 9:26 PM
194	25	1/18/2016 9:24 PM
195	21	1/18/2016 9:17 PM

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196	24	1/18/2016 9:17 PM
197	22	1/18/2016 9:11 PM
198	25	1/18/2016 9:10 PM
199	NA	1/18/2016 9:09 PM
200	25 students	1/18/2016 9:07 PM
201	29	1/18/2016 8:59 PM
202	24	1/18/2016 8:53 PM
203	23	1/18/2016 8:52 PM
204	22	1/18/2016 8:49 PM
205	21	1/18/2016 8:43 PM
206	29	1/18/2016 8:38 PM
207	25	1/18/2016 8:31 PM
208	25	1/18/2016 8:29 PM
209	22	1/18/2016 8:26 PM
210	23	1/18/2016 8:24 PM
211	non applicable	1/18/2016 8:22 PM
212	home room 15	1/18/2016 8:17 PM
213	27	1/18/2016 8:17 PM
214	18	1/18/2016 8:12 PM
215	30 pkus	1/18/2016 8:12 PM
216	18	1/18/2016 8:09 PM
217	15	1/18/2016 8:01 PM
218	25	1/18/2016 8:01 PM
219	non applicable	1/18/2016 7:57 PM
220	20	1/18/2016 7:57 PM
221	30	1/18/2016 7:51 PM
222	20 students	1/18/2016 7:50 PM
223	non applicable	1/18/2016 7:50 PM
224	34 in two groups of 16 and 18	1/18/2016 7:46 PM
225	13 students	1/18/2016 7:44 PM
226	23	1/18/2016 7:42 PM
227	25	1/18/2016 7:40 PM
228	26	1/18/2016 7:35 PM
229	27	1/18/2016 7:24 PM
230	20	1/18/2016 7:22 PM
231	24	1/18/2016 7:20 PM
232	27	1/18/2016 7:14 PM
233	30	1/18/2016 7:09 PM
234	29	1/18/2016 7:07 PM
235	20	1/18/2016 7:03 PM
236	N/A	1/18/2016 7:01 PM

Inclusive Education Initiative Survey

237	21	1/18/2016 6:58 PM
238	20	1/18/2016 6:52 PM
239	15	1/18/2016 6:47 PM
240	27	1/18/2016 6:44 PM
241	17	1/18/2016 6:44 PM
242	24	1/18/2016 6:41 PM
243	21	1/18/2016 6:41 PM
244	Non applicable	1/18/2016 6:41 PM
245	20	1/18/2016 6:41 PM
246	15	1/18/2016 6:40 PM
247	Na	1/18/2016 6:31 PM
248	14	1/18/2016 6:30 PM
249	NA	1/18/2016 6:28 PM
250	21	1/18/2016 6:28 PM
251	I had a class of 23 students, 5 students with very high needs. Two children had autism, 2 had a very severe delay...with one student assistant for less than half the day. What do you think the students are getting during the other half of the day in that kind of situation. One child couldn't use the bathroom by himself and didn't have a full time assistant. The two students with cognitive delay couldn't get the routine of writing their name on their work and they had to cover grade 2 curriculum. It is painful to see kids trying to keep up when they could be strengthening other skills and concepts.	1/18/2016 6:22 PM
252	10	1/18/2016 6:22 PM
253	24	1/18/2016 6:15 PM
254	21	1/18/2016 6:11 PM
255	15	1/18/2016 6:10 PM
256	23	1/18/2016 6:09 PM
257	Na	1/18/2016 6:05 PM
258	25	1/18/2016 6:04 PM
259	30	1/18/2016 5:53 PM
260	25	1/18/2016 5:46 PM
261	18 per Kindergarten class	1/18/2016 5:44 PM
262	24	1/18/2016 5:40 PM
263	24	1/18/2016 5:37 PM
264	27	1/18/2016 5:36 PM
265	non applicable	1/18/2016 5:35 PM
266	21 students	1/18/2016 5:27 PM
267	24	1/18/2016 5:22 PM
268	3 InuktitutImmersion 1Inuktitut grade 1	1/18/2016 5:22 PM
269	30	1/18/2016 5:20 PM
270	25 this year. 27 last year.	1/18/2016 5:19 PM
271	25	1/18/2016 5:14 PM
272	20	1/18/2016 5:10 PM
273	N/a	1/18/2016 5:02 PM

Inclusive Education Initiative Survey

274	24	1/18/2016 4:56 PM
275	NA	1/18/2016 4:51 PM
276	15	1/18/2016 4:50 PM
277	22	1/18/2016 4:42 PM
278	N/A	1/18/2016 4:42 PM
279	15	1/18/2016 4:37 PM
280	24	1/18/2016 4:36 PM
281	20	1/18/2016 4:33 PM
282	12	1/18/2016 4:26 PM
283	25	1/18/2016 4:24 PM
284	17	1/18/2016 4:18 PM
285	20	1/18/2016 4:09 PM
286	25	1/18/2016 4:06 PM
287	25	1/18/2016 4:00 PM
288	25	1/18/2016 3:58 PM
289	Non applicable	1/18/2016 3:57 PM
290	23	1/18/2016 3:56 PM
291	N/A	1/18/2016 3:52 PM
292	16	1/18/2016 3:46 PM
293	25	1/18/2016 3:38 PM
294	25	1/18/2016 3:36 PM
295	15-29	1/18/2016 3:29 PM
296	Non applicable	1/18/2016 3:20 PM
297	25	1/18/2016 3:20 PM
298	25	1/18/2016 3:17 PM
299	25	1/18/2016 3:17 PM
300	na	1/18/2016 3:11 PM
301	20	1/18/2016 3:10 PM
302	na	1/18/2016 3:05 PM
303	20	1/18/2016 3:02 PM
304	25	1/18/2016 2:57 PM
305	15	1/18/2016 2:55 PM
306	10	1/18/2016 2:54 PM
307	21	1/18/2016 2:53 PM
308	20	1/18/2016 2:52 PM
309	N/A	1/18/2016 2:47 PM
310	12	1/18/2016 2:44 PM
311	12	1/18/2016 2:42 PM
312	non applicable	1/18/2016 2:35 PM
313	non applicable	1/18/2016 2:35 PM
314	non applicable	1/18/2016 2:33 PM

Inclusive Education Initiative Survey

315	25	1/18/2016 2:32 PM
316	N/A	1/18/2016 2:29 PM
317	NA	1/18/2016 2:28 PM
318	24	1/18/2016 2:27 PM
319	5	1/18/2016 2:24 PM
320	NA	1/18/2016 2:16 PM
321	23	1/18/2016 2:14 PM
322	13	1/18/2016 2:12 PM
323	10 students	1/18/2016 2:09 PM
324	24	1/18/2016 2:08 PM
325	n/a	1/18/2016 2:07 PM
326	25	1/18/2016 2:04 PM
327	25	1/18/2016 2:03 PM
328	35	1/18/2016 1:59 PM
329	20	1/18/2016 1:57 PM
330	28	1/18/2016 1:52 PM
331	non applicable	1/18/2016 1:52 PM
332	24	1/18/2016 1:51 PM
333	25	1/18/2016 1:49 PM
334	21	1/18/2016 1:47 PM
335	non applicable	1/18/2016 1:47 PM
336	Non-applicable	1/18/2016 1:46 PM
337	N/A	1/18/2016 1:45 PM
338	21	1/18/2016 1:44 PM
339	15	1/18/2016 1:40 PM
340	N/A	1/18/2016 1:38 PM
341	20	1/18/2016 1:36 PM
342	20	1/18/2016 1:36 PM
343	28-30	1/18/2016 1:34 PM
344	N/a	1/18/2016 1:32 PM
345	N/A	1/18/2016 1:32 PM
346	24	1/18/2016 1:31 PM
347	29	1/18/2016 1:29 PM
348	N/A	1/18/2016 1:28 PM
349	28	1/18/2016 1:27 PM
350	24	1/18/2016 1:26 PM
351	non applicable	1/18/2016 1:26 PM
352	27 students	1/18/2016 1:25 PM
353	27	1/18/2016 1:24 PM
354	25-30	1/18/2016 1:24 PM
355	Average class size is 13.	1/18/2016 1:21 PM

Inclusive Education Initiative Survey

356	13	1/18/2016 1:17 PM
357	14	1/18/2016 1:17 PM
358	28	1/18/2016 1:14 PM
359	25	1/18/2016 1:13 PM
360	15	1/18/2016 1:13 PM
361	25	1/18/2016 1:11 PM
362	N/A	1/18/2016 1:11 PM
363	26	1/18/2016 1:10 PM
364	NA	1/18/2016 1:07 PM
365	28	1/18/2016 1:03 PM
366	n/a	1/18/2016 1:03 PM
367	33	1/18/2016 1:01 PM
368	NA	1/18/2016 12:59 PM
369	25	1/18/2016 12:58 PM
370	20	1/18/2016 12:56 PM
371	non applicable	1/18/2016 12:54 PM
372	1	1/18/2016 12:54 PM
373	non-applicable	1/18/2016 12:48 PM
374	Non applicable	1/18/2016 12:46 PM
375	23 (Grades 4-6)	1/18/2016 12:46 PM
376	20	1/18/2016 12:45 PM
377	27 (kindergarten - 13 in one group, 14 in another)	1/18/2016 12:45 PM
378	26	1/18/2016 12:44 PM
379	24	1/18/2016 12:44 PM
380	28	1/18/2016 12:44 PM
381	25	1/18/2016 12:44 PM
382	26	1/18/2016 12:43 PM
383	6 students	1/18/2016 12:42 PM
384	18	1/18/2016 12:42 PM
385	Non applicable	1/18/2016 12:38 PM
386	n/a	1/18/2016 12:38 PM
387	30	1/18/2016 12:38 PM
388	n/a	1/18/2016 12:37 PM
389	24	1/18/2016 12:34 PM
390	20	1/18/2016 12:34 PM
391	19	1/18/2016 12:33 PM
392	6	1/18/2016 12:29 PM
393	20	1/18/2016 12:29 PM
394	20	1/18/2016 12:28 PM
395	24	1/18/2016 12:28 PM
396	N/A	1/18/2016 12:27 PM

Inclusive Education Initiative Survey

397	n/a	1/18/2016 12:22 PM
398	15	1/18/2016 12:20 PM
399	NA	1/18/2016 12:20 PM
400	19	1/18/2016 12:18 PM
401	Na	1/18/2016 12:12 PM
402	20+	1/18/2016 12:11 PM
403	not applicable	1/18/2016 12:09 PM
404	NA	1/18/2016 12:08 PM
405	19	1/18/2016 12:04 PM
406	30	1/18/2016 12:03 PM
407	28	1/18/2016 12:00 PM
408	22	1/18/2016 11:57 AM
409	25	1/18/2016 11:55 AM
410	23	1/18/2016 11:54 AM
411	22	1/18/2016 11:52 AM
412	20	1/18/2016 11:51 AM
413	15	1/18/2016 11:49 AM
414	30	1/18/2016 11:48 AM
415	20	1/18/2016 11:48 AM
416	28	1/18/2016 11:47 AM
417	22	1/18/2016 11:47 AM
418	25-29	1/18/2016 11:47 AM
419	25	1/18/2016 11:46 AM
420	20	1/18/2016 11:45 AM
421	18	1/18/2016 11:45 AM
422	n/a	1/18/2016 11:44 AM
423	15	1/18/2016 11:44 AM
424	26	1/18/2016 11:43 AM
425	15	1/18/2016 11:43 AM
426	25-27 students	1/18/2016 11:42 AM
427	17	1/18/2016 11:41 AM
428	15	1/18/2016 11:37 AM
429	16	1/18/2016 11:37 AM
430	20	1/18/2016 11:36 AM
431	25	1/18/2016 11:36 AM
432	na	1/18/2016 11:35 AM
433	26	1/18/2016 11:32 AM
434	28	1/18/2016 11:31 AM
435	10	1/18/2016 11:31 AM
436	N/A	1/18/2016 11:28 AM
437	25	1/18/2016 11:27 AM

Inclusive Education Initiative Survey

438	13 students	1/18/2016 11:26 AM
439	32	1/18/2016 11:25 AM
440	14	1/18/2016 11:24 AM
441	30	1/18/2016 11:22 AM
442	22	1/18/2016 11:22 AM
443	N/A	1/18/2016 11:22 AM
444	28	1/18/2016 11:21 AM
445	26	1/18/2016 11:20 AM
446	23	1/18/2016 11:19 AM
447	20-22	1/18/2016 11:18 AM
448	16	1/18/2016 11:18 AM
449	17 English 20 FI	1/18/2016 11:17 AM
450	25	1/18/2016 11:16 AM
451	25	1/18/2016 11:15 AM
452	24	1/18/2016 11:15 AM
453	n/a	1/18/2016 11:15 AM
454	NA	1/18/2016 11:14 AM
455	28	1/18/2016 11:14 AM
456	non applicable	1/18/2016 11:14 AM
457	15	1/18/2016 11:13 AM
458	25	1/18/2016 11:13 AM
459	25	1/18/2016 11:13 AM
460	18	1/18/2016 11:13 AM
461	27	1/18/2016 11:11 AM
462	19	1/18/2016 11:09 AM
463	18	1/18/2016 11:09 AM
464	25	1/18/2016 11:09 AM
465	Non applicable	1/18/2016 11:08 AM
466	23	1/18/2016 11:08 AM
467	27	1/18/2016 11:08 AM
468	from 17-32 depending on course	1/18/2016 11:08 AM
469	N/A	1/18/2016 11:08 AM
470	30	1/18/2016 11:07 AM
471	22	1/18/2016 11:06 AM
472	15	1/18/2016 11:06 AM
473	18 - 25 - Check board formula. Gov put numbers up by 1 last year but board on paper also increased primary by 1 but did not enforce it last year. Maybe teachers for full-day k will come from adjusted formula savings? Need to consult in need with schools is full-day k best investment when we are short on IRTs and Guidance units	1/18/2016 11:05 AM
474	non applicable	1/18/2016 11:05 AM
475	22	1/18/2016 11:05 AM
476	23	1/18/2016 11:05 AM

Inclusive Education Initiative Survey

477	18-25	1/18/2016 11:05 AM
478	22	1/18/2016 11:05 AM
479	12	1/18/2016 11:04 AM
480	18	1/18/2016 11:04 AM
481	20	1/18/2016 11:04 AM
482	na	1/18/2016 11:02 AM
483	na	1/18/2016 11:01 AM
484	25	1/18/2016 10:59 AM
485	24 - 25	1/18/2016 10:58 AM
486	20	1/18/2016 10:58 AM
487	25	1/18/2016 10:58 AM
488	n/a	1/18/2016 10:56 AM
489	28	1/18/2016 10:54 AM
490	20	1/18/2016 10:54 AM
491	N/A	1/18/2016 10:52 AM
492	24	1/18/2016 10:52 AM
493	25	1/18/2016 10:52 AM
494	12	1/18/2016 10:52 AM
495	23 students	1/18/2016 10:51 AM
496	Not applicable	1/18/2016 10:51 AM
497	Na	1/18/2016 10:49 AM
498	24	1/18/2016 10:49 AM
499	25	1/18/2016 10:49 AM
500	26	1/18/2016 10:48 AM
501	N/A	1/18/2016 10:48 AM
502	Grade 7 23-25 Grade 8 23-28 Grade 9 30 - 32	1/18/2016 10:47 AM
503	N/A	1/18/2016 10:47 AM
504	25	1/18/2016 10:46 AM
505	4	1/18/2016 10:45 AM
506	not applicable	1/18/2016 10:43 AM
507	21	1/18/2016 10:43 AM
508	22	1/18/2016 10:43 AM
509	22	1/18/2016 10:42 AM
510	N/A	1/18/2016 10:42 AM
511	16	1/18/2016 10:42 AM
512	20	1/18/2016 10:41 AM
513	20 in elementary 30 in high school	1/18/2016 10:41 AM
514	31	1/18/2016 10:40 AM
515	unknown	1/18/2016 10:40 AM
516	19	1/18/2016 10:40 AM
517	20 students in Kindergarten - WAY too many for this age group.	1/18/2016 10:40 AM

Inclusive Education Initiative Survey

518	25	1/18/2016 10:39 AM
519	20	1/18/2016 10:39 AM
520	20	1/18/2016 10:38 AM
521	Non applicable	1/18/2016 10:38 AM
522	25	1/18/2016 10:37 AM
523	n/a	1/18/2016 10:37 AM
524	14	1/18/2016 10:37 AM
525	24	1/18/2016 10:36 AM
526	na	1/18/2016 10:36 AM
527	20	1/18/2016 10:35 AM
528	25	1/18/2016 10:35 AM
529	25	1/18/2016 10:34 AM
530	25	1/18/2016 10:33 AM
531	18	1/18/2016 10:33 AM
532	20	1/18/2016 10:33 AM
533	NA	1/18/2016 10:32 AM
534	11	1/18/2016 10:32 AM
535	23	1/18/2016 10:32 AM
536	29	1/18/2016 10:31 AM
537	15	1/18/2016 10:31 AM
538	25	1/18/2016 10:31 AM
539	20-24	1/18/2016 10:29 AM
540	25-30	1/18/2016 10:28 AM
541	12	1/18/2016 10:27 AM
542	14	1/18/2016 10:27 AM
543	24	1/18/2016 10:26 AM
544	32	1/18/2016 10:26 AM
545	12	1/18/2016 10:25 AM
546	22	1/18/2016 10:24 AM
547	12-15	1/18/2016 10:24 AM
548	Not applicable but have to take small groups more then individual services	1/18/2016 10:24 AM
549	16	1/18/2016 10:23 AM
550	25	1/18/2016 10:22 AM
551	30-35	1/18/2016 10:22 AM
552	20-25 students	1/18/2016 10:22 AM
553	30	1/18/2016 10:21 AM
554	26	1/18/2016 10:20 AM
555	15	1/18/2016 10:20 AM
556	23	1/18/2016 10:20 AM
557	24	1/18/2016 10:20 AM
558	28	1/18/2016 10:19 AM

Inclusive Education Initiative Survey

559	20	1/18/2016 10:18 AM
560	25	1/18/2016 10:18 AM
561	15	1/18/2016 10:17 AM
562	16	1/18/2016 10:16 AM
563	24	1/18/2016 10:16 AM
564	25	1/18/2016 10:15 AM
565	20	1/18/2016 10:15 AM
566	13 - 25	1/18/2016 10:15 AM
567	20	1/18/2016 10:15 AM
568	23-26 (regular classroom) 3-6(APP classroom)	1/18/2016 10:13 AM
569	Varies on class!	1/18/2016 10:12 AM
570	20	1/18/2016 10:12 AM
571	15	1/18/2016 10:11 AM
572	18 am 17 pm	1/18/2016 10:11 AM
573	N/A	1/18/2016 10:09 AM
574	26	1/18/2016 10:09 AM
575	30	1/18/2016 10:08 AM
576	8	1/18/2016 10:08 AM
577	15	1/18/2016 10:08 AM
578	12	1/18/2016 10:08 AM
579	22	1/18/2016 10:06 AM
580	25	1/18/2016 10:06 AM
581	4 Autistic Children and 2 cognitive delayed children	1/18/2016 10:06 AM
582	20	1/18/2016 10:05 AM
583	NA	1/18/2016 10:04 AM
584	7	1/18/2016 10:04 AM
585	11	1/18/2016 10:04 AM
586	30	1/18/2016 10:03 AM
587	25	1/18/2016 10:03 AM
588	24	1/18/2016 10:00 AM
589	24	1/18/2016 10:00 AM
590	10	1/18/2016 10:00 AM
591	NA	1/18/2016 9:58 AM
592	30	1/18/2016 9:58 AM
593	20-25	1/18/2016 9:56 AM
594	27 in total	1/18/2016 9:56 AM
595	na	1/18/2016 9:55 AM
596	Non applicable	1/18/2016 9:54 AM
597	25	1/18/2016 9:54 AM
598	23	1/18/2016 9:54 AM
599	N/A	1/18/2016 9:52 AM

Inclusive Education Initiative Survey

600	25	1/18/2016 9:52 AM
601	27	1/18/2016 9:52 AM
602	22	1/18/2016 9:51 AM
603	NA	1/18/2016 9:51 AM
604	25	1/18/2016 9:50 AM
605	20	1/18/2016 9:50 AM
606	NA	1/18/2016 9:50 AM
607	28	1/18/2016 9:49 AM
608	24	1/18/2016 9:49 AM
609	22	1/16/2016 10:13 PM
610	20	1/15/2016 7:10 PM
611	NA	1/15/2016 6:26 PM
612	22	1/15/2016 5:33 PM
613	Non applicable	1/15/2016 3:49 PM
614	Class sizes range from 15 - 27.	1/15/2016 3:15 PM
615	16 students	1/15/2016 2:48 PM
616	15	1/15/2016 2:47 PM
617	13	1/15/2016 1:49 PM
618	27	1/15/2016 1:01 PM
619	28	1/15/2016 11:26 AM
620	NA	1/15/2016 10:42 AM
621	22	1/15/2016 9:07 AM
622	26 for French Immersion. 10 for the English grade level equivalent.	1/15/2016 9:01 AM
623	na	1/15/2016 8:34 AM
624	30	1/15/2016 6:20 AM
625	6	1/14/2016 10:31 PM
626	27	1/14/2016 9:29 PM
627	25	1/14/2016 6:36 PM
628	27	1/14/2016 4:08 PM
629	2222 Students	1/14/2016 3:47 PM
630	25	1/14/2016 3:41 PM
631	16	1/14/2016 3:32 PM
632	24	1/14/2016 2:40 PM
633	25	1/14/2016 2:14 PM
634	15	1/14/2016 1:58 PM
635	27	1/14/2016 1:36 PM
636	I work with 2 grade levels, the grade 3's and 5's	1/14/2016 1:30 PM
637	22	1/14/2016 12:50 PM
638	Non applicable	1/14/2016 12:41 PM
639	Non applicable	1/14/2016 12:41 PM
640	3 classes at avg of 12 5 classes at avg of 24	1/14/2016 12:25 PM

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641	17	1/14/2016 12:04 PM
642	16 (LFI)	1/14/2016 10:50 AM
643	na	1/14/2016 10:36 AM
644	28	1/14/2016 10:17 AM
645	11 - 1/2 day Kindergarten	1/14/2016 9:59 AM
646	na	1/14/2016 9:58 AM
647	class sizes range from 30-36 students per class	1/14/2016 9:51 AM
648	22	1/14/2016 9:01 AM
649	non applicable	1/14/2016 9:00 AM
650	15 (two classes I teach)	1/14/2016 8:58 AM
651	14	1/14/2016 8:27 AM
652	25	1/13/2016 9:55 PM
653	21	1/13/2016 9:47 PM
654	23	1/13/2016 8:53 PM
655	12	1/13/2016 8:04 PM
656	non applicable	1/13/2016 8:01 PM
657	13	1/13/2016 7:52 PM
658	26	1/13/2016 6:26 PM
659	25	1/13/2016 3:38 PM
660	33	1/13/2016 1:31 PM
661	25-30	1/13/2016 12:52 PM
662	NA	1/13/2016 12:51 PM
663	N/A	1/13/2016 11:45 AM
664	22	1/13/2016 11:33 AM
665	25	1/13/2016 11:21 AM
666	26	1/13/2016 10:48 AM
667	35	1/13/2016 9:48 AM
668	non applicable	1/13/2016 9:43 AM
669	23	1/13/2016 9:21 AM
670	25	1/13/2016 9:03 AM
671	25	1/13/2016 8:59 AM
672	12	1/13/2016 8:56 AM
673	14	1/13/2016 8:53 AM
674	23	1/13/2016 8:29 AM
675	29	1/13/2016 8:03 AM
676	25	1/13/2016 7:55 AM
677	20	1/12/2016 9:55 PM
678	20-22	1/12/2016 9:51 PM
679	27	1/12/2016 8:32 PM
680	24	1/12/2016 8:29 PM
681	19	1/12/2016 7:47 PM

Inclusive Education Initiative Survey

682	22	1/12/2016 6:01 PM
683	23	1/12/2016 5:41 PM
684	23 students	1/12/2016 5:40 PM
685	22	1/12/2016 5:38 PM
686	22	1/12/2016 5:35 PM
687	20 kids	1/12/2016 5:23 PM
688	non applicable	1/12/2016 5:20 PM
689	22	1/12/2016 4:26 PM
690	N/A	1/12/2016 3:38 PM
691	NA	1/12/2016 3:10 PM
692	non applicable? for the school it would be between 17 and 27 I believe	1/12/2016 2:28 PM
693	20	1/12/2016 2:06 PM
694	15	1/12/2016 1:47 PM
695	20	1/12/2016 1:24 PM
696	25	1/12/2016 1:17 PM
697	2	1/12/2016 12:58 PM
698	non applicable	1/12/2016 12:02 PM
699	20	1/12/2016 11:50 AM
700	20	1/12/2016 11:48 AM
701	25	1/12/2016 11:19 AM
702	18	1/12/2016 11:12 AM
703	na	1/12/2016 11:11 AM
704	22	1/12/2016 10:54 AM
705	25	1/12/2016 10:26 AM
706	28	1/12/2016 10:24 AM
707	27	1/12/2016 10:03 AM
708	21	1/12/2016 9:56 AM
709	25	1/12/2016 9:34 AM
710	Non Applicable	1/12/2016 9:31 AM
711	21	1/12/2016 9:27 AM
712	20	1/12/2016 9:21 AM
713	n/a	1/12/2016 9:03 AM
714	non applicable	1/12/2016 8:49 AM
715	28	1/12/2016 8:39 AM
716	20	1/12/2016 8:16 AM
717	18-20	1/12/2016 12:28 AM
718	25	1/11/2016 10:19 PM
719	17-18	1/11/2016 10:19 PM
720	20	1/11/2016 9:58 PM
721	24	1/11/2016 9:53 PM
722	24	1/11/2016 9:52 PM

Inclusive Education Initiative Survey

723	13	1/11/2016 8:55 PM
724	20	1/11/2016 8:36 PM
725	23	1/11/2016 8:28 PM
726	24	1/11/2016 8:22 PM
727	I have encountered classroom sizes of up to 25	1/11/2016 7:04 PM
728	21	1/11/2016 6:51 PM
729	15	1/11/2016 6:39 PM
730	11	1/11/2016 5:53 PM
731	26-28 when in regular class room	1/11/2016 5:30 PM
732	24	1/11/2016 4:57 PM
733	22	1/11/2016 4:24 PM
734	N/A	1/11/2016 4:02 PM
735	20	1/11/2016 3:58 PM
736	Not applicable	1/11/2016 3:52 PM
737	NA	1/11/2016 3:36 PM
738	7	1/11/2016 3:24 PM
739	Multi-graded classroom	1/11/2016 3:19 PM
740	24	1/11/2016 3:18 PM
741	n/a	1/11/2016 3:11 PM
742	13	1/11/2016 2:46 PM
743	non applicable	1/11/2016 2:36 PM
744	15	1/11/2016 2:21 PM
745	n/a	1/11/2016 2:19 PM
746	26	1/11/2016 2:19 PM
747	20	1/11/2016 2:18 PM
748	18	1/11/2016 1:53 PM
749	10 Students(Multi-Age)	1/11/2016 1:44 PM
750	25	1/11/2016 1:31 PM
751	20	1/11/2016 1:31 PM
752	15	1/11/2016 1:16 PM
753	Average class size in my school 25	1/11/2016 1:08 PM
754	NA	1/11/2016 12:52 PM
755	20	1/11/2016 12:43 PM
756	28	1/11/2016 12:36 PM
757	24	1/11/2016 11:37 AM
758	22 students	1/11/2016 11:33 AM
759	20	1/11/2016 11:25 AM
760	N/A	1/11/2016 11:22 AM
761	13 27	1/11/2016 11:17 AM
762	26	1/11/2016 10:51 AM
763	6 classes average size: 26	1/11/2016 10:18 AM

Inclusive Education Initiative Survey

764	non applicable	1/11/2016 10:07 AM
765	16	1/11/2016 10:07 AM
766	31	1/11/2016 10:07 AM
767	20 students	1/11/2016 9:57 AM
768	10	1/11/2016 9:54 AM
769	N/A	1/11/2016 9:50 AM
770	23	1/11/2016 9:45 AM
771	28	1/11/2016 9:40 AM
772	N/A	1/11/2016 9:35 AM
773	7	1/11/2016 9:31 AM
774	NA	1/11/2016 9:15 AM
775	NA	1/11/2016 9:02 AM
776	7	1/11/2016 8:57 AM
777	N/A	1/11/2016 8:56 AM
778	22	1/11/2016 8:55 AM
779	n/a	1/11/2016 8:48 AM
780	24	1/11/2016 12:32 AM
781	17	1/10/2016 11:14 PM
782	20	1/10/2016 9:50 PM
783	27	1/10/2016 9:34 PM
784	14	1/10/2016 9:00 PM
785	24	1/10/2016 8:55 PM
786	20	1/10/2016 8:49 PM
787	18	1/10/2016 8:19 PM
788	22	1/10/2016 8:14 PM
789	Not Applicable	1/10/2016 8:12 PM
790	23	1/10/2016 8:09 PM
791	10	1/10/2016 7:47 PM
792	23	1/10/2016 7:43 PM
793	25	1/10/2016 7:28 PM
794	18	1/10/2016 7:14 PM
795	20	1/10/2016 6:56 PM
796	23	1/10/2016 6:46 PM
797	15	1/10/2016 6:43 PM
798	N/A	1/10/2016 6:37 PM
799	8	1/10/2016 4:58 PM
800	for the school approximately 25. I do not have a class	1/10/2016 2:37 PM
801	20	1/10/2016 2:33 PM
802	27	1/10/2016 2:06 PM
803	In my school it is 17-26	1/10/2016 1:35 PM
804	25	1/10/2016 12:37 PM

Inclusive Education Initiative Survey

805	15	1/10/2016 12:23 PM
806	average 15	1/10/2016 11:00 AM
807	over 25	1/10/2016 10:40 AM
808	Kindergarten - 2 classes of 17	1/10/2016 10:33 AM
809	over 25	1/10/2016 10:27 AM
810	25-28	1/10/2016 10:22 AM
811	30	1/10/2016 9:46 AM
812	22	1/10/2016 9:44 AM
813	28	1/10/2016 8:34 AM
814	Non applicable	1/10/2016 12:48 AM
815	18	1/9/2016 11:40 PM
816	na	1/9/2016 10:36 PM
817	33	1/9/2016 9:55 PM
818	30	1/9/2016 9:26 PM
819	15	1/9/2016 9:03 PM
820	10	1/9/2016 8:24 PM
821	20-25	1/9/2016 7:39 PM
822	15	1/9/2016 7:35 PM
823	20	1/9/2016 6:37 PM
824	Non applicable	1/9/2016 4:36 PM
825	25	1/9/2016 4:10 PM
826	25	1/9/2016 1:35 PM
827	N/A	1/9/2016 1:18 PM
828	21	1/9/2016 1:17 PM
829	27	1/9/2016 12:20 PM
830	20-25	1/9/2016 11:14 AM
831	NA	1/9/2016 9:58 AM
832	6 students	1/9/2016 6:58 AM
833	23	1/8/2016 10:57 PM
834	N/A	1/8/2016 10:27 PM
835	25	1/8/2016 10:23 PM
836	24	1/8/2016 9:41 PM
837	12	1/8/2016 9:32 PM
838	28	1/8/2016 9:27 PM
839	22 students	1/8/2016 9:07 PM
840	25	1/8/2016 7:45 PM
841	Non-applicable	1/8/2016 7:26 PM
842	25-27	1/8/2016 7:25 PM
843	18	1/8/2016 6:59 PM
844	20-25 - way too big for inclusive education in elementary grades.	1/8/2016 6:54 PM
845	20	1/8/2016 6:53 PM

Inclusive Education Initiative Survey

846	about 30 students in the classes I support	1/8/2016 6:20 PM
847	NA	1/8/2016 6:04 PM
848	15	1/8/2016 5:56 PM
849	30	1/8/2016 5:53 PM
850	25	1/8/2016 5:06 PM
851	non-applicable	1/8/2016 5:04 PM
852	Approximately 30 students in the classes I support.	1/8/2016 4:30 PM
853	17	1/8/2016 4:11 PM
854	24 students	1/8/2016 4:09 PM
855	26	1/8/2016 3:30 PM
856	25	1/8/2016 3:02 PM
857	18 students	1/8/2016 2:58 PM
858	25	1/8/2016 2:51 PM
859	16	1/8/2016 2:51 PM
860	11 students in a grade 2 & 3 class, and some classes with 17 students in grades 1,2& 3.	1/8/2016 2:45 PM
861	NA	1/8/2016 2:37 PM
862	15	1/8/2016 2:30 PM
863	20	1/8/2016 2:25 PM
864	20	1/8/2016 2:20 PM
865	Non applicable	1/8/2016 2:19 PM
866	N/A	1/8/2016 2:16 PM
867	15	1/8/2016 2:16 PM
868	26	1/8/2016 2:07 PM
869	15-26	1/8/2016 2:05 PM
870	In Grade 6 group this year I have 27in my class, the other classes have 26 and 28	1/8/2016 2:02 PM
871	25	1/8/2016 2:01 PM
872	N/A	1/8/2016 1:59 PM
873	22	1/8/2016 1:56 PM
874	12	1/8/2016 1:53 PM
875	25	1/8/2016 1:49 PM
876	na	1/8/2016 1:37 PM
877	NA	1/8/2016 1:34 PM
878	28	1/8/2016 1:25 PM
879	24	1/8/2016 12:55 PM
880	N/A	1/8/2016 12:47 PM
881	25	1/8/2016 12:45 PM
882	26	1/8/2016 12:29 PM
883	25	1/8/2016 12:28 PM
884	30	1/8/2016 12:18 PM
885	25	1/8/2016 12:12 PM
886	10	1/8/2016 11:55 AM

Inclusive Education Initiative Survey

887	26	1/8/2016 11:55 AM
888	25	1/8/2016 11:53 AM
889	20	1/8/2016 11:50 AM
890	NA	1/8/2016 11:49 AM
891	N/A	1/8/2016 11:31 AM
892	I do not have a regular class, but I do work with a mixture of students at times that are up to 11 students ranging from students with LD and intellectual disabilities (with high needs and nonverbal) all in the same classroom at one time.	1/8/2016 11:24 AM
893	20	1/8/2016 11:21 AM
894	32	1/8/2016 11:13 AM
895	non applicable	1/8/2016 11:13 AM
896	20	1/8/2016 11:13 AM
897	21	1/8/2016 10:58 AM
898	non applicable	1/8/2016 10:56 AM
899	20-25	1/8/2016 10:54 AM
900	10 - 12 in Primary approx. 10 in Elementary 8-10 in Intermediate 15 - 20 in Senior High	1/8/2016 10:50 AM
901	N/a	1/8/2016 10:47 AM
902	Small group instruction	1/8/2016 10:42 AM
903	30	1/8/2016 10:37 AM
904	20	1/8/2016 10:32 AM
905	15 Powered by SurveyMonkey See how easy it is to create a survey.	1/8/2016 10:32 AM
906	non applicable	1/8/2016 10:11 AM
907	non applicable	1/8/2016 10:09 AM
908	NA	1/8/2016 9:59 AM
909	20	1/8/2016 9:57 AM
910	18 students	1/8/2016 9:41 AM
911	24	1/8/2016 9:37 AM
912	25	1/8/2016 9:35 AM
913	Non-applicable	1/8/2016 9:31 AM
914	25	1/8/2016 9:30 AM
915	28	1/8/2016 9:27 AM
916	28	1/8/2016 9:25 AM
917	28 - 30 students.	1/8/2016 9:24 AM
918	25	1/8/2016 9:22 AM
919	23 students	1/8/2016 9:18 AM
920	25	1/8/2016 9:17 AM
921	N/A	1/8/2016 9:14 AM
922	7	1/8/2016 8:59 AM
923	NA	1/8/2016 8:58 AM
924	22-25	1/8/2016 8:55 AM
925	20-25	1/8/2016 8:55 AM
926	20	1/8/2016 8:49 AM

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927	Non Applicable	1/8/2016 8:39 AM
928	22	1/8/2016 8:38 AM
929	11	1/8/2016 8:38 AM
930	18	1/8/2016 8:37 AM
931	gr 7 LFI = 19; gr 8 LFI = 17; gr 9 Eng.=29; gr 9 Eng = 30	1/8/2016 8:36 AM
932	13	1/8/2016 8:25 AM
933	20	1/8/2016 8:22 AM
934	non applicable	1/8/2016 8:16 AM
935	18	1/8/2016 8:14 AM
936	24	1/8/2016 8:12 AM
937	27 students	1/8/2016 8:12 AM
938	28	1/8/2016 8:06 AM
939	20	1/8/2016 7:53 AM
940	22	1/8/2016 7:52 AM
941	20	1/8/2016 7:47 AM
942	25	1/8/2016 7:14 AM
943	30	1/8/2016 2:28 AM
944	20	1/8/2016 1:26 AM
945	Non applicable	1/7/2016 11:52 PM
946	24	1/7/2016 11:22 PM
947	28	1/7/2016 10:47 PM
948	Non applicable	1/7/2016 10:18 PM
949	NA	1/7/2016 10:16 PM
950	30	1/7/2016 10:08 PM
951	25	1/7/2016 10:03 PM
952	20	1/7/2016 9:37 PM
953	15	1/7/2016 9:35 PM
954	19	1/7/2016 9:27 PM
955	25	1/7/2016 9:24 PM
956	22	1/7/2016 9:13 PM
957	24	1/7/2016 9:00 PM
958	Not applicable	1/7/2016 8:23 PM
959	non applicable	1/7/2016 8:21 PM
960	21	1/7/2016 8:17 PM
961	10	1/7/2016 8:09 PM
962	27	1/7/2016 8:00 PM
963	26	1/7/2016 7:47 PM
964	12	1/7/2016 7:46 PM
965	25	1/7/2016 7:43 PM
966	26	1/7/2016 7:27 PM
967	27 with 1 more expect in two weeks!	1/7/2016 7:19 PM

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968	25	1/7/2016 7:19 PM
969	15	1/7/2016 7:16 PM
970	16	1/7/2016 7:12 PM
971	18	1/7/2016 7:09 PM
972	25	1/7/2016 6:56 PM
973	20	1/7/2016 6:51 PM
974	18	1/7/2016 6:45 PM
975	25	1/7/2016 6:44 PM
976	2	1/7/2016 6:35 PM
977	Non applicable	1/7/2016 6:00 PM
978	20	1/7/2016 5:59 PM
979	25	1/7/2016 5:50 PM
980	40	1/7/2016 5:37 PM
981	25	1/7/2016 5:35 PM
982	25	1/7/2016 5:27 PM
983	21	1/7/2016 5:18 PM
984	25	1/7/2016 5:03 PM
985	20	1/7/2016 4:56 PM
986	8	1/7/2016 4:28 PM
987	28	1/7/2016 4:25 PM
988	25-30	1/7/2016 4:23 PM
989	Multigrade K-3,	1/7/2016 4:18 PM
990	N/A	1/7/2016 3:59 PM
991	24	1/7/2016 3:46 PM
992	22	1/7/2016 3:45 PM
993	Non applicable	1/7/2016 3:41 PM
994	6	1/7/2016 3:39 PM
995	15-20	1/7/2016 3:39 PM
996	20-30	1/7/2016 3:36 PM
997	n/a	1/7/2016 3:35 PM
998	23	1/7/2016 3:33 PM
999	25	1/7/2016 3:31 PM
1000	25	1/7/2016 3:29 PM
1001	24	1/7/2016 3:28 PM
1002	n/a	1/7/2016 3:28 PM
1003	20	1/7/2016 3:26 PM
1004	20-25	1/7/2016 3:24 PM
1005	25	1/7/2016 3:18 PM
1006	25-30	1/7/2016 3:09 PM
1007	26	1/7/2016 3:09 PM
1008	21	1/7/2016 3:08 PM

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1009	21	1/7/2016 3:07 PM
1010	Non applicable	1/7/2016 3:06 PM
1011	16	1/7/2016 3:02 PM
1012	25	1/7/2016 3:01 PM
1013	23	1/7/2016 3:00 PM
1014	22 students	1/7/2016 3:00 PM
1015	I take students out individually but do in class support in classrooms of an average 18	1/7/2016 2:58 PM
1016	17	1/7/2016 2:56 PM
1017	23	1/7/2016 2:53 PM
1018	24	1/7/2016 2:51 PM
1019	Non applicable	1/7/2016 2:48 PM
1020	non applicable	1/7/2016 2:47 PM
1021	15-20	1/7/2016 2:46 PM
1022	25	1/7/2016 2:46 PM
1023	N/A	1/7/2016 2:46 PM
1024	25	1/7/2016 2:44 PM
1025	21	1/7/2016 2:42 PM
1026	29	1/7/2016 2:36 PM
1027	27	1/7/2016 2:36 PM
1028	24	1/7/2016 2:30 PM
1029	20 (multi-grade)	1/7/2016 2:25 PM
1030	NA	1/7/2016 2:23 PM
1031	non applicable	1/7/2016 2:23 PM
1032	N/a	1/7/2016 2:23 PM
1033	NA	1/7/2016 2:22 PM
1034	8	1/7/2016 2:20 PM
1035	6	1/7/2016 2:20 PM
1036	22	1/7/2016 2:19 PM
1037	24	1/7/2016 2:19 PM
1038	9	1/7/2016 2:19 PM
1039	NA	1/7/2016 2:17 PM
1040	25	1/7/2016 2:14 PM
1041	22	1/7/2016 2:14 PM
1042	N/A	1/7/2016 2:13 PM
1043	Non-applicable	1/7/2016 2:10 PM
1044	22	1/7/2016 2:10 PM
1045	25	1/7/2016 2:08 PM
1046	15	1/7/2016 2:04 PM
1047	Non Applicable	1/7/2016 2:03 PM
1048	23	1/7/2016 1:51 PM
1049	n/a	1/7/2016 1:47 PM

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1050	30+	1/7/2016 1:44 PM
1051	N/a	1/7/2016 1:44 PM
1052	15	1/7/2016 1:43 PM
1053	25	1/7/2016 1:43 PM
1054	NA	1/7/2016 1:43 PM
1055	24	1/7/2016 1:41 PM
1056	non applicable	1/7/2016 1:41 PM
1057	24	1/7/2016 1:41 PM
1058	25	1/7/2016 1:40 PM
1059	20	1/7/2016 1:39 PM
1060	23	1/7/2016 1:39 PM
1061	22	1/7/2016 1:38 PM
1062	8	1/7/2016 1:37 PM
1063	17-30	1/7/2016 1:27 PM
1064	25	1/7/2016 1:25 PM
1065	n/a	1/7/2016 1:22 PM
1066	18	1/7/2016 1:22 PM
1067	n/a	1/7/2016 1:21 PM
1068	na	1/7/2016 1:20 PM
1069	20-23	1/7/2016 1:20 PM
1070	133 students K-12.	1/7/2016 1:18 PM
1071	This year,I have 28 students in my class.	1/7/2016 1:17 PM
1072	14	1/7/2016 1:14 PM
1073	21-23	1/7/2016 1:14 PM
1074	20	1/7/2016 1:12 PM
1075	26 students	1/7/2016 1:12 PM
1076	10	1/7/2016 1:10 PM
1077	13	1/7/2016 1:07 PM
1078	14 students	1/7/2016 1:03 PM
1079	11	1/7/2016 1:02 PM
1080	3	1/7/2016 12:59 PM
1081	30	1/7/2016 12:57 PM
1082	19	1/7/2016 12:53 PM
1083	18	1/7/2016 12:52 PM
1084	15	1/7/2016 12:51 PM
1085	21	1/7/2016 12:46 PM
1086	18	1/7/2016 12:44 PM
1087	21	1/7/2016 12:38 PM
1088	19	1/7/2016 12:36 PM
1089	27	1/7/2016 12:34 PM
1090	NA	1/7/2016 12:32 PM

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1091	18	1/7/2016 12:31 PM
1092	21	1/7/2016 12:23 PM
1093	N/A	1/7/2016 12:20 PM
1094	23	1/7/2016 12:11 PM
1095	24	1/7/2016 12:07 PM
1096	25	1/7/2016 12:06 PM
1097	27	1/7/2016 12:05 PM
1098	23	1/7/2016 12:04 PM
1099	19 and 17	1/7/2016 12:01 PM
1100	20	1/7/2016 12:01 PM
1101	na	1/7/2016 11:59 AM
1102	24	1/7/2016 11:59 AM
1103	25	1/7/2016 11:57 AM
1104	N/a	1/7/2016 11:53 AM
1105	28	1/7/2016 11:47 AM
1106	20 on average, as well as individual sessions for IRT (alternate courses).	1/7/2016 11:46 AM
1107	31, 29, 15, 19,27 and 30	1/7/2016 11:44 AM
1108	15	1/7/2016 11:43 AM
1109	30	1/7/2016 11:41 AM
1110	26	1/7/2016 11:39 AM
1111	12	1/7/2016 11:36 AM
1112	25	1/7/2016 11:35 AM
1113	25	1/7/2016 11:34 AM
1114	30	1/7/2016 11:33 AM
1115	Kindergarten 2 classes average 12-15 per class	1/7/2016 11:33 AM
1116	11	1/7/2016 11:28 AM
1117	na	1/7/2016 11:26 AM
1118	20	1/7/2016 11:26 AM
1119	28	1/7/2016 11:24 AM
1120	15	1/7/2016 11:23 AM
1121	8 in Grades 7-9	1/7/2016 11:23 AM
1122	non applicable	1/7/2016 11:22 AM
1123	20	1/7/2016 11:22 AM
1124	30	1/7/2016 11:19 AM
1125	Non applicable	1/7/2016 11:18 AM
1126	27	1/7/2016 11:15 AM
1127	25	1/7/2016 11:14 AM
1128	29 students	1/7/2016 11:10 AM
1129	20	1/7/2016 11:09 AM
1130	n/a	1/7/2016 11:05 AM
1131	N/A	1/7/2016 10:59 AM

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1132	33	1/7/2016 10:59 AM
1133	23	1/7/2016 10:59 AM
1134	n/a	1/7/2016 10:59 AM
1135	Small group instruction	1/7/2016 10:56 AM
1136	25	1/7/2016 10:54 AM
1137	non applicable	1/7/2016 10:53 AM
1138	Non applicable	1/7/2016 10:52 AM
1139	30	1/7/2016 10:50 AM
1140	non	1/7/2016 10:50 AM
1141	26-29 students	1/7/2016 10:50 AM
1142	11	1/7/2016 10:47 AM
1143	25-30	1/7/2016 10:45 AM
1144	18	1/7/2016 10:44 AM
1145	16 - Kindergarten groups	1/7/2016 10:40 AM
1146	non-applicable	1/7/2016 10:40 AM
1147	25	1/7/2016 10:37 AM
1148	NA	1/7/2016 10:36 AM
1149	n/a	1/7/2016 10:35 AM
1150	22	1/7/2016 10:34 AM
1151	N/A	1/7/2016 10:32 AM
1152	18 to 24 students per year	1/7/2016 10:32 AM
1153	11	1/7/2016 10:31 AM
1154	25	1/7/2016 10:30 AM
1155	non applicable	1/7/2016 10:29 AM
1156	N/A	1/7/2016 10:29 AM
1157	25	1/7/2016 10:28 AM
1158	15 students	1/7/2016 10:27 AM
1159	16 multigrade	1/7/2016 10:24 AM
1160	non applicable	1/7/2016 10:22 AM
1161	18	1/7/2016 10:21 AM
1162	10	1/7/2016 10:21 AM
1163	23	1/7/2016 10:18 AM
1164	20	1/7/2016 10:18 AM
1165	15	1/7/2016 10:15 AM
1166	26	1/7/2016 10:14 AM
1167	30	1/7/2016 10:13 AM
1168	23	1/7/2016 10:12 AM
1169	15	1/7/2016 10:12 AM
1170	24	1/7/2016 10:12 AM
1171	20	1/7/2016 10:11 AM
1172	n/a	1/7/2016 10:10 AM

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1173	23	1/7/2016 10:10 AM
1174	25	1/7/2016 10:08 AM
1175	25	1/7/2016 10:07 AM
1176	30	1/7/2016 10:00 AM
1177	20	1/7/2016 10:00 AM
1178	30	1/7/2016 9:56 AM
1179	NA	1/7/2016 9:54 AM
1180	25	1/7/2016 9:53 AM
1181	N/A	1/7/2016 9:53 AM
1182	30	1/7/2016 9:51 AM
1183	18 and 18 (36)	1/7/2016 9:51 AM
1184	20-25	1/7/2016 9:51 AM
1185	23	1/7/2016 9:51 AM
1186	28-30	1/7/2016 9:50 AM
1187	IRT Classes-25-32 Alternate Courses-5	1/7/2016 9:49 AM
1188	26	1/7/2016 9:45 AM
1189	NA	1/7/2016 9:42 AM
1190	English 15 French 25	1/7/2016 9:41 AM
1191	22	1/7/2016 9:41 AM
1192	24	1/7/2016 9:41 AM
1193	27	1/7/2016 9:41 AM
1194	25	1/7/2016 9:41 AM
1195	25	1/7/2016 9:39 AM
1196	24	1/7/2016 9:39 AM
1197	Non Applicable (I teach in a pervasive needs classroom with two students with pervasive needs)	1/7/2016 9:36 AM
1198	26	1/7/2016 9:35 AM
1199	N/A	1/7/2016 9:35 AM
1200	average class size = 20	1/7/2016 9:33 AM
1201	15	1/7/2016 9:33 AM
1202	10	1/7/2016 9:33 AM
1203	20-26	1/7/2016 9:32 AM
1204	10 - 16 students	1/7/2016 9:32 AM
1205	22	1/7/2016 9:28 AM
1206	8	1/7/2016 9:26 AM
1207	20	1/7/2016 9:25 AM
1208	12	1/7/2016 9:24 AM
1209	8	1/7/2016 9:24 AM
1210	22	1/7/2016 9:23 AM
1211	10 - 19 - TRIPLE GRADED	1/7/2016 9:21 AM
1212	25 students/class	1/7/2016 9:21 AM
1213	Varies from IRT(larger classes) to small group instruction.	1/7/2016 9:20 AM

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1214	non applicable	1/7/2016 9:20 AM
1215	27	1/7/2016 9:19 AM
1216	30	1/7/2016 9:19 AM
1217	25	1/7/2016 9:19 AM
1218	Non applicable	1/7/2016 9:19 AM
1219	25	1/7/2016 9:18 AM
1220	30	1/7/2016 9:18 AM
1221	25	1/7/2016 9:17 AM
1222	30	1/7/2016 9:17 AM
1223	N/A	1/7/2016 9:17 AM
1224	24	1/7/2016 9:16 AM
1225	25+	1/7/2016 9:15 AM
1226	22	1/7/2016 9:13 AM
1227	26	1/7/2016 9:13 AM
1228	13	1/7/2016 9:12 AM
1229	15	1/7/2016 9:11 AM
1230	24	1/7/2016 9:09 AM
1231	N A	1/7/2016 9:08 AM
1232	27	1/7/2016 9:08 AM
1233	NA	1/7/2016 9:08 AM
1234	non applicable	1/7/2016 9:08 AM
1235	Non applicable	1/7/2016 9:06 AM
1236	Non-Applicable	1/7/2016 9:06 AM
1237	16	1/7/2016 9:06 AM
1238	25	1/7/2016 9:05 AM
1239	26	1/7/2016 9:05 AM
1240	27 students	1/7/2016 9:04 AM
1241	N/A	1/7/2016 9:04 AM
1242	4	1/7/2016 9:04 AM
1243	25	1/7/2016 9:04 AM
1244	non applicable	1/7/2016 9:03 AM
1245	N/A	1/7/2016 9:03 AM
1246	n/a	1/7/2016 9:03 AM
1247	25	1/7/2016 9:03 AM
1248	Non applicable	1/7/2016 9:01 AM
1249	N A	1/7/2016 9:01 AM
1250	15	1/7/2016 9:01 AM
1251	7	1/7/2016 9:01 AM
1252	25-30	1/7/2016 9:01 AM
1253	28	1/7/2016 9:00 AM
1254	28	1/7/2016 9:00 AM

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1255	25	1/7/2016 9:00 AM
1256	25	1/7/2016 8:59 AM
1257	Approximately 20	1/7/2016 8:58 AM
1258	18	1/7/2016 8:57 AM
1259	N/A Substitute teacher	1/7/2016 8:57 AM
1260	non applicable	1/7/2016 8:56 AM
1261	10	1/7/2016 8:56 AM
1262	24	1/7/2016 8:56 AM
1263	25	1/7/2016 8:56 AM
1264	30	1/7/2016 8:56 AM
1265	25, with a range of 17 - 29	1/7/2016 8:56 AM
1266	26	1/7/2016 8:55 AM
1267	N/A	1/7/2016 8:55 AM
1268	30	1/7/2016 8:55 AM
1269	22	1/7/2016 8:55 AM
1270	15	1/7/2016 8:54 AM
1271	n/a	1/7/2016 8:54 AM
1272	Not applicable	1/7/2016 8:54 AM
1273	19	1/7/2016 8:54 AM
1274	11	1/7/2016 8:54 AM
1275	15	1/7/2016 8:53 AM
1276	1 - 8	1/7/2016 8:53 AM
1277	N/A	1/7/2016 8:53 AM
1278	25	1/7/2016 8:52 AM
1279	23	1/7/2016 8:52 AM
1280	As an IRT Teacher I work with 20 Teachers.	1/7/2016 8:52 AM
1281	15-20	1/7/2016 8:51 AM
1282	22	1/7/2016 8:51 AM
1283	28	1/7/2016 8:50 AM
1284	N/A	1/7/2016 8:50 AM
1285	20-30	1/7/2016 8:48 AM
1286	15-20	1/7/2016 8:48 AM
1287	25	1/7/2016 8:47 AM
1288	25-28 within the classes I support	1/7/2016 8:46 AM
1289	N/A multigrade	1/7/2016 8:46 AM
1290	non applicable	1/7/2016 8:45 AM
1291	N/A	1/7/2016 8:45 AM
1292	28	1/7/2016 8:44 AM
1293	20	1/7/2016 8:43 AM
1294	30	1/7/2016 8:43 AM
1295	35	1/7/2016 8:42 AM

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1296	17-27	1/7/2016 8:40 AM
1297	20	1/7/2016 8:40 AM
1298	20	1/7/2016 8:39 AM
1299	Na	1/7/2016 8:39 AM
1300	22-25	1/7/2016 8:38 AM
1301	NA	1/7/2016 8:38 AM
1302	28 students	1/7/2016 8:38 AM
1303	n/a	1/7/2016 8:37 AM
1304	20	1/7/2016 8:36 AM
1305	10	1/7/2016 8:36 AM
1306	27	1/7/2016 8:35 AM
1307	20-22	1/7/2016 8:35 AM
1308	N/A	1/7/2016 8:34 AM
1309	Non applicable	1/7/2016 8:34 AM
1310	31	1/7/2016 8:33 AM
1311	15	1/7/2016 8:32 AM
1312	29	1/7/2016 8:32 AM
1313	20	1/7/2016 8:32 AM
1314	NA	1/7/2016 8:32 AM
1315	27	1/7/2016 8:31 AM
1316	20	1/7/2016 8:30 AM
1317	N/A	1/7/2016 8:30 AM
1318	NA	1/7/2016 8:29 AM
1319	25	1/7/2016 8:27 AM
1320	16-17	1/7/2016 8:27 AM
1321	N/a	1/7/2016 8:26 AM
1322	5	1/7/2016 8:26 AM
1323	25	1/7/2016 8:26 AM
1324	25	1/7/2016 8:25 AM
1325	25	1/7/2016 8:20 AM
1326	27 students	1/7/2016 8:20 AM
1327	25	1/7/2016 8:19 AM
1328	Non-applicable	1/7/2016 8:15 AM
1329	27	1/7/2016 8:15 AM
1330	21	1/7/2016 8:13 AM
1331	25-30	1/7/2016 8:12 AM
1332	23	1/7/2016 8:11 AM
1333	15	1/7/2016 8:11 AM
1334	NA	1/7/2016 8:07 AM
1335	2	1/7/2016 8:06 AM
1336	25	1/7/2016 8:06 AM

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1337	30	1/7/2016 8:02 AM
1338	30	1/7/2016 7:57 AM
1339	na	1/7/2016 7:56 AM
1340	NA	1/7/2016 7:52 AM
1341	22	1/7/2016 7:52 AM
1342	17	1/7/2016 7:50 AM
1343	8	1/7/2016 7:50 AM
1344	20	1/7/2016 7:48 AM
1345	28	1/7/2016 7:48 AM
1346	25	1/7/2016 7:48 AM
1347	N/A	1/7/2016 7:45 AM
1348	15	1/7/2016 7:44 AM
1349	NA	1/7/2016 7:44 AM
1350	26	1/7/2016 7:42 AM
1351	20	1/7/2016 7:39 AM
1352	Kindergarten - 2 groups of 17, 35 students total	1/7/2016 7:32 AM
1353	25	1/7/2016 7:25 AM
1354	N/a	1/7/2016 7:25 AM
1355	25	1/7/2016 7:15 AM
1356	15-20	1/7/2016 7:03 AM
1357	21	1/7/2016 7:02 AM
1358	~20	1/7/2016 7:02 AM
1359	25	1/7/2016 6:36 AM
1360	13	1/7/2016 6:02 AM
1361	28 - 35 students	1/7/2016 4:52 AM
1362	26	1/7/2016 4:08 AM
1363	15	1/7/2016 2:35 AM
1364	29	1/7/2016 2:13 AM
1365	15	1/7/2016 2:05 AM
1366	Non applicable	1/7/2016 12:44 AM
1367	25	1/7/2016 12:21 AM
1368	23	1/7/2016 12:03 AM
1369	18	1/7/2016 12:01 AM
1370	30	1/6/2016 11:59 PM
1371	22	1/6/2016 11:58 PM
1372	27/28	1/6/2016 11:46 PM
1373	15	1/6/2016 11:42 PM
1374	Non applicable	1/6/2016 11:39 PM
1375	21	1/6/2016 11:29 PM
1376	23	1/6/2016 11:22 PM
1377	20	1/6/2016 11:20 PM

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1378	12	1/6/2016 11:09 PM
1379	25	1/6/2016 11:05 PM
1380	22	1/6/2016 11:03 PM
1381	30	1/6/2016 11:00 PM
1382	20	1/6/2016 10:59 PM
1383	30-36	1/6/2016 10:55 PM
1384	22	1/6/2016 10:45 PM
1385	Approximately 15-20 students	1/6/2016 10:36 PM
1386	28	1/6/2016 10:35 PM
1387	N/a	1/6/2016 10:32 PM
1388	20	1/6/2016 10:29 PM
1389	23	1/6/2016 10:28 PM
1390	Non applicable	1/6/2016 10:24 PM
1391	20	1/6/2016 10:21 PM
1392	19	1/6/2016 10:20 PM
1393	25	1/6/2016 10:18 PM
1394	N/a	1/6/2016 10:15 PM
1395	21	1/6/2016 10:15 PM
1396	27	1/6/2016 10:10 PM
1397	Non applicable	1/6/2016 10:05 PM
1398	25	1/6/2016 10:05 PM
1399	N/a	1/6/2016 10:05 PM
1400	25	1/6/2016 10:02 PM
1401	21	1/6/2016 10:02 PM
1402	21	1/6/2016 9:59 PM
1403	22	1/6/2016 9:59 PM
1404	N/A	1/6/2016 9:58 PM
1405	21	1/6/2016 9:55 PM
1406	10	1/6/2016 9:51 PM
1407	NA	1/6/2016 9:51 PM
1408	12	1/6/2016 9:49 PM
1409	N/A	1/6/2016 9:45 PM
1410	32	1/6/2016 9:42 PM
1411	28	1/6/2016 9:42 PM
1412	27	1/6/2016 9:39 PM
1413	Na	1/6/2016 9:35 PM
1414	35	1/6/2016 9:35 PM
1415	non applicable	1/6/2016 9:35 PM
1416	23	1/6/2016 9:30 PM
1417	21 students	1/6/2016 9:29 PM
1418	na	1/6/2016 9:28 PM

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1419	n/a	1/6/2016 9:25 PM
1420	NA	1/6/2016 9:23 PM
1421	Non applicable	1/6/2016 9:20 PM
1422	22	1/6/2016 9:19 PM
1423	na	1/6/2016 9:19 PM
1424	Ten students	1/6/2016 9:17 PM
1425	28	1/6/2016 9:17 PM
1426	25	1/6/2016 9:12 PM
1427	N/a	1/6/2016 9:12 PM
1428	25	1/6/2016 9:08 PM
1429	18	1/6/2016 9:04 PM
1430	14	1/6/2016 9:00 PM
1431	23	1/6/2016 8:57 PM
1432	24	1/6/2016 8:56 PM
1433	10 students in a multiage setting	1/6/2016 8:56 PM
1434	20	1/6/2016 8:56 PM
1435	21	1/6/2016 8:56 PM
1436	15	1/6/2016 8:54 PM
1437	32	1/6/2016 8:52 PM
1438	N/a	1/6/2016 8:52 PM
1439	N/a	1/6/2016 8:51 PM
1440	14 students	1/6/2016 8:51 PM
1441	22	1/6/2016 8:50 PM
1442	30	1/6/2016 8:47 PM
1443	15	1/6/2016 8:44 PM
1444	NA	1/6/2016 8:44 PM
1445	non applicable	1/6/2016 8:44 PM
1446	20 plus	1/6/2016 8:41 PM
1447	23	1/6/2016 8:41 PM
1448	20	1/6/2016 8:41 PM
1449	non applicable	1/6/2016 8:40 PM
1450	25-30	1/6/2016 8:39 PM
1451	Non applicable	1/6/2016 8:39 PM
1452	N/A	1/6/2016 8:38 PM
1453	28	1/6/2016 8:38 PM
1454	18	1/6/2016 8:37 PM
1455	29	1/6/2016 8:36 PM
1456	14	1/6/2016 8:33 PM
1457	18	1/6/2016 8:32 PM
1458	30	1/6/2016 8:30 PM
1459	19	1/6/2016 8:29 PM

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1460	28	1/6/2016 8:28 PM
1461	24	1/6/2016 8:24 PM
1462	25	1/6/2016 8:24 PM
1463	na	1/6/2016 8:23 PM
1464	20	1/6/2016 8:23 PM
1465	19	1/6/2016 8:22 PM
1466	19	1/6/2016 8:21 PM
1467	30	1/6/2016 8:20 PM
1468	25	1/6/2016 8:20 PM
1469	NA	1/6/2016 8:19 PM
1470	25-27	1/6/2016 8:16 PM
1471	25	1/6/2016 8:16 PM
1472	Non applicable	1/6/2016 8:15 PM
1473	20	1/6/2016 8:11 PM
1474	N/A	1/6/2016 8:05 PM
1475	20	1/6/2016 8:01 PM
1476	Non application	1/6/2016 8:01 PM
1477	26	1/6/2016 7:56 PM
1478	18	1/6/2016 7:56 PM
1479	17 students	1/6/2016 7:55 PM
1480	16	1/6/2016 7:55 PM
1481	n/a	1/6/2016 7:55 PM
1482	Non applicable	1/6/2016 7:54 PM
1483	30	1/6/2016 7:53 PM
1484	Na	1/6/2016 7:53 PM
1485	25	1/6/2016 7:53 PM
1486	29	1/6/2016 7:51 PM
1487	Non applicable	1/6/2016 7:50 PM
1488	30 +	1/6/2016 7:50 PM
1489	20	1/6/2016 7:49 PM
1490	15	1/6/2016 7:49 PM
1491	15	1/6/2016 7:48 PM
1492	25	1/6/2016 7:48 PM
1493	16 morning group/15 afternoon group kindergarten	1/6/2016 7:47 PM
1494	2	1/6/2016 7:47 PM
1495	23	1/6/2016 7:45 PM
1496	13	1/6/2016 7:44 PM
1497	28	1/6/2016 7:43 PM
1498	non applicable	1/6/2016 7:41 PM
1499	NA	1/6/2016 7:40 PM
1500	24	1/6/2016 7:40 PM

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1501	23	1/6/2016 7:38 PM
1502	22	1/6/2016 7:34 PM
1503	NA	1/6/2016 7:34 PM
1504	Na	1/6/2016 7:33 PM
1505	22	1/6/2016 7:31 PM
1506	Non applicable	1/6/2016 7:30 PM
1507	25	1/6/2016 7:29 PM
1508	22	1/6/2016 7:27 PM
1509	Not applicable	1/6/2016 7:26 PM
1510	Non Applicable	1/6/2016 7:25 PM
1511	16	1/6/2016 7:25 PM
1512	non applicable	1/6/2016 7:22 PM
1513	25	1/6/2016 7:20 PM
1514	I have a multigrade K/1 classroom which consists of 15 students	1/6/2016 7:19 PM
1515	26	1/6/2016 7:19 PM
1516	N/A	1/6/2016 7:18 PM
1517	20	1/6/2016 7:15 PM
1518	23	1/6/2016 7:13 PM
1519	N/A	1/6/2016 7:12 PM
1520	25	1/6/2016 7:12 PM
1521	26	1/6/2016 7:06 PM
1522	N/a	1/6/2016 7:04 PM
1523	28	1/6/2016 7:04 PM
1524	Na	1/6/2016 7:03 PM
1525	22	1/6/2016 7:01 PM
1526	16 students	1/6/2016 7:01 PM
1527	23	1/6/2016 7:00 PM
1528	18	1/6/2016 6:59 PM
1529	30	1/6/2016 6:58 PM
1530	16	1/6/2016 6:58 PM
1531	20	1/6/2016 6:56 PM
1532	Not a classroom teacher	1/6/2016 6:55 PM
1533	N/A	1/6/2016 6:54 PM
1534	20	1/6/2016 6:52 PM
1535	21	1/6/2016 6:52 PM
1536	Na	1/6/2016 6:52 PM
1537	25	1/6/2016 6:51 PM
1538	N/A	1/6/2016 6:50 PM
1539	24	1/6/2016 6:49 PM
1540	22	1/6/2016 6:48 PM
1541	25	1/6/2016 6:46 PM

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1542	27	1/6/2016 6:45 PM
1543	30	1/6/2016 6:43 PM
1544	21	1/6/2016 6:41 PM
1545	non applicable	1/6/2016 6:40 PM
1546	25	1/6/2016 6:40 PM
1547	24	1/6/2016 6:39 PM
1548	24	1/6/2016 6:37 PM
1549	25	1/6/2016 6:37 PM
1550	25	1/6/2016 6:36 PM
1551	30	1/6/2016 6:35 PM
1552	25	1/6/2016 6:34 PM
1553	N/a	1/6/2016 6:34 PM
1554	25	1/6/2016 6:31 PM
1555	18	1/6/2016 6:31 PM
1556	Na	1/6/2016 6:31 PM
1557	27	1/6/2016 6:30 PM
1558	21	1/6/2016 6:30 PM
1559	N/a	1/6/2016 6:30 PM
1560	26	1/6/2016 6:28 PM
1561	N/A	1/6/2016 6:27 PM
1562	23-26	1/6/2016 6:23 PM
1563	26	1/6/2016 6:22 PM
1564	16	1/6/2016 6:22 PM
1565	I do a combination of pull out and in class support. The largest class I go into is 21 students.	1/6/2016 6:21 PM
1566	11	1/6/2016 6:21 PM
1567	13	1/6/2016 6:21 PM
1568	App. 13	1/6/2016 6:20 PM
1569	17	1/6/2016 6:20 PM
1570	21	1/6/2016 6:20 PM
1571	19	1/6/2016 6:20 PM
1572	27	1/6/2016 6:20 PM
1573	25	1/6/2016 6:19 PM
1574	20	1/6/2016 6:18 PM
1575	21	1/6/2016 6:17 PM
1576	27	1/6/2016 6:17 PM
1577	n/a	1/6/2016 6:16 PM
1578	27	1/6/2016 6:15 PM
1579	N.a.	1/6/2016 6:14 PM
1580	24	1/6/2016 6:12 PM
1581	21 to 28.	1/6/2016 6:11 PM
1582	N/A	1/6/2016 6:11 PM

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1583	20	1/6/2016 6:10 PM
1584	24	1/6/2016 6:08 PM
1585	20	1/6/2016 6:06 PM
1586	Non applicable	1/6/2016 6:05 PM
1587	25	1/6/2016 6:03 PM
1588	NA	1/6/2016 6:03 PM
1589	15	1/6/2016 6:02 PM
1590	20	1/6/2016 6:02 PM
1591	22	1/6/2016 6:01 PM
1592	20	1/6/2016 6:00 PM
1593	34	1/6/2016 5:59 PM
1594	10 double grade. Kindergarten and Grade One	1/6/2016 5:59 PM
1595	20	1/6/2016 5:58 PM
1596	Non Applicable	1/6/2016 5:58 PM
1597	15	1/6/2016 5:58 PM
1598	22	1/6/2016 5:57 PM
1599	NA	1/6/2016 5:56 PM
1600	25	1/6/2016 5:56 PM
1601	30	1/6/2016 5:55 PM
1602	NA	1/6/2016 5:53 PM
1603	20-25	1/6/2016 5:53 PM
1604	21	1/6/2016 5:53 PM
1605	25	1/6/2016 5:52 PM
1606	15	1/6/2016 5:51 PM
1607	16	1/6/2016 5:50 PM
1608	20	1/6/2016 5:49 PM
1609	22	1/6/2016 5:49 PM
1610	Twenty	1/6/2016 5:48 PM
1611	27	1/6/2016 5:46 PM
1612	20	1/6/2016 5:45 PM
1613	22	1/6/2016 5:44 PM
1614	22	1/6/2016 5:44 PM
1615	14	1/6/2016 5:42 PM
1616	N/a	1/6/2016 5:42 PM
1617	20	1/6/2016 5:41 PM
1618	5 (pervasive)	1/6/2016 5:41 PM
1619	30	1/6/2016 5:41 PM
1620	27	1/6/2016 5:39 PM
1621	23	1/6/2016 5:39 PM
1622	18	1/6/2016 5:38 PM
1623	25	1/6/2016 5:37 PM

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1624	25-30	1/6/2016 5:35 PM
1625	non applicable	1/6/2016 5:35 PM
1626	28-30	1/6/2016 5:34 PM
1627	11	1/6/2016 5:34 PM
1628	10	1/6/2016 5:33 PM
1629	N/A	1/6/2016 5:33 PM
1630	N/A	1/6/2016 5:33 PM
1631	small group	1/6/2016 5:27 PM
1632	27	1/6/2016 5:24 PM
1633	20	1/6/2016 5:23 PM
1634	20	1/6/2016 5:22 PM
1635	26	1/6/2016 5:21 PM
1636	24	1/6/2016 5:21 PM
1637	30 students	1/6/2016 5:19 PM
1638	21	1/6/2016 5:17 PM
1639	17-27	1/6/2016 5:17 PM
1640	24	1/6/2016 5:16 PM
1641	35	1/6/2016 5:15 PM
1642	30	1/6/2016 5:15 PM
1643	25	1/6/2016 5:15 PM
1644	32	1/6/2016 5:14 PM
1645	Grade 6/7 - 16 students Grade 1 - 6 students	1/6/2016 5:13 PM
1646	18	1/6/2016 5:12 PM
1647	25	1/6/2016 5:09 PM
1648	Not applicable	1/6/2016 5:09 PM
1649	N/A	1/6/2016 5:09 PM
1650	na	1/6/2016 5:09 PM
1651	Not applicable	1/6/2016 5:08 PM
1652	Ranges from 7- 22 but contains no less than 3 grade levels in each	1/6/2016 5:08 PM
1653	15	1/6/2016 5:08 PM
1654	27 students	1/6/2016 5:07 PM
1655	25	1/6/2016 5:05 PM
1656	10	1/6/2016 5:05 PM
1657	Non applicable	1/6/2016 5:05 PM
1658	Na	1/6/2016 5:04 PM
1659	19	1/6/2016 5:02 PM
1660	20-25	1/6/2016 5:02 PM
1661	Non applicable	1/6/2016 5:01 PM
1662	28	1/6/2016 5:01 PM
1663	26	1/6/2016 5:00 PM
1664	25 students	1/6/2016 4:59 PM

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1665	24	1/6/2016 4:57 PM
1666	NA	1/6/2016 4:55 PM
1667	27	1/6/2016 4:53 PM
1668	32	1/6/2016 4:52 PM
1669	15	1/6/2016 4:52 PM
1670	25	1/6/2016 4:52 PM
1671	NA	1/6/2016 4:51 PM
1672	26	1/6/2016 4:50 PM
1673	20	1/6/2016 4:48 PM
1674	24	1/6/2016 4:47 PM
1675	25	1/6/2016 4:46 PM
1676	N/A	1/6/2016 4:44 PM
1677	25	1/6/2016 4:44 PM
1678	23	1/6/2016 4:43 PM
1679	25	1/6/2016 4:42 PM
1680	20	1/6/2016 4:41 PM
1681	Non Applicable	1/6/2016 4:39 PM
1682	na	1/6/2016 4:39 PM
1683	20	1/6/2016 4:39 PM
1684	25	1/6/2016 4:38 PM
1685	27	1/6/2016 4:35 PM
1686	N/A	1/6/2016 4:35 PM
1687	NA	1/6/2016 4:34 PM
1688	Non applicable	1/6/2016 4:33 PM
1689	20 to 25	1/6/2016 4:33 PM
1690	Ten	1/6/2016 4:31 PM
1691	21	1/6/2016 4:31 PM
1692	12	1/6/2016 4:28 PM
1693	24 to 30	1/6/2016 4:28 PM
1694	25	1/6/2016 4:28 PM
1695	25	1/6/2016 4:25 PM
1696	N/a	1/6/2016 4:24 PM
1697	27	1/6/2016 4:23 PM
1698	Na	1/6/2016 4:23 PM
1699	na	1/6/2016 4:23 PM
1700	Non applicable	1/6/2016 4:22 PM
1701	5-10	1/6/2016 4:21 PM
1702	25	1/6/2016 4:21 PM
1703	NA	1/6/2016 4:20 PM
1704	27	1/6/2016 4:20 PM
1705	28	1/6/2016 4:18 PM

Inclusive Education Initiative Survey

1706	27	1/6/2016 4:18 PM
1707	22 children	1/6/2016 4:17 PM
1708	Caseload is currently 120 direct and 162 indirect for one SLP.	1/6/2016 4:16 PM
1709	16	1/6/2016 4:15 PM
1710	20	1/6/2016 4:15 PM
1711	20	1/6/2016 4:15 PM
1712	26	1/6/2016 4:14 PM
1713	20	1/6/2016 4:14 PM
1714	27	1/6/2016 4:14 PM
1715	25	1/6/2016 4:12 PM
1716	20	1/6/2016 4:12 PM
1717	30	1/6/2016 4:12 PM
1718	7	1/6/2016 4:12 PM
1719	about 25	1/6/2016 4:11 PM
1720	10	1/6/2016 4:11 PM
1721	27	1/6/2016 4:10 PM
1722	N/a	1/6/2016 4:09 PM
1723	18	1/6/2016 4:07 PM
1724	20	1/6/2016 4:06 PM
1725	NA	1/6/2016 4:06 PM
1726	23	1/6/2016 4:05 PM
1727	many different classes	1/6/2016 4:05 PM
1728	23	1/6/2016 4:05 PM
1729	22	1/6/2016 4:04 PM
1730	22	1/6/2016 4:04 PM
1731	25	1/6/2016 4:04 PM
1732	25	1/6/2016 4:03 PM
1733	23	1/6/2016 4:03 PM
1734	25	1/6/2016 4:02 PM
1735	NA	1/6/2016 4:02 PM
1736	22	1/6/2016 4:01 PM
1737	22	1/6/2016 4:00 PM
1738	24	1/6/2016 4:00 PM
1739	20	1/6/2016 4:00 PM
1740	20-28	1/6/2016 3:59 PM
1741	23	1/6/2016 3:58 PM
1742	12	1/6/2016 3:58 PM
1743	25-30	1/6/2016 3:57 PM
1744	18	1/6/2016 3:57 PM
1745	11	1/6/2016 3:56 PM
1746	32	1/6/2016 3:56 PM

Inclusive Education Initiative Survey

1747	27	1/6/2016 3:56 PM
1748	30	1/6/2016 3:56 PM
1749	24	1/6/2016 3:55 PM
1750	23	1/6/2016 3:55 PM
1751	25	1/6/2016 3:54 PM
1752	28	1/6/2016 3:54 PM
1753	24	1/6/2016 3:54 PM
1754	NA	1/6/2016 3:53 PM
1755	8	1/6/2016 3:53 PM
1756	15 for classroom teacher	1/6/2016 3:51 PM
1757	25	1/6/2016 3:51 PM
1758	10	1/6/2016 3:51 PM
1759	9	1/6/2016 3:48 PM
1760	25	1/6/2016 3:47 PM
1761	15 (2 grades in a classroom)	1/6/2016 3:47 PM
1762	14	1/6/2016 3:46 PM
1763	25	1/6/2016 3:45 PM
1764	22	1/6/2016 3:44 PM
1765	9 (K-3)	1/6/2016 3:44 PM
1766	25	1/6/2016 3:44 PM
1767	25	1/6/2016 3:44 PM
1768	17	1/6/2016 3:44 PM
1769	N/A	1/6/2016 3:44 PM
1770	N/A	1/6/2016 3:44 PM
1771	3	1/6/2016 3:43 PM
1772	24	1/6/2016 3:43 PM
1773	20	1/6/2016 3:43 PM
1774	N/A	1/6/2016 3:42 PM
1775	Class size is not applicable to me. Current class size in our school is 23 students on average.	1/6/2016 3:42 PM
1776	18	1/6/2016 3:42 PM
1777	28	1/6/2016 3:42 PM
1778	Multi-grades - about 8 per division - primary, elementary, junior high, senior high	1/6/2016 3:42 PM
1779	22	1/6/2016 3:41 PM
1780	25	1/6/2016 3:41 PM
1781	25	1/6/2016 3:41 PM
1782	26	1/6/2016 3:41 PM
1783	10	1/6/2016 3:41 PM
1784	na	1/6/2016 3:40 PM
1785	NA	1/6/2016 3:40 PM
1786	20	1/6/2016 3:40 PM
1787	Non applicable	1/6/2016 3:39 PM

Inclusive Education Initiative Survey

1788	31	1/6/2016 3:37 PM
1789	32	1/6/2016 3:37 PM
1790	19	1/6/2016 3:37 PM
1791	20	1/6/2016 3:36 PM
1792	17	1/6/2016 3:35 PM
1793	non applicable	1/6/2016 3:35 PM
1794	25	1/6/2016 3:34 PM
1795	N/a	1/6/2016 3:33 PM
1796	non applicable	1/6/2016 3:33 PM
1797	N/A	1/6/2016 3:33 PM
1798	N/a	1/6/2016 3:32 PM
1799	28	1/6/2016 3:32 PM
1800	4	1/6/2016 3:32 PM
1801	25	1/6/2016 3:31 PM
1802	11	1/6/2016 3:30 PM
1803	25-30	1/6/2016 3:30 PM
1804	30	1/6/2016 3:30 PM
1805	NA	1/6/2016 3:30 PM
1806	10	1/6/2016 3:30 PM
1807	17	1/6/2016 3:30 PM
1808	21	1/6/2016 3:29 PM
1809	17	1/6/2016 3:29 PM
1810	24	1/6/2016 3:29 PM
1811	15	1/6/2016 3:29 PM
1812	10	1/6/2016 3:28 PM
1813	27	1/6/2016 3:28 PM
1814	10	1/6/2016 3:28 PM
1815	25-27	1/6/2016 3:28 PM
1816	22-30	1/6/2016 3:28 PM
1817	16	1/6/2016 3:28 PM
1818	21	1/6/2016 3:27 PM
1819	20	1/6/2016 3:27 PM
1820	20	1/6/2016 3:27 PM
1821	25-30	1/6/2016 3:27 PM
1822	18	1/6/2016 3:26 PM
1823	23	1/6/2016 3:26 PM
1824	23	1/6/2016 3:26 PM
1825	25	1/6/2016 3:26 PM
1826	25	1/6/2016 3:25 PM
1827	Approximately 10-12 in multi-situations.	1/6/2016 3:25 PM
1828	n/a	1/6/2016 3:25 PM

Inclusive Education Initiative Survey

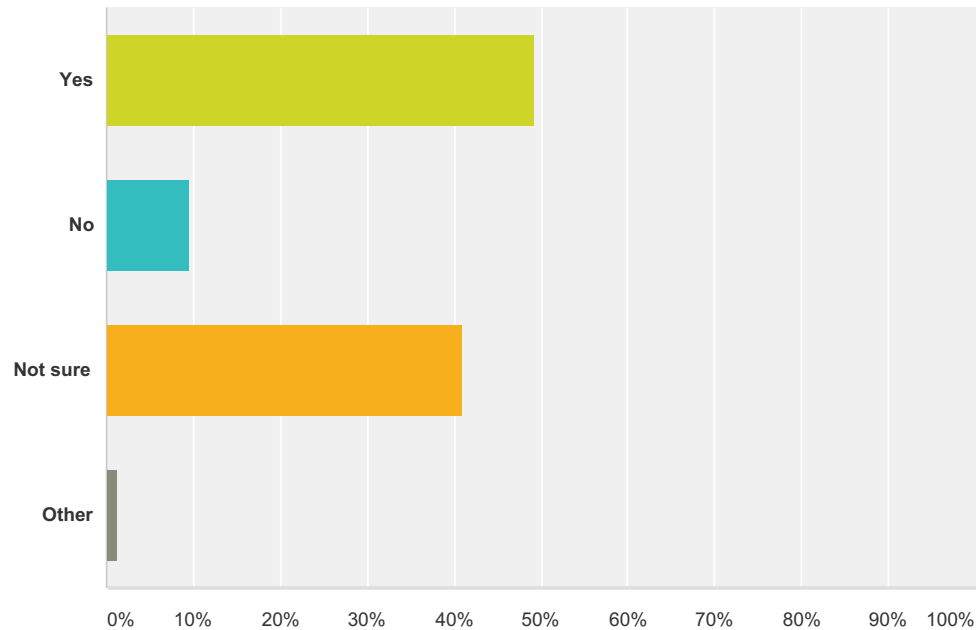
1829	non applicable	1/6/2016 3:25 PM
1830	14 triple graded	1/6/2016 3:24 PM
1831	25	1/6/2016 3:24 PM
1832	30	1/6/2016 3:24 PM
1833	30	1/6/2016 3:24 PM
1834	15	1/6/2016 3:24 PM
1835	Non applicable	1/6/2016 3:23 PM
1836	N/A	1/6/2016 3:23 PM
1837	N/A	1/6/2016 3:23 PM
1838	N/A	1/6/2016 3:22 PM
1839	Non applicable	1/6/2016 3:22 PM
1840	about 25	1/6/2016 3:22 PM
1841	28	1/6/2016 3:22 PM
1842	25	1/6/2016 3:22 PM
1843	n/a	1/6/2016 3:22 PM
1844	25 - 28	1/6/2016 3:22 PM
1845	24	1/6/2016 3:21 PM
1846	N/A	1/6/2016 3:21 PM
1847	25	1/6/2016 3:21 PM
1848	32	1/6/2016 3:21 PM
1849	Between 8 and 13 students per class	1/6/2016 3:21 PM
1850	22	1/6/2016 3:20 PM
1851	N/A Work in two schools K-9 school 20-40% of time High school 60 - 80% of time Caseload is excessive	1/6/2016 3:20 PM
1852	26	1/6/2016 3:20 PM
1853	20- French immersion	1/6/2016 3:20 PM
1854	24	1/6/2016 3:20 PM
1855	24	1/6/2016 3:17 PM
1856	12	1/6/2016 3:17 PM
1857	KDG- 20 in AM 15 in PM	1/6/2016 3:17 PM
1858	Non applicable	1/6/2016 3:17 PM
1859	Non applicable	1/6/2016 3:17 PM
1860	25	1/6/2016 3:16 PM
1861	22	1/6/2016 3:16 PM
1862	18	1/6/2016 3:15 PM
1863	Non applicable	1/6/2016 3:15 PM
1864	12	1/6/2016 3:14 PM
1865	NA	1/6/2016 3:14 PM
1866	8	1/6/2016 3:13 PM
1867	na	1/6/2016 3:11 PM
1868	na	1/6/2016 3:11 PM
1869	32	1/6/2016 3:11 PM

Inclusive Education Initiative Survey

1870	25	1/6/2016 3:11 PM
1871	Non-applicable	1/6/2016 3:10 PM
1872	27	1/6/2016 3:09 PM
1873	24	1/6/2016 3:07 PM
1874	22	1/6/2016 3:06 PM
1875	non applicable	1/6/2016 3:05 PM
1876	20	1/6/2016 3:05 PM
1877	N/A	1/6/2016 3:05 PM
1878	30	1/6/2016 3:05 PM
1879	25	1/6/2016 3:04 PM
1880	5	1/6/2016 3:04 PM
1881	na	1/6/2016 3:04 PM
1882	NA	1/6/2016 3:04 PM
1883	15	1/6/2016 3:04 PM
1884	13	1/6/2016 3:03 PM
1885	20-25	1/6/2016 3:03 PM
1886	not applicable	1/6/2016 3:03 PM
1887	26	1/6/2016 3:03 PM
1888	non-applicable	1/6/2016 3:02 PM
1889	NA	1/6/2016 3:01 PM
1890	Non applicable	1/6/2016 3:01 PM
1891	18.40	1/6/2016 3:01 PM
1892	Non applicable (substitute)	1/6/2016 3:00 PM
1893	28	1/6/2016 3:00 PM
1894	I am a substitute teacher. Most classes have 25-30 students.	1/6/2016 3:00 PM
1895	Not applicable	1/6/2016 2:59 PM
1896	22	1/6/2016 2:58 PM
1897	26	1/6/2016 2:58 PM
1898	18	1/6/2016 2:56 PM
1899	30+ (classes I'm in for support) 4-6 alternate programs/courses I teach	1/6/2016 2:56 PM
1900	27	1/6/2016 2:55 PM
1901	24	1/6/2016 2:55 PM
1902	N/A	1/6/2016 2:55 PM
1903	22	1/6/2016 2:55 PM
1904	8	1/6/2016 2:55 PM
1905	24	1/6/2016 2:49 PM
1906	non applicable	1/6/2016 2:47 PM
1907	23	1/6/2016 2:42 PM
1908	30	1/6/2016 2:40 PM
1909	25	1/6/2016 2:39 PM
1910	15-20	1/6/2016 2:32 PM

Q5 Has your school received professional learning as part of Phase 1-7 of the Inclusive Education Initiative?

Answered: 1,812 Skipped: 98



Answer Choices	Responses	
Yes	49.17%	891
No	9.60%	174
Not sure	40.95%	742
Other	1.27%	23
Total Respondents: 1,812		

#	If Other (please specify)	Date
1	Was on leave so may have missed it	1/20/2016 2:55 PM
2	All I know is that I have not.	1/19/2016 5:26 PM
3	I'm new at this school so unsure if they received this training in the past.	1/19/2016 12:44 PM
4	probably, wasn't lately	1/19/2016 8:23 AM
5	Unsure of the phase 1-7???	1/19/2016 7:14 AM
6	While our school has received professional learning regarding inclusive education practises, it was not highlighted in context to phases	1/18/2016 5:50 PM
7	Not sure if my assigned schools have received this training or not. I am based out of District Conference Centre and I am not aware of this professional learning having taken place.	1/18/2016 12:47 PM
8	Early phases but not recently	1/18/2016 12:46 PM
9	I attended professional learning opportunities but not sure if my whole school has pl	1/18/2016 12:39 PM
10	I am not assigned to a particular school	1/18/2016 11:15 AM

Inclusive Education Initiative Survey

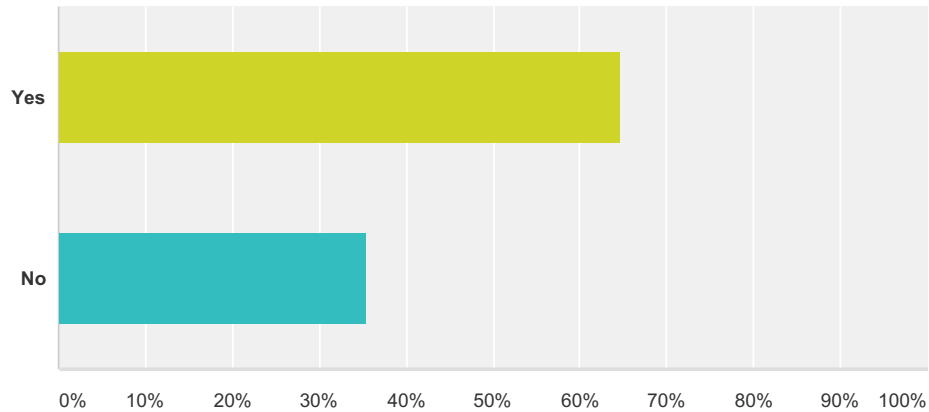
11	N/A	1/18/2016 11:09 AM
12	In year 1	1/18/2016 10:44 AM
13	One day of a general introduction session. Vague.	1/18/2016 10:42 AM
14	I recently transferred to this school.	1/18/2016 10:39 AM
15	NA	1/18/2016 10:33 AM
16	years ago we recieved some instruction telling us we had to do it.	1/18/2016 10:29 AM
17	N/A	1/18/2016 10:10 AM
18	EECD	1/18/2016 9:52 AM
19	We have had some pd on inclusive education in recent years.	1/14/2016 12:06 PM
20	Do not work at the school level	1/13/2016 9:43 AM
21	I am a substitute teacher, and am uncertain whether the school I teach at most has received this PD	1/12/2016 5:21 PM
22	NA	1/12/2016 3:10 PM
23	I work at the board office	1/12/2016 12:02 PM
24	I don't have a school, I'm a substitute	1/12/2016 10:25 AM
25	Currently completing phase 7	1/11/2016 12:53 PM
26	Itinerant; but have used online modules	1/11/2016 10:27 AM
27	part of a pilot when it was introduced	1/10/2016 2:38 PM
28	Non applicable	1/9/2016 4:37 PM
29	Cannot remember if I have had any professional Development in this area.	1/8/2016 2:46 PM
30	Implementation PL in 2010-11 only	1/8/2016 11:56 AM
31	only some teachers	1/7/2016 3:47 PM
32	Don't know	1/7/2016 1:52 PM
33	if we did it was a while ago	1/7/2016 1:21 PM
34	Some of them	1/7/2016 10:33 AM
35	n/a	1/7/2016 10:10 AM
36	no school	1/7/2016 9:55 AM
37	Only here 3 years - uncertain	1/7/2016 9:49 AM
38	We had 1 PD day several years ago on Inclusion.	1/7/2016 9:44 AM
39	PD was provided prior to the majority of the current staff being hired.	1/7/2016 9:08 AM
40	N A	1/7/2016 9:02 AM
41	We have received P.D. on inclusive education. Not sure which initiative it's part of.	1/7/2016 4:11 AM
42	I am not sure if this is exactly what we have received	1/6/2016 10:37 PM
43	Not applicable	1/6/2016 10:24 PM
44	recently moved to	1/6/2016 9:39 PM
45	Substitute	1/6/2016 9:21 PM
46	Our school was part of the Phase 6 IE Initiative	1/6/2016 8:57 PM
47	Yes, however this professional learning took place (I believe) six years ago. Many roles and responsibilities have changed since then.	1/6/2016 8:25 PM
48	I received some at my prior school and I'm pretty sure it has been covered at this school as well.	1/6/2016 8:22 PM
49	All schools in central region have received training except for 10	1/6/2016 8:03 PM
50	Maternity leavr	1/6/2016 7:26 PM

Inclusive Education Initiative Survey

51	I am a sub and work at various schools, but I am pretty sure at least 2 of them have completed part of this	1/6/2016 6:41 PM
52	PL in the gymnasium setting is extremely difficult to get or non existant. All information provided by district itinerants is general and does not address the PE classroom. PESIC has provided some sessions at conferences which is helpful but there is a big disconnect between district support and PE teachers	1/6/2016 6:40 PM
53	itinerent so I do not fall under auspices of a particular school	1/6/2016 5:27 PM
54	Just finished.	1/6/2016 5:15 PM
55	NOT Recently(last at least 6 years)	1/6/2016 4:54 PM
56	I. Provide PL to phase1-7 schools	1/6/2016 4:52 PM
57	Schools I am attached to yes	1/6/2016 4:25 PM
58	currently	1/6/2016 4:13 PM
59	More inservicing is required. For example on topics such as differentiated instruction and evaluation.	1/6/2016 4:05 PM
60	Introduction	1/6/2016 4:01 PM
61	Currently not assigned a school. Prior to this, my school was getting PL at Phase 2.	1/6/2016 3:45 PM
62	Not based at a school	1/6/2016 3:34 PM
63	substitute teacher	1/6/2016 3:26 PM
64	In French ?	1/6/2016 3:23 PM

Q6 Have you taken part in professional learning associated with the implementation of the Inclusive Education Initiative?

Answered: 1,812 Skipped: 98



Answer Choices	Responses
Yes	64.68% 1,172
No	35.54% 644
Total Respondents: 1,812	

#	If No please specify.	Date
1	I have not had the opportunity to do so yet	1/20/2016 6:41 PM
2	Not this year at my current school	1/20/2016 6:36 PM
3	not sure	1/20/2016 2:28 PM
4	I am a first year substitute. I only know what I have learned through my education program thus far. I have not received any special inclusive education training through the school board.	1/20/2016 9:55 AM
5	Not available for French Immersion	1/20/2016 9:29 AM
6	Not sure.	1/19/2016 11:06 PM
7	Substitutes are not permitted to attend Professional Development days.	1/19/2016 12:37 PM
8	The last training I had on Inclusion was in the Education Faculty at MUN while obtaining my degree	1/19/2016 8:49 AM
9	see above answer....probably somewhere in the distant past	1/19/2016 8:23 AM
10	I'm a substitute	1/18/2016 9:13 PM
11	Not sure	1/18/2016 8:31 PM
12	Unsure	1/18/2016 6:11 PM
13	I've been in replacement in various schools so never been at the professional learning sessions	1/18/2016 4:44 PM
14	We had a couple of teacher represent our school	1/18/2016 3:38 PM
15	limited but some, not in recent years	1/18/2016 3:30 PM
16	I have not taken part since being at this school.	1/18/2016 3:12 PM
17	substitute	1/18/2016 2:36 PM

Inclusive Education Initiative Survey

18	This is my first year with a teaching position. The PL at my school was done in a previous year.	1/18/2016 1:18 PM
19	substitutes are not included in professional learning	1/18/2016 1:12 PM
20	I am a substitute teacher	1/18/2016 12:29 PM
21	There is often choice in our PD days	1/18/2016 12:04 PM
22	Not offered	1/18/2016 11:22 AM
23	I am a substitute teacher	1/18/2016 11:19 AM
24	I was only working at the school for 8 months prior to taking leave.	1/18/2016 10:52 AM
25	was not at this school during these PL's	1/18/2016 10:44 AM
26	If I did, it was a long time ago.	1/18/2016 10:44 AM
27	Yes in previous schools	1/18/2016 10:44 AM
28	Happening Feb 5th I believe	1/18/2016 10:43 AM
29	some	1/18/2016 10:38 AM
30	not specific to specialist area	1/18/2016 10:21 AM
31	Not sure	1/15/2016 7:13 PM
32	I don't think I have.	1/15/2016 9:08 AM
33	I have no formal training in inclusive education	1/14/2016 6:39 PM
34	Not sure. We have had pd about inclusive education in the past couple of years.	1/14/2016 12:06 PM
35	only subbing prior to this replacement	1/14/2016 10:02 AM
36	This was implemented before I came to NL	1/13/2016 7:53 PM
37	substitutes not invited to such pd opportunities	1/13/2016 8:05 AM
38	Substitute	1/12/2016 9:55 PM
39	I am a substitute	1/12/2016 5:21 PM
40	Not specifically to subject area	1/12/2016 3:40 PM
41	I don't know	1/12/2016 2:29 PM
42	I am an Itinerant	1/12/2016 12:02 PM
43	not offered to me	1/12/2016 10:25 AM
44	?	1/12/2016 8:40 AM
45	Hasn't been available to substitutes thus far	1/9/2016 11:15 AM
46	Not specific to a particular initiative	1/8/2016 4:36 PM
47	Cannot remember if I have had any professional Development in this area.	1/8/2016 2:46 PM
48	not to my knowledge	1/8/2016 10:57 AM
49	unaware of it	1/8/2016 9:35 AM
50	Not sure	1/7/2016 10:19 PM
51	I received part of the implementation training at my previous school.	1/7/2016 9:28 PM
52	As a replacement teacher, I may have missed an opportunity for this PD.	1/7/2016 2:48 PM
53	I'm not really sure.	1/7/2016 2:47 PM
54	Have done self reearch, no professional initiative.	1/7/2016 2:20 PM
55	I'm a substitute teacher and workshops are rarely offered to subs.	1/7/2016 2:11 PM
56	I am working on my 5th month of my first permanent posting, during my replacements this PL was not offered.	1/7/2016 1:37 PM
57	no we havent! i can see specifying if yes!!	1/7/2016 1:25 PM
58	Not with NLESD, but with my prior school board.	1/7/2016 12:07 PM

Inclusive Education Initiative Survey

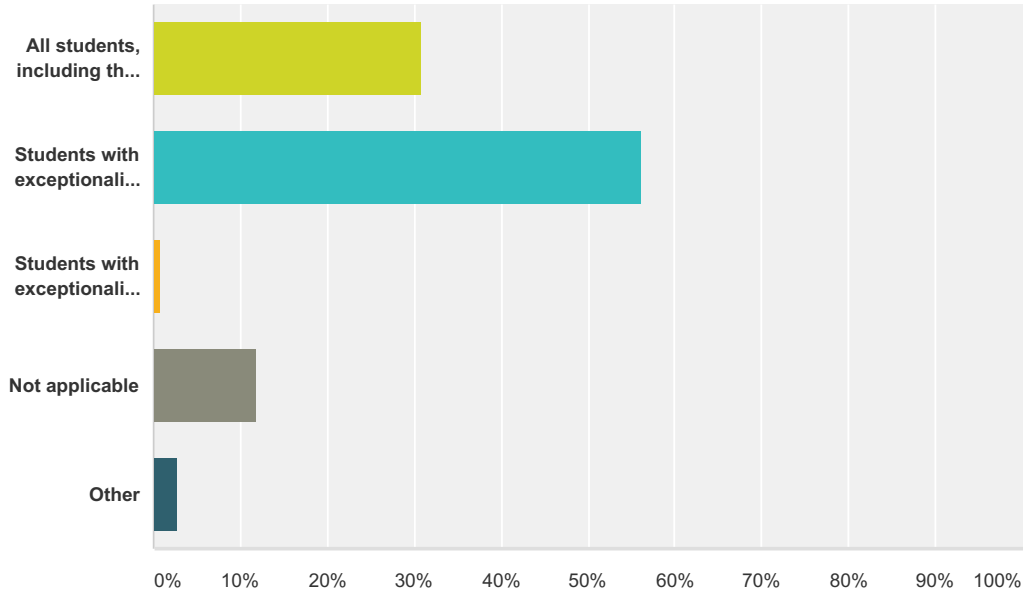
59	I am a substitute teacher	1/7/2016 11:35 AM
60	Off on deferred salary leave last year, not sure what took place.	1/7/2016 10:20 AM
61	To my knowledge none were available.	1/7/2016 9:44 AM
62	Unsure of exactly what's being asked here.	1/7/2016 9:43 AM
63	unsure	1/7/2016 9:18 AM
64	I bounce around from year to year. I've never been at a school doing the training	1/7/2016 9:13 AM
65	wasn't hired at the time	1/7/2016 9:04 AM
66	not in claeroom	1/7/2016 9:02 AM
67	In the past, I have taken part.	1/7/2016 9:00 AM
68	Unavailable to me	1/7/2016 8:51 AM
69	I'm not actually sure...we have had pd that discussed Inclusive Ed but not positive that it was directly part of 1-7 Initiative?	1/7/2016 8:47 AM
70	Substitute teachers have not been given chance	1/7/2016 8:35 AM
71	I am a substitute teacher and have not had the opportunity	1/7/2016 8:13 AM
72	Not at at level I would deem beneficial	1/7/2016 7:58 AM
73	I can't remember	1/7/2016 7:53 AM
74	not sure	1/7/2016 6:37 AM
75	nothing specific that i can recall	1/6/2016 10:36 PM
76	I was working out of province	1/6/2016 10:06 PM
77	I'm not sure it has ever been explained how this was to be implemented. Very vague understanding of the process and much frustration in dealing with the program	1/6/2016 8:50 PM
78	Wasn't offered to me.	1/6/2016 8:40 PM
79	Currently a substitute teacher, professional learning not offered to substitute teachers at my current school	1/6/2016 7:13 PM
80	Not in the last couple of years	1/6/2016 6:48 PM
81	Not sure.	1/6/2016 6:25 PM
82	I cannot remember taking part in any PD around Inclusive Ed	1/6/2016 6:21 PM
83	We've had our Special Services teachers talk to us about it during a staff meeting	1/6/2016 6:20 PM
84	I have not been notified of any opportunities.	1/6/2016 5:53 PM
85	Not enough.	1/6/2016 5:49 PM
86	First year teacher	1/6/2016 5:41 PM
87	Lip service, yes. In-service, no.	1/6/2016 5:19 PM
88	?	1/6/2016 5:02 PM
89	I have no extra training other than the 1-2 days they did 3 yrs ago no training just what it means. We have autistics fas kids run awYs screamers etc.	1/6/2016 4:55 PM
90	NOT Recently	1/6/2016 4:54 PM
91	I am a substitute teacher, never been invited.	1/6/2016 4:51 PM
92	Unsure	1/6/2016 4:45 PM
93	we have talked about inclusive education. I would not know if it was part of the initiative you speak of.....	1/6/2016 4:40 PM
94	I'm an itinerant	1/6/2016 4:18 PM
95	I am a substitute teacher	1/6/2016 4:13 PM
96	On term contract. No PL done during this term. Previously a Sub we do not get in on PL usually.	1/6/2016 3:52 PM
97	New teacher	1/6/2016 3:40 PM

Inclusive Education Initiative Survey

98	I'm not sure. If I have it wasn't recent and it wasn't anything indepth.	1/6/2016 3:34 PM
99	none offered to me	1/6/2016 3:30 PM
100	It has been assumed that we can just do it	1/6/2016 3:29 PM
101	substitute teacher	1/6/2016 3:26 PM
102	I am currently on maternity leave but had not received any training about the program prior to that.	1/6/2016 3:24 PM
103	I did not receive a PD on this	1/6/2016 3:05 PM

Q7 Which of the following statements best aligns with the current practice of Inclusive Education in your classroom?

Answered: 1,812 Skipped: 98



Answer Choices	Responses
All students, including those with exceptionalities, are included in my classroom at all times	30.85% 559
Students with exceptionalities are included in my classroom as much as possible based on their programming needs	56.18% 1,018
Students with exceptionalities are excluded from my classroom	0.77% 14
Not applicable	11.87% 215
Other	2.65% 48
Total Respondents: 1,812	

#	Other (please specify)	Date
1	Students with exceptionalities are present in my classroom but our school is lacking human resources necessary to meet their needs	1/20/2016 10:48 PM
2	students with exceptionalities are included in my classroom yet have other programming needs	1/20/2016 6:23 PM
3	All students, including those with exceptionalities, are remaining in the classroom much of the time without adequate IRT resources to provide the level of support and help that is needed. Some of the language and math classes have IRT support (not all), science and social studies do not receive IRT support.	1/20/2016 4:01 PM
4	No student is excluded. It is impossible to meet all their needs	1/20/2016 2:55 PM
5	It is very rare for a student with an exceptionality not to be in my classes.	1/19/2016 5:26 PM
6	All students I work with have exceptionalities	1/19/2016 8:41 AM
7	All students, including those with exceptionalities, are included in each classroom in my school.	1/18/2016 10:47 PM
8	French Immersion	1/18/2016 7:48 PM
9	in classrooms as much as possible based on their programming needs	1/18/2016 7:26 PM

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10	In a new school, do not know the practice. Old school- first option	1/18/2016 7:11 PM
11	IRT student removal for programming is next to nothing	1/18/2016 6:17 PM
12	Students with exceptionalities are included in my class at all times. While some students have IRT time "assigned" to them, they do not get this time. Too often IRTs are utilized on the pyramid scheme which translates to a "traige" of sorts. Most immediate needs get the attention. With so many behavioural incidents occurring in context to various diagnosis, students who struggle academically or who have "milder" behavioural concerns, rarely get seen.	1/18/2016 5:50 PM
13	That I sub in	1/18/2016 3:21 PM
14	I have no students on any type of plan at the moment.	1/18/2016 2:54 PM
15	All Pervasive Students in my classroom	1/18/2016 2:29 PM
16	Students are included in classrooms as much as possible depending on programming needs.	1/18/2016 1:40 PM
17	Difficult with limited IRT services and high needs	1/18/2016 11:06 AM
18	All students are in classrooms for the majority of their day.	1/18/2016 10:59 AM
19	I am an IRT and I support inclusion of all students in my colleague's classrooms at all times (with SA and IRT when possible/necessary)	1/18/2016 10:52 AM
20	There are some that are not part of the music program due to needs.	1/18/2016 10:47 AM
21	IRT	1/18/2016 10:42 AM
22	All students...are included in my class at most times with some times set aside for students to receive small group enrichment and one student with extensive physical and cognitive developmental delays is rarely included	1/15/2016 7:13 PM
23	NA	1/15/2016 6:27 PM
24	Also taken out	1/15/2016 5:34 PM
25	I think it is tough to say as I feel many are included, but at times others are not, or cannot be included.	1/15/2016 11:27 AM
26	Music - all students included	1/14/2016 12:26 PM
27	As an IRT teacher i do not have a regular classroom but Inclusive Education is not working in our school because it is not properly resourced, there are too many needs for us to meet effectively	1/13/2016 8:13 PM
28	I provide support to the inclusive classroom (Students with exceptionalities and all students)	1/13/2016 11:45 AM
29	due to our many students needing alternate courses and support it is very difficult to implement inclusive education in our school.	1/12/2016 5:26 PM
30	All students, including those with exceptionalities are included in my classroom for most of the time without any supports. (This is not an inclusive model)	1/12/2016 11:13 AM
31	I see all these things happen, as I am in many classrooms	1/12/2016 10:25 AM
32	most of the time less 2 hours per cycle	1/12/2016 9:57 AM
33	No choice but to include them as there is no IRT support.	1/11/2016 3:20 PM
34	all students are inclass and students only receive very limited pull out time with special services teacher, not enough support time for student	1/10/2016 10:30 AM
35	All LEARN students have educational gaps. Many have experienced trauma.	1/9/2016 11:42 PM
36	Students are included to some extent but there could certainly be a lot more inclusion	1/8/2016 6:05 PM
37	French Immersion so no support for students with exceptionalities. They often have to leave the program and go to English stream	1/8/2016 2:03 PM
38	Students with exceptionalities are included as much as possible; however, there is not enough training or resources to fully include them to achieve an acceptable level of inclusion	1/8/2016 12:49 PM
39	We are practicing inclusion.however it is not a successful model f for any stake holders	1/8/2016 9:35 AM
40	As Pervasive Needs IRT - inclusion is a regular part of the students day, wherever and whenever possible.	1/8/2016 9:32 AM
41	Students in my particular courses are not being included, in that there is no help in the classroom for them most of the time because of the fact there are simply not enough teachers to do this correctly.	1/8/2016 9:28 AM
42	Un est hors de la classe avec un aide pédagogique la plupart du temps.	1/7/2016 8:09 PM

Inclusive Education Initiative Survey

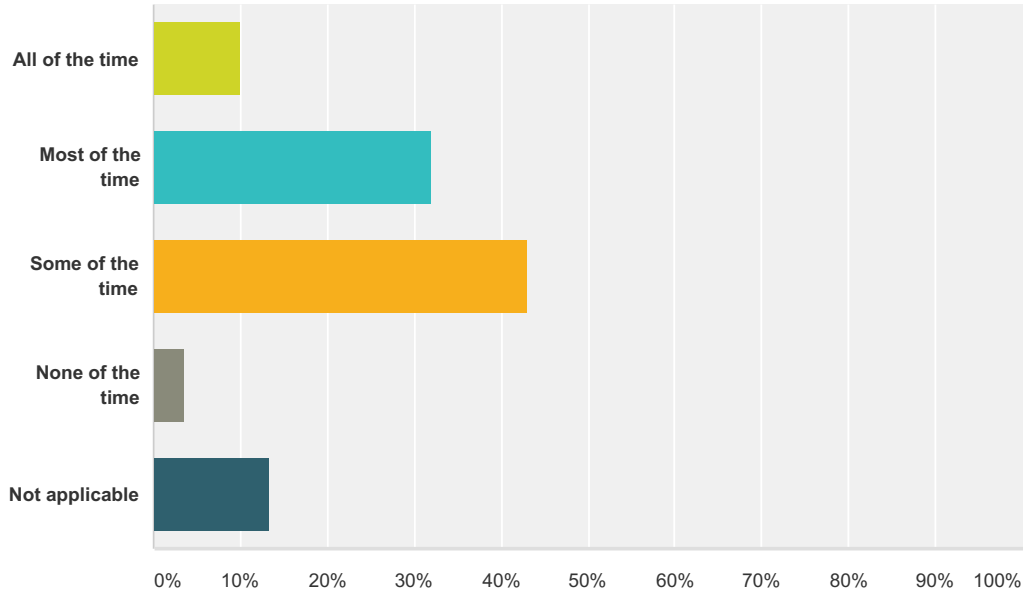
43	IRT time is under allocated	1/7/2016 2:20 PM
44	All of my students have exceptionalities	1/7/2016 1:45 PM
45	I am a non-teaching Principal	1/7/2016 11:44 AM
46	* classroom being Learning resource center when classroom teacher brings students	1/7/2016 10:41 AM
47	I work in various schools, so it is impossible to choose one statement which applies to all	1/7/2016 9:08 AM
48	As IRT I work with students within the classroom and on a pullout basis.	1/7/2016 8:57 AM
49	The student with the exceptionality comes into my classroom about 1-3 times a month	1/7/2016 8:33 AM
50	students in upper grades at my school are included in classrooms at all times, lower grades (k-60) they are excluded as much as possible to help provided them with the skills to help them catch up academically	1/7/2016 8:31 AM
51	I	1/7/2016 8:29 AM
52	All students in my classes have exceptionalities	1/7/2016 8:26 AM
53	I am the Pervasive needs teacher. We include students with exceptionalities in the homeroom classrooms as much as possible based on staff availability.	1/7/2016 7:46 AM
54	some students do receive SLP services outside the classroom.	1/7/2016 7:33 AM
55	based on school population	1/7/2016 7:05 AM
56	It is not based on programming needs...it is based on available resources! Often behavioural children cause students diagnosed with academic exceptionalities are put on the back burner!	1/6/2016 11:01 PM
57	I teach FI and I'm very disappointedn that students with difficulties are excluded from this programme often due to lack of supports which should be available.	1/6/2016 10:36 PM
58	However, I have one student who is basically excluded from the classroom due to severe needs. This is rare, and is the only student in our school in this situation.	1/6/2016 10:02 PM
59	IEP/ISSP to plan programming, ect... for each individual student	1/6/2016 9:39 PM
60	I do pullout/in class work with students;	1/6/2016 8:25 PM
61	As an IRT students in my classroom all have exceptionalities, or I work in their classroom	1/6/2016 7:44 PM
62	Students with pervasive needs are in a self-contained classroom	1/6/2016 7:38 PM
63	I am not in one particular classroom. My observations of students is that most staffs' understanding of inclusion is addressing needs in the classroom. Keep kids in the regular classroom. Unfortunately, many times this highlights the students' differences rather than focusing on programming that will help them access curriculum.	1/6/2016 6:32 PM
64	I teach LFI in a rural setting, so for the most part, I do not have many exceptionalities in my class, but it'd because they choose not to be in Immersion, not because we exclude them.	1/6/2016 6:20 PM
65	Students with exceptionalities are in the classroom as much as their behaviour allows. I am in kindergarten with extreme behaviour challenges the students exhibiting these behaviours do not all have diagnosis and we are beginning to program for some of them. We began this year with the all in the classroom. We are now taking some of them out to work on their behaviour. However we are extremely challenged with space for each student as well as having enough teaching and student assistant personnel to handle all our issues.	1/6/2016 6:18 PM
66	More often than than not there are no resources available.	1/6/2016 5:49 PM
67	Students are receiving support outside my classroom and accommodations in the regular classroom.	1/6/2016 5:23 PM
68	3-5 students do get "pulled out" for 1/2 hr daily.	1/6/2016 5:19 PM
69	Being under resourced means many students who are in the class are often excluded as a result	1/6/2016 5:11 PM
70	Substitute teacher	1/6/2016 5:06 PM
71	Students with exceptionalities are being kept in the regular classroom despite need for alternate environments. They are removed when they exhibit negative behaviours.	1/6/2016 4:18 PM
72	Unless the student is on functional curriculum or doing core alternates(excluding core French)). All other children are in the regular classroom with minimal pull out from regular classes.	1/6/2016 4:13 PM
73	I am an IRT who works with pervasive students. Many of my students have alternate courses which is delivered at the Learning Centre. These students are included in activities when possible.	1/6/2016 4:05 PM

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74	French immersion - not seen pervasive needs, but some learning difficulties	1/6/2016 3:47 PM
75	I don't have a class, but students with exceptionalities are included in classrooms of my school as much as possible.	1/6/2016 3:44 PM
76	not a clue	1/6/2016 3:43 PM
77	I attempt to include all students at all times but it is a struggle based on time constraints and lack of resources. More IRT teachers are necessary in my school.	1/6/2016 3:40 PM
78	Some stay in French Immersion but others leave as they do not get the same support as English	1/6/2016 3:23 PM
79	I do not have a classroom but this is what I have noticed from conversations that I have had with the classroom teachers that I work with. It seems that students can be included in classrooms only when proper support and resources are available.	1/6/2016 3:23 PM

Q8 I am able to effectively implement Individual Educational Plans (IEP) for students in my classroom.

Answered: 1,601 Skipped: 309



Answer Choices	Responses
All of the time	9.93% 159
Most of the time	32.04% 513
Some of the time	42.91% 687
None of the time	3.62% 58
Not applicable	13.30% 213
Total Respondents: 1,601	

#	If answer is some of the time or none of the time please indicate why	Date
1	There are so many needs(behavioral, academic) it is not possible. So many need one on one assistance with many activities.	1/21/2016 7:28 AM
2	Sometimes extra help is needed to implement an strategy/ accommodation but no other teacher is available.	1/20/2016 11:03 PM
3	Students who require support are often denied services by IRT or other staff due to lack of time resources and heavy irt caseloads. Students who require scribing, reading of text and other such accommodations often can't access those resources in a timely matter due to students with 'higher' needs (non-communicative autism, severe behavioural, 'pathway 4/5' needs. We have more student needs than staff (of any kind) who can support them.	1/20/2016 11:01 PM
4	Not enough personnel ie student assistants or IRTs	1/20/2016 9:01 PM
5	Depends if I have IRT support/student assistant present as the student that requires help may be limited to what they can do when Iam working with other students.	1/20/2016 8:11 PM
6	Sometimes they are not realistic. What's on paper is not necessarily able to be transferred to the classroom as daily implementation. There are too many students with needs and not enough support.	1/20/2016 7:41 PM
7	I am teaching in a K-6 Multi-grade class with many curriculums. I can only dedicate so much time per day to students on IEPs.	1/20/2016 6:50 PM

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8	So many students with IEP needs that I can't always get to everyone	1/20/2016 6:31 PM
9	Some students require help in more areas of learning /development both academically and socially then they are able to have. The inclusive model limits opportunity for teaching and learning to take place directly related to individual needs of the student.Policy and then the distribution /allocation of IRT resources also limits the help a student may receive in specific areas of development (academic and social i.e. a child with dyslexia often no longer receives supports directly related to the area of exceptionality).	1/20/2016 4:27 PM
10	High demands already placed on my time to plan and instruct in classrooms that are very demanding of your time. There are often several students in every classroom that need supports besides those who have high needs.It is often extremely challenging to effectively manage, instruct, and provide extra supports on your own in most any classroom environment today. With the nature of this age group from 12 to 14 it is very challenging to successfully implement inclusionary practices. Classroom size, work load, the high volume of performance assessments now being required,and discipline concerns all make for an almost impossible situation.	1/20/2016 3:44 PM
11	Special services teachers are used ineffectively	1/20/2016 3:04 PM
12	most of my attention is on behaviour and work ethic	1/20/2016 2:31 PM
13	There are too many needs in my class to be able to effectively address them all.	1/20/2016 12:15 PM
14	its difficult to address these students all of the time	1/20/2016 11:33 AM
15	Depending upon the specifics of alternate programs/courses	1/20/2016 9:49 AM
16	I find it impossible most days to get to all students and to provide the services they need without IRT support.	1/20/2016 9:44 AM
17	As a substitute teacher it is challenging to read the background of children and provide instruction for their particular needs.	1/20/2016 9:06 AM
18	Depends on individual student needs	1/20/2016 8:56 AM
19	I try my best. There are a variety of needs in every classroom and helping to meet those needs is what I call 'teaching'. Period. Sometimes time, but often and resources do not allow.	1/19/2016 11:20 PM
20	Just can't reach potential of students with so many needs and so high numbers.	1/19/2016 9:58 PM
21	the needs are high and the is no inclass supports	1/19/2016 8:29 PM
22	I have a student with Down Syndrome who is on an alternate curriculum, it is very hard to have her doing something totally unrealated to the classroom acitivites and have all other students in engaged in regular curriculum based activities.	1/19/2016 8:15 PM
23	No time to implement for all	1/19/2016 7:51 PM
24	There are so many students with IEP and so little time	1/19/2016 7:37 PM
25	Extra curricular activities/ events often take presidence.	1/19/2016 6:59 PM
26	Insufficient training and too little time/resources.	1/19/2016 6:49 PM
27	Needs are too diverse and require more assistance	1/19/2016 5:55 PM
28	In a high school in an urban setting, it is typical to have responsibility for 150-200 students per year. It is not unusual to have 20-40 students on an IEP from that larger total. While laudable, it is impossible to be everything to everyone and to provide the number of services indicated on IEPs when you are looking at huge numbers of students on IEP's such as we have seen in the past 10 years.	1/19/2016 5:47 PM
29	Sometimes it is physically impossible to get to and meet all the needs of all the students.	1/19/2016 3:13 PM
30	With no assistance from another teacher or student assistant there are children whose IEP's are not receiving adequate attention.	1/19/2016 12:13 PM
31	These students need much one on one support and without more IRT support in the classroom, the remaining students do not get the support they require.	1/19/2016 11:26 AM
32	I have so many different needs in my class with little support	1/19/2016 11:14 AM
33	I cannot offer individualized or small group instruction for 3 students plus enrichment for 3 students plus constant behavior monitoring and redirection for a student with severe ADHD. My current class size is 25 elementary students in a classroom with no free space to allow for movement and physical exercise.	1/19/2016 10:58 AM
34	It's very difficult with class size, and the high number of needs of students in a classroom for one teacher to effectively deliver IEPs.	1/19/2016 10:28 AM

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35	I do not have access to their IEP.	1/19/2016 10:24 AM
36	Inadequate IRT allocations to fully cover needs	1/19/2016 10:14 AM
37	A lack of IRT support can make meeting the needs of all students difficult pending the needs of the room.	1/19/2016 8:57 AM
38	Time	1/19/2016 8:02 AM
39	No IEPs as of now in my K classroom	1/19/2016 7:38 AM
40	Class size is too large. Too many students with significant needs. Insufficient support from IRT.	1/19/2016 4:16 AM
41	Due to the severe behavioral needs with some students and the large needs in my class, it is difficult to implement iep all the time	1/18/2016 11:37 PM
42	I believe that some students are not achieving as well as they could be. Support people are spread too thin for careful, reflective, and optimal teaching and learning to take place.	1/18/2016 10:54 PM
43	Too many students and diversities and not enough support.	1/18/2016 10:37 PM
44	There are days when we don't have the human resources to implement IEPs.	1/18/2016 9:57 PM
45	There are so many diverse with little or no IRT support.	1/18/2016 9:48 PM
46	Time restraints with current classroom demands. Every possible effort is put fort.	1/18/2016 9:27 PM
47	Needs are too high in my classroom.	1/18/2016 9:03 PM
48	Class sizes are too large, needs are too diversified, in order to complete curriculum outcomes students must adhere to strict guidelines. There is not enough time to review and master skills and outcomes for students who struggle! Only when students can come out in a small group setting where intense, direct teacher instruction takes place does student achieve success! It does not matter if you have an IRT in a classroom with a teacher, if students require intense direct instruction and review, they have to be taken out of the larger group in order to receive this!	1/18/2016 8:43 PM
49	Too many needs, too few resources	1/18/2016 8:35 PM
50	Many border line students	1/18/2016 8:17 PM
51	Sometimes needed one-on-one support is VERY challenging to provide in the regular classroom on a daily basis while assisting all other children as well.	1/18/2016 8:03 PM
52	Time constraints, absenteeism, heavy curriculum, lack of resources, behaviour issues, interruptions	1/18/2016 7:49 PM
53	With the behaviours it is difficult to carry our the IEP in a successful manner.	1/18/2016 7:47 PM
54	Lack of IRT support time for some classes	1/18/2016 7:32 PM
55	I teach French Immersion and have students with IEP who cannot access supports because in a French Inmersion school we have NO Frecnh IRT or even an IRT who speaks French.	1/18/2016 7:25 PM
56	Human resources, highly aggressive and violent incidents, behaviours disrupt the learning of other students, students cannot focus in larger class and learn specific skills better when in small group in a quiet setting	1/18/2016 6:59 PM
57	Limited support	1/18/2016 6:46 PM
58	There are often unrealistic responsibilities placed on the school.	1/18/2016 6:35 PM
59	The needs are too great and there are many children in my classroom who have their own needs.	1/18/2016 6:26 PM
60	Resources not available	1/18/2016 6:24 PM
61	There are too many needs and only one of me.	1/18/2016 6:17 PM
62	The numbers in the classroom are far too high. There are an abundance of behavioural concerns in my class and while I have a full time SA in my class, most of the time you feel like you are putting out fires. It is tremendously difficult to implement IEPs with student numbers vs academic/behavioural concerns. Most days you are merely surviving. There are too many issues (behavioural and academic) to do justice to teaching or implementing IEPs	1/18/2016 6:12 PM
63	Impossible to do it most of the time...effectively.	1/18/2016 6:01 PM
64	Many students with varying needs. I am only one person.	1/18/2016 5:51 PM
65	I am a substitute	1/18/2016 5:00 PM
66	High needs/lack of IRT time	1/18/2016 4:55 PM
67	It is hard to offer pre-requisite & alternate programs/courses in the classroom	1/18/2016 4:47 PM

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68	Need smaller class size cap as needs are great, even with daily 5 in my literacy blocks.	1/18/2016 4:41 PM
69	There are way too many needs in my class, twelve of twenty-four are on programming.	1/18/2016 4:04 PM
70	Not enough bodies to cover students	1/18/2016 3:58 PM
71	IRT absent	1/18/2016 3:24 PM
72	It is not always possible to attend to the needs of several needy students at once.	1/18/2016 3:05 PM
73	Lack of Student Assistant numbers/bodies	1/18/2016 2:32 PM
74	Too many students with different needs	1/18/2016 2:09 PM
75	Too many needs, not enough resources!	1/18/2016 1:53 PM
76	Many varied IEPs and student needs in one class means effective implementation of all IEPs all of the time is not feasible	1/18/2016 1:52 PM
77	Behavioural concerns, high student need	1/18/2016 1:37 PM
78	No inclass assistance for implementing IEPs	1/18/2016 1:33 PM
79	It is very difficult with irt schedules and the wide range of needs. Especially during testing.	1/18/2016 1:06 PM
80	I implement the portion of the IEP related to speech-language outside the classroom	1/18/2016 12:51 PM
81	Based upon available resources	1/18/2016 12:50 PM
82	Difficult to address specific skill deficits with so many other needs in class	1/18/2016 12:46 PM
83	Time	1/18/2016 12:38 PM
84	It is very challenging to meet individual needs of extreme variance of ability. I have a gifted students and he is well beyond grade level (high school) in several strands and this is well beyond my area of expertise.	1/18/2016 12:38 PM
85	this is only possible because I put in extra time outside of the work day.	1/18/2016 12:35 PM
86	Not enough time, high number of students with exceptionalities,	1/18/2016 12:31 PM
87	The need(s) is so great for the particular student, that all my time is taken up with the needs. ie. Behavioural/emotional needs	1/18/2016 12:21 PM
88	Classes too large, very little one on one	1/18/2016 12:08 PM
89	Too many students with different needs, not enough time to get to all of them.	1/18/2016 12:05 PM
90	too many students and not enough support	1/18/2016 11:55 AM
91	There is no support; in a 58 minute period, we intrsut and give directions for inclass work then I can only help each and every child approximately 1.5 minute each	1/18/2016 11:53 AM
92	Too many levels of abilities to effectively deliver curriculum to all students.	1/18/2016 11:52 AM
93	can not always offer as much inclass support because we do not have the resources to cover it all the time.	1/18/2016 11:47 AM
94	Too many students with IEPs, so you do the best you can.	1/18/2016 11:41 AM
95	not enough time or units to meet student needs.	1/18/2016 11:37 AM
96	Time and lack of human resources.	1/18/2016 11:35 AM
97	we do it all the time but it is not effective because of staffing needs	1/18/2016 11:23 AM
98	There are many students in the classroom, and activities are adjusted every day to accomodate. However, individual needs are not being addressed adequately due to time restrictions and lack of human resources.	1/18/2016 11:20 AM
99	Too many needs within the regular classroom	1/18/2016 11:18 AM
100	need resources	1/18/2016 11:13 AM
101	TIME!	1/18/2016 11:13 AM
102	Diverse student needs' is very demanding for one person.	1/18/2016 11:07 AM
103	Resources lacking including IRT support	1/18/2016 11:01 AM
104	NO TIME, NO EXPERIENCE	1/18/2016 10:58 AM

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105	I have no IRT help in my classroom, so if several students need assistance simultaneously some needs are not possible to meet.	1/18/2016 10:52 AM
106	One teacher is not enough to do this effectively.	1/18/2016 10:45 AM
107	Not entirely effectively.... we have such great needs here and very little support.	1/18/2016 10:15 AM
108	Time is always a problem.	1/18/2016 10:02 AM
109	Very little experience with IEPs	1/18/2016 9:52 AM
110	I cannot attend to 7 IEP's. There is a lack of human resources in this area. Some students cannot even read and yet all text books are at grade level reading. Inclusive education is a promising practice but cannot be effective without the required resources...It makes me feel sad and disheartened for my students, and it also makes me feel inadequate as a teacher even though I am at work 1 hour before bell, usually at school 2 hours after the bell and spend another 20 hours throughout the week and weekends planning to try to effectively support the learning of the students.	1/15/2016 7:27 PM
111	I am not always involved in the IEP process.	1/15/2016 3:28 PM
112	Can not meet all IEP needs with no in-class support.	1/15/2016 2:56 PM
113	Cannot meet IRT needs with no in class supports	1/15/2016 2:56 PM
114	Every student has needs. Knowing every student's IEP well enough to adjust course accordingly on the fly, in the organized chaos of a 7-12 classroom can be unrealistic.	1/15/2016 9:18 AM
115	My SA was shared between many students, so was only in my classroom about 60% of the time (although my autistic student was supposedly covered for 100% of the time)	1/15/2016 9:01 AM
116	Class size too big, with multiple exceptionalities, to properly meet the needs of students	1/15/2016 6:27 AM
117	At the expense of other students	1/14/2016 10:35 PM
118	Time and it just is not manageable to teach to 3 different groups levels at the same time.	1/14/2016 9:36 PM
119	Example: I teach a grade 8 class of 27. Eight of these student are on the student support services caseload. I get help from student support staff during testing only.	1/14/2016 6:50 PM
120	IRT teacher is often not available	1/14/2016 2:04 PM
121	When they need an alternate setting for learning	1/14/2016 1:35 PM
122	We could use more IRT time.	1/14/2016 12:10 PM
123	No time, not enough IRT support and too many needs	1/13/2016 10:02 PM
124	I receive no IRT support in my classroom and yet I have 7 students with exceptionalities.	1/13/2016 9:07 PM
125	There is not enough time allotted to the students in my school, the number of students with IEPs is too high for the number of IRT teachers to deliver effective programming, we are only scratching the surface.	1/13/2016 8:13 PM
126	With 26 students, the logistics of getting around to everyone and delivering alternate courses, modified courses and prescribed curriculum to everyone is impossible!!!!	1/13/2016 6:34 PM
127	with 22 grade 1 students it is difficult to get to the IEPs because all students at this age needs individual help	1/13/2016 11:39 AM
128	If there are multiple students on IEP in which programming is unique and specific for each students, it is difficult to address specific modifications for each of those students in addition to meeting the needs of the general, and diverse, student body of the rest of the class.	1/13/2016 9:32 AM
129	I do not have any support whatsoever in my classroom and therefore with many students with need it is absolutely impossible to single handedly meet the individual needs of each student.	1/13/2016 9:02 AM
130	not always aware of what the needs are	1/13/2016 8:09 AM
131	To many other responsibilities in the classroom, a lack of IRT support, a large amount of curriculum to cover and unclear expectations or lack of importance given to this process.	1/13/2016 8:02 AM
132	Too many needs, too many students, not enough support	1/12/2016 8:44 PM
133	Too many needs for too many students I am not able to meet all the needs with approximately 25 six year olds and only 1 teacher.	1/12/2016 5:46 PM
134	I don't feel i have enough in class support to meet needs of all students all the time.	1/12/2016 5:45 PM
135	Students not on IEP for specialist area.	1/12/2016 1:25 PM

Inclusive Education Initiative Survey

136	too many needs apart from those with IEPs	1/12/2016 11:54 AM
137	limits of teachers plans that I am subbing for	1/12/2016 10:28 AM
138	rearely and not without the other students missing out, i feel made to choose between teaching one student with very high and unrealistic needs and neglecteing 21 or teaching 21 and tending to the other who is unable to meet any prescribed curriculum	1/12/2016 10:05 AM
139	just not enough time or human resources	1/11/2016 10:24 PM
140	Time restraints, large class size, lack of in class supports.	1/11/2016 8:36 PM
141	Dealing with behaviors takes me away from implementing IEP plans effectively	1/11/2016 6:01 PM
142	I am only one person and implementing these plans often requires another person to help the child while I work with the remainder of the class.	1/11/2016 5:04 PM
143	I am teaching Pervasive in small group or within the mainstream classrooms	1/11/2016 3:55 PM
144	No IRT support and classroom is multi-graded. Difficult to meet such a variety and range of demands and learning levels.	1/11/2016 3:30 PM
145	Time constraints & workload leave little time to effectively implement IEP's	1/11/2016 3:23 PM
146	Next to impossible to implement an individual plan for a 30 minute music period.	1/11/2016 2:26 PM
147	Lack of instructional support	1/11/2016 2:25 PM
148	I have a large class size, so it is often a challenge to implement IEPs in my classroom to the level these students deserve.	1/11/2016 1:39 PM
149	over worked	1/11/2016 11:42 AM
150	I can generally accomodate AS, ET for testing. Beyond that, I most often need help from IRT teachers	1/11/2016 10:33 AM
151	large numbers in class	1/11/2016 10:29 AM
152	at times their extreme behaviours prevent them from participating	1/10/2016 7:29 PM
153	The high volume of students in the classroom with high needs are demanding.	1/10/2016 6:52 PM
154	class size too large for number of students with academic needs	1/10/2016 10:46 AM
155	I am one person with 4 and 5 year olds. Even the strongest can't work independently for more than a few minutes. It is impossible to meet the individual demands for all...I am one person.	1/10/2016 10:41 AM
156	I have too many students for one teacher to service. I have to depend on volunteers for minimal servicing of students. The school admin and NLESD has not met the staffing needs for the program.	1/9/2016 11:58 PM
157	I feel like there is never enough time to meet all the needs.	1/8/2016 9:45 PM
158	Difficult with cuts in IRT positions to meet all accommodation needs.	1/8/2016 6:23 PM
159	There are not enough IRT teachers to cover all the needs all the time. With limited support and multiple accommodations, we can only stretch ourselves so far.	1/8/2016 4:47 PM
160	one person meeting the continous needs of a wide range of learners, while maintaining the interest and focused large group, small group or individual work of the entire group of students, whilst often being disrupted by normal behaviors (questions, excessive chatting, requests to leave the room, announcements, etc.) and the behaviors of challenged students (verbal or physical outburts) creates an environment of distraction for both students and teachers. Time on task is decreased by this approach to learning.	1/8/2016 3:04 PM
161	negative behaviour takes precident	1/8/2016 3:01 PM
162	WITH GREAT DIFFICULTY at this school	1/8/2016 2:41 PM
163	Only with the help of the instructional resource teachers!	1/8/2016 2:21 PM
164	I have students who are non readers who must have texts read orally to them, require scribing, use fusions and computers LD in written output	1/8/2016 2:14 PM
165	25 young children in French Immersion doesn't leave much time for individual support from the classroom teacher for students with exceptionalities	1/8/2016 2:08 PM
166	Lack of human resources.	1/8/2016 1:53 PM
167	Class size, other students' needs	1/8/2016 12:58 PM

Inclusive Education Initiative Survey

168	Teachers are not trained to implement IEP's and often time resources are not available to adequately support inclusive education.	1/8/2016 12:54 PM
169	Lack of IRT support	1/8/2016 12:31 PM
170	Since I work with students on their IEP programming I do meet their needs, however due to extreme behavioural issues some students have to return to the regular class at least once daily and miss out on their programming when the other student act out.	1/8/2016 11:31 AM
171	I am one person among 25. I am simply unable to do everything and be everywhere	1/8/2016 9:35 AM
172	Pervasive Needs - own programming completed in and out of class depending on student abilities.	1/8/2016 9:34 AM
173	Needs are too diverse, ESL students in particular	1/8/2016 9:21 AM
174	other students needs in the classroom..not enough time	1/8/2016 8:40 AM
175	I have 24 students and not enough time to provide 1 on 1 constantly to a number of students.	1/8/2016 8:15 AM
176	Behavioural issues of several students and lack of support make it increasingly difficult to meet the needs of all students.	1/8/2016 1:39 AM
177	There are not enough supports in place to see to the needs of all children in my class.	1/7/2016 9:33 PM
178	There are so many needs in the classroom and so many children in the classroom that trying to reach the needs of each child with an IEP all of the time is extremely difficult.	1/7/2016 8:35 PM
179	violent outbursts from students, discipline issued as children are grouped in our classrooms so student assistants can be used for 3 children at a time	1/7/2016 8:09 PM
180	The number of needs in one particular class that I have are just too great for me to effectively implement IEP's though I do try all of the time.	1/7/2016 8:00 PM
181	lack to time and resources to do it effectively	1/7/2016 7:59 PM
182	multiple grade levels and multiple needs means I'm not doing justice	1/7/2016 4:23 PM
183	Behavioursd and the academic needs of other students in the classroom have to be adressed along with the implementing IEPs. Every student in every class has an IEP (anxiety, giftedness, ADD, ADHD, undiagnosed disabilities!) collecting money, duty.....	1/7/2016 3:40 PM
184	I lack time and resources to implement at all times.	1/7/2016 3:12 PM
185	Student work refusal. Behavior issues. Working with other students. One person cannot do it all.	1/7/2016 2:56 PM
186	too many accommodations expected for a number of students at the same time as I try to teach the lesson	1/7/2016 2:52 PM
187	Too many diverse needs and too many students per room in general to help everyone individually	1/7/2016 2:48 PM
188	Depending on the use of inclusive strategies	1/7/2016 2:48 PM
189	IRT time maxed out	1/7/2016 2:23 PM
190	I do not get support.	1/7/2016 2:20 PM
191	It is very difficult to effectively teach all students in the class. Most of my time is needed to teach curriulum objectives to students on the prescribed curriulum, I have to give accomodations to those students who qualify, and then try to keep students on modified courses engaged.	1/7/2016 2:18 PM
192	As a substitute there is rarely enough time to read through a students plan before starting the day.	1/7/2016 2:15 PM
193	The needs are so diverse they are beyond any training I have ever recieved.	1/7/2016 2:14 PM
194	I have 23 students, 6 with IEP and 2 students with behaviouir issues and several more students who are 2 years below grade level	1/7/2016 2:04 PM
195	Teachers move on with new material while students with exceptionalities lag behind	1/7/2016 1:52 PM
196	class sizes are too big to effectly deliver any individualized plans.	1/7/2016 1:48 PM
197	No time allowed to do this	1/7/2016 1:48 PM
198	Time and demands of other students limit my ability.	1/7/2016 1:46 PM
199	Too many students with very high needs, but very different, needs	1/7/2016 1:27 PM
200	DOING SO IS VERY DIFFICULT DUE TO THE HIGH NUMBERS AND EXTREME NEEDS	1/7/2016 1:18 PM

Inclusive Education Initiative Survey

201	I do not have enough support/time to make sure eveyones needs are taken care of; especially student who do not have an IEP	1/7/2016 12:58 PM
202	Difficult with wide range of needs.	1/7/2016 12:47 PM
203	I am responsible for covering outcomes for all children. there is not enough time to get around to everyone who needs teacher assistance.	1/7/2016 12:40 PM
204	Because the prevasive needs students take up some of the time that is scheduled for the other students on an IEP.	1/7/2016 12:36 PM
205	In one of my classes I have two students who are modified and 4 others with disabilities. It is hard to meet the needs of all students everyday in that classroom.	1/7/2016 12:07 PM
206	LD students need extra assistance and sometime time and class size affects how long I can give him/her one on one support.	1/7/2016 12:02 PM
207	na	1/7/2016 12:00 PM
208	Not enough IRT support	1/7/2016 11:51 AM
209	Non-teaching Principal	1/7/2016 11:46 AM
210	I find it challenging with 25 Grade Ones with different needs and behaviours.	1/7/2016 11:37 AM
211	Some things are just not always doable.	1/7/2016 11:27 AM
212	Some IEP's don't apply to my course as well I usually will offer same help to all which is not universal to just ones with IEP's	1/7/2016 11:20 AM
213	as best as possible but class size, no IRT support and the extreme needs of the students makes it impossible for me to do my job	1/7/2016 10:52 AM
214	As much as possible, it is implemented. However, a lack of proper resourcing sometimes means it is not possible (i.e. no IRT time, assistive tech not provided or functional, etc)	1/7/2016 10:18 AM
215	Class sizes are too large to effectively help students individual needs	1/7/2016 10:03 AM
216	Not enough IRT support (not enough teachers)	1/7/2016 9:53 AM
217	Too many students have accommodations andneed extra programming for one classroom teacher to address siluntaneously. (We do NOT have enough IRT time to address the needs of all of the students in each classroom. The bulk of that responsibility is given to classroom teachers ... although they are still responsible for prescribed curriculum (including common finals, CRTs, public exams)).	1/7/2016 9:39 AM
218	no regular irt support	1/7/2016 9:37 AM
219	Administrator - Do not teach in classroom	1/7/2016 9:35 AM
220	Too many needs to be serviced by one teacher.	1/7/2016 9:33 AM
221	I can teach the literacy programs outlined in the IEPs but we do not have the IRT personnel to provide the literacy programs in my students' IEPs.	1/7/2016 9:14 AM
222	I do not have time to do what is expected of me in dealing with programming for students with such exceptionalities; As well I feel I am NOT adequately trained to deal with ALL different exceptionalities	1/7/2016 9:13 AM
223	There is little additional support to allow alternate settings for assessments	1/7/2016 9:01 AM
224	I rarely have in-class support and have 22 other students sitting there who also need my time. I cannot sit down and spend 15 - 30 minutes with one student and ignore the rest of my class.	1/7/2016 8:55 AM
225	As an IRt teacher I often have to cover for student assistants then my instruction is not as effective as I am often dealing with behavioral issues.	1/7/2016 8:47 AM
226	No planning occures for the students with the teacher responsible for thier planning	1/7/2016 8:44 AM
227	The constraints of board policies don't always allow the flexibility needed to address the diverse needs of	1/7/2016 8:40 AM
228	IRT work wtih the teachers to insure they know how to implement IEP's	1/7/2016 8:34 AM
229	demands of so many children with so many needs and not enough human resources.	1/7/2016 8:31 AM
230	Too many identified needs.	1/7/2016 8:20 AM
231	due to the behavior of some of my students I feel it is difficult to do specific programming with each of my students every day. I do my best but it is very difficult to be consistent when student behavior is so inconsistent.	1/7/2016 8:14 AM

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232	Not enough time for one teacher to administer IEPs in classes of at least 17 students. Not enough minutes in the period or day for one person. Remember I have no teacher support from IRT nor do I have any resource material provided. That is my responsibility to find as well!!	1/7/2016 7:55 AM
233	Depending on availability of limited IRT support	1/7/2016 7:53 AM
234	increased demands, lack of sufficient resources including IRT, Ed Psych, SLP, guidance	1/7/2016 7:07 AM
235	Lack of time in an hour to get to all students	1/7/2016 7:07 AM
236	Young children have too many needs to allow me to work individually with my exceptional students daily. The student-teacher ratio in primary is just too high to allow for this.	1/7/2016 4:26 AM
237	Almost half of my class is on an IEP. Although I try my best to ensure all needs are met, I also need to ensure those not on iep's are getting the education they require. There isn't enough time or resources to meet the needs of all students every class.	1/7/2016 2:45 AM
238	Too many needs, not enough to teaching staff, little time for planning and collaboration with other teachers involved with each student.	1/7/2016 12:54 AM
239	Difficult to meet the needs of ALL students. Not enough classroom support. One teacher cannot do it all.	1/6/2016 11:53 PM
240	Very difficult with so many students with different needs.	1/6/2016 11:07 PM
241	Large class size prevents time and resources to effectively implement the multiple IEP in my classroom. Additionally lack of available IRT support	1/6/2016 11:04 PM
242	Time, workload prevents being able to work with students	1/6/2016 10:44 PM
243	Sometimes resources and time does not allow me to do this to the best of my ability	1/6/2016 10:33 PM
244	Not enough planning and/or instructional time.	1/6/2016 10:08 PM
245	IEP is developed around what we can do so we don't set up what we can't get done, parents are a part of what needs to be done at home and this is what we can do at this school/class/time	1/6/2016 10:06 PM
246	Classes are too big to effectively implement IEP's	1/6/2016 9:43 PM
247	Impossible to individualize for all students and to monitor individual programs.	1/6/2016 9:34 PM
248	With a class of 18, it can be difficult to ensure all students with an IEP receive the support they need without extra support in the classroom.	1/6/2016 9:12 PM
249	It is folly to believe that students who can not complete the course material will be able to find success with the curriculum simply by stating an IEP.	1/6/2016 9:01 PM
250	Lack of resources. And it seems a lack of understanding on strategies that should be implemented for students with let's say dyslexia	1/6/2016 8:58 PM
251	As an IRT I find classroom teachers do not take ownership of the students on IEP. Class sizes are too large for the classroom teacher to spend individual time with students and there is no prep time for collaboration.	1/6/2016 8:54 PM
252	IEP are planned but implementation is only possible when there is a co-teacher or IRT available.	1/6/2016 8:52 PM
253	Limited time and personnel resources due to the demands of pervasive needs in the schools...resources go to these children first, behaviour demands take up a lot of instructional time	1/6/2016 8:46 PM
254	I can implement IEP for those who require it - not for every student.	1/6/2016 8:44 PM
255	supervised breaks cannot always be provided due to a lack of personel. Also difficult to teach student objectives or provide necessary instruction when there are so many other objectives to be met and students to attend to.	1/6/2016 8:40 PM
256	Time constraints is the number one concern.	1/6/2016 8:39 PM
257	Many of my students this year have needs far beyond my experience and expertise including Autism , and Mental Health issues	1/6/2016 8:35 PM
258	Vert time consuming and little time to consult with colleagues trained in this area.	1/6/2016 8:11 PM
259	class size limits effective implementation	1/6/2016 7:57 PM
260	as an IRT	1/6/2016 7:53 PM
261	Multiple IEPs in the same classroom along with many other students.	1/6/2016 7:53 PM
262	Need more manpower/ support teacher in the room!	1/6/2016 7:52 PM

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263	Class sizes are too large with very high needs students	1/6/2016 7:46 PM
264	Needs of all students are too diverse - all of them can't be addressed adequately all the time (special needs or otherwise)	1/6/2016 7:45 PM
265	Students with behavioural issues generally take up most of my time and resources	1/6/2016 7:45 PM
266	I have a student with autism and one with fasd. Only one student ass. When the both of them decide to put it up I have to leave my teaching duties to deal with crises which is everyday!	1/6/2016 7:31 PM
267	Due to extreme student behaviours it has been difficult to implement IEP's in the students assigned homeroom	1/6/2016 7:26 PM
268	I have 3 students in my class who are approved for student assistants and I have no SA time for ANY academic portion of the day. Two of these children have autism and one child is a safety concern. I have 30 minutes of in class Literacy support for 10 children on IEPs. I have 3 ESL children. I am one person. One of my children with autism is extremely low functioning and requires accompaniment to the bathroom. He has also be found wandering in various areas of the school. He has had bathroom accidents in my classroom. Still no SA time. He eats everything; pencil, plastic, crayons, styrofoam. Still no SA. I do the absolute best I can.	1/6/2016 7:22 PM
269	Too many high needs students and not enough time to devote to all, not enough IRT time or SA time	1/6/2016 7:21 PM
270	limited support (IRT) for French Immersion	1/6/2016 7:19 PM
271	I have too many students that need supports that does not qualify for an IEP plan	1/6/2016 7:13 PM
272	Lack of resources/support	1/6/2016 7:10 PM
273	Lack of IRT support and resources for alternate curriculums.	1/6/2016 7:02 PM
274	Too many students and not enough time and support	1/6/2016 7:01 PM
275	Resources and personnel are not available	1/6/2016 6:52 PM
276	I feel I need to qualify my answer. Without student assistant support and creative scheduling by the special needs team in my school I would not be able to meet needs as much as I do.	1/6/2016 6:49 PM
277	i do the best i can to meet each child where they are. i get limited irt time during cycle which affects effective delivery iep- 8/25 kids on iep- 2 of which have autism and are on modified. while i have SA most of the time there are times i have none- i have 6 other "regular" kids also needing help- to be effective in reaching all kids there needs to be a cap on the class size and more irt teachers available to team teach. many kids are falling thru the cracks	1/6/2016 6:47 PM
278	My experience is that teachers are not able to meet the needs outlined on an IEP.	1/6/2016 6:37 PM
279	Group sizes too large. Have to teach multiple subjects at same tme	1/6/2016 6:36 PM
280	The needs far outweigh my ability to meet them.	1/6/2016 6:35 PM
281	Several students receiving supports causes irt time to be limited in every class	1/6/2016 6:34 PM
282	I am the only IRT to cover Grade 4 to 12 with 66 students on my caseload, effective is not the word that I would use	1/6/2016 6:26 PM
283	Not enough personnel to deal with all the students with behavioural needs	1/6/2016 6:24 PM
284	Not possible with resources at hand	1/6/2016 6:23 PM
285	Again, I am the exception to the rule because of the LFI	1/6/2016 6:22 PM
286	With irt support. Irt support is not near sufficient	1/6/2016 6:11 PM
287	Time consuming and many children with them in my classes.	1/6/2016 6:09 PM
288	Because it is often impossible to meet the needs of students with IEP's and still meet the needs of the students in the mainstream and meet curriculum objectives and ensure their learning as well	1/6/2016 6:06 PM
289	Often not enough time to prepare/implement, especially with such a heavy workload.	1/6/2016 6:02 PM
290	too many students on IEPs, can not physically meet the needs	1/6/2016 6:02 PM
291	I feel there are very limited resources within this area.	1/6/2016 5:59 PM
292	Lack of resources, increased expectations in curriculum delivery method	1/6/2016 5:56 PM
293	There are too many children and too many needs!!! Everyone is overwhelmed- teachers and students. Many students need one on one and small group help and the other students without an IEP get little attention. The needs of children and the number of children requiring a lot of help and attention is getting larger every year. There needs to be more support in every classroom for all students to get the help they need and deserve.	1/6/2016 5:51 PM

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294	the time to plan for each need is overwhelming	1/6/2016 5:47 PM
295	Lack of preparation or planning time	1/6/2016 5:46 PM
296	I have not had training in developing IEPs	1/6/2016 5:44 PM
297	This is usually dependent upon classroom supports.	1/6/2016 5:37 PM
298	There are times I am left alone with an autistic child and 2 cognitively delayed students. These students especially my autistic student, is unable to complete assigned work independently. Work will get marked up or cut up. I am Annabel to sit with these students when 17 other children need my help as welln	1/6/2016 5:34 PM
299	The demands of time for planning and instruction.	1/6/2016 5:31 PM
300	When technology is outlined on the IEP and the resources are not available or are not in working order, it makes it very frustrating	1/6/2016 5:30 PM
301	lack of resources	1/6/2016 5:29 PM
302	A lot of needs and not enough support throughout the day.	1/6/2016 5:28 PM
303	Meeting diverse needs can be challenging with numbers and classroom management concerns. It's a struggle.	1/6/2016 5:28 PM
304	With the number of different issues in each classroom it is impossible to do any child justice.	1/6/2016 5:21 PM
305	personnel and resources are needed	1/6/2016 5:20 PM
306	So many needs, new curriculum to teach, multigraded, reduced prep time. I am only one person, I do the best I can but there is no way of reaching all needs, planning, assessingand doing all the other demands.	1/6/2016 5:19 PM
307	I do not have enough time nor resources to meet all the diverse needs of all learners.	1/6/2016 5:18 PM
308	Time and properly trained personnel are not available to meet the needs of all students that I am responsible for	1/6/2016 5:12 PM
309	Lack of supports	1/6/2016 5:05 PM
310	To many needs to cover all students we still have the students who have leaning problems. No identification because they are not old enough We know as teachers from grade kindergarten who the special needs are but no extra help or time for them. 2 kids get 2 1/2 hour sessions with 1 on 1 every 14 days what a joke we r not helping these kids enough	1/6/2016 5:01 PM
311	Most IRT's and classroom teachers don't work together.	1/6/2016 4:54 PM
312	time constraints and student demands make it difficult to provide individualized support	1/6/2016 4:52 PM
313	Lack of resources.	1/6/2016 4:49 PM
314	I have a large number of students who have needs in my classroom, and I also have several who are not on IEPs but are struggling. There is just not enough time to effectively mmet the needs of all of the students, especially those who need a lot of attention and guidance.	1/6/2016 4:40 PM
315	sometimes their needs require tremendous amounts of time and individual attention....other children in my class deserve attention too.	1/6/2016 4:39 PM
316	I have too many needs to effectively implement IEPs; I do not have enough prep time to research and prepare lessons for the needs of every student.	1/6/2016 4:36 PM
317	In some classes, there are too many students with IEP requirements that differ from each other. It is impossible to teach the same concept in three or more ways in the amount of time given to cover the curriculum.	1/6/2016 4:34 PM
318	Not enough time, extra help needed	1/6/2016 4:34 PM
319	classrooms are to busy	1/6/2016 4:26 PM
320	I have children who have various exceptionalities who get support via IRT and technology for testing. They do not get to use the technology for classroom work. Furthermore, in my language classes I have an IRT for three classes a cycle out of 8. It is difficult to co ordinate writing activities for theses periods only given the pace of the curriculum.	1/6/2016 4:25 PM
321	Programming decisions are made as a team. Recommendations that are made following assessments are rarely implemented.	1/6/2016 4:22 PM
322	As indicated above, I teach students in an alternate setting. These students are completing 75% or more of their programming in this setting. This can be challenging working with several students, all on different courses, at the same time, by myself. I also have to provide accommodations to students in other grades, as needed.	1/6/2016 4:13 PM

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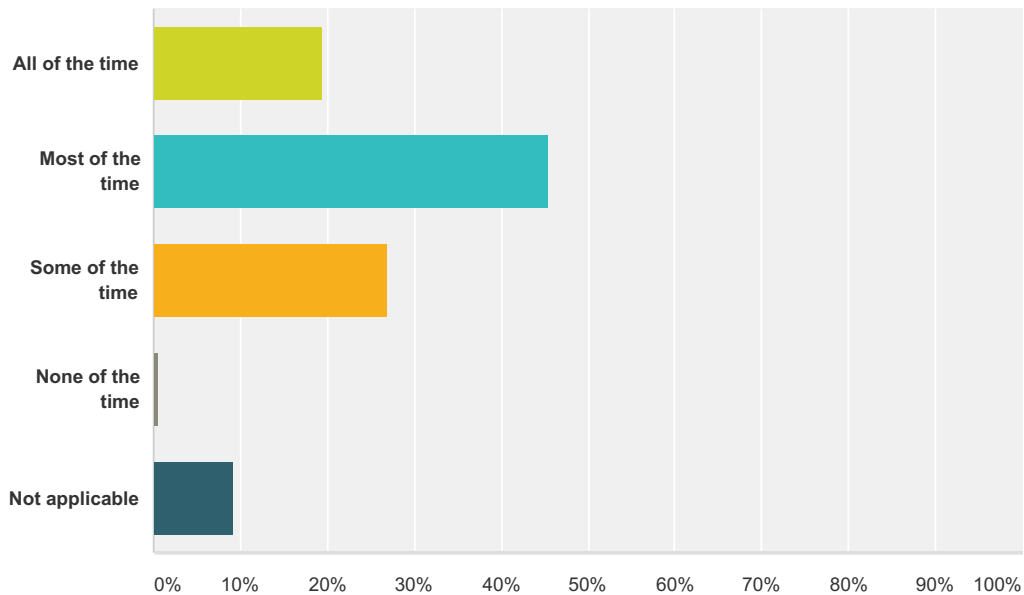
323	Sometimes the behaviour o a student interferes with delivery of programs. You may spend 30 minutes or more trying to get a child to adhere to your requests. Not all children belong in a classroom setting. Unless it's for socialization some children need one on one teaching	1/6/2016 4:12 PM
324	Too many needs not enough resources, time, technology	1/6/2016 4:09 PM
325	Hard to do and do justice for them or others	1/6/2016 4:07 PM
326	A lot of times the resources and support necessary to properly implement the IEP are not readily available.	1/6/2016 4:02 PM
327	I am responsible for implementing reading and math support to some students in the classroom. This is quite difficult to do if I am covering student assistant breaks. I am constantly deing with student behaviour instead.	1/6/2016 4:01 PM
328	Restraints due to time, a lack of expertise and the volume of cases per class. Poor attendance, too, plays a role.	1/6/2016 4:00 PM
329	uncertain of some needs. Supprts are there to help with others, so another teacher actually "implements".	1/6/2016 3:57 PM
330	IRT time is being monoplized for students with pervavsive needs	1/6/2016 3:52 PM
331	Too many high needs, not enough support.	1/6/2016 3:52 PM
332	It is not always possible to implement programming in the classroom when it is so very different from regular curriculum.	1/6/2016 3:50 PM
333	IEP Plans were not updated from last year. I assist my children on the needs I see they have.	1/6/2016 3:49 PM
334	None in place for my class	1/6/2016 3:49 PM
335	40% of my students have I.E.P s	1/6/2016 3:47 PM
336	No support	1/6/2016 3:46 PM
337	Some students have what I would call dyslexia and need intensive multi-sensory reading interventions which I cannot provide in my classroom.	1/6/2016 3:45 PM
338	maybe	1/6/2016 3:44 PM
339	Too high of needs and working in a multigrade classroom.	1/6/2016 3:43 PM
340	IRT resources diverted to other students with greater needs	1/6/2016 3:42 PM
341	As an IRT I am responsible to implement programming in the classroom. I am there to cover student assistant breaks. Therefore, it is quite difficult to implement a reading program when I am constantly dealing with behavioural issues.	1/6/2016 3:38 PM
342	I am not trained in many of the accomodations and it is physically impossible to accomodate 8 out of 26 students as they should be accomodated.	1/6/2016 3:34 PM
343	Because of the high needs of a student	1/6/2016 3:33 PM
344	Very difficult to respond to needs of all students	1/6/2016 3:32 PM
345	Some of the needs are so severe it's difficult to get the required one on one time needed	1/6/2016 3:32 PM
346	Many of the teachers that I have talked to struggle with this, due to the shear number of needs.	1/6/2016 3:29 PM
347	so many students have IEPs	1/6/2016 3:28 PM
348	there are too many students demanding my attention; there is no help provided in my classroom	1/6/2016 3:26 PM
349	Behaviours can interfere with programs	1/6/2016 3:21 PM
350	time constraints	1/6/2016 3:14 PM
351	Case load and scheduling are major factors in my ability to provide individualized educational plans to my students in the inclusive classroom.	1/6/2016 3:12 PM
352	Not enough prep time, supprts, IRT assisstance, etc	1/6/2016 3:12 PM
353	too large of a work load/not enough time/too many IEP	1/6/2016 3:10 PM
354	Teaching in a multi-grade classroom, my time is limited during class because I am implementing lessons in four different curriculums..	1/6/2016 3:09 PM
355	Too much disruption to effectively implement	1/6/2016 3:09 PM
356	The number of students on IEP determines the amount of implementation. The more IEPs, the less time to devote to individual students.	1/6/2016 2:49 PM

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357	There are so many students with needs in the classroom that it is impossible to address all IEP's while addressing all curricular outcomes. Teachers need more human resources or less students with needs in each classroom to meet this expectation.	1/6/2016 2:46 PM
358	Due to limited resources, lack of student assistant time and IRT time it is very difficult to accommodate for student needs.	1/6/2016 2:34 PM

Q9 I use Differentiated Instruction to meet the needs of students in my classroom.

Answered: 1,601 Skipped: 309



Answer Choices	Responses
All of the time	19.36% 310
Most of the time	45.41% 727
Some of the time	26.98% 432
None of the time	0.56% 9
Not applicable	9.12% 146
Total Respondents: 1,601	

#	If answer is some of the time or none of the time please indicate why.	Date
1	Planning/prep time has been cut, duty demands have increased, student needs have increased and class sizes have increased. I refuse to let planning and preparing take over large portions of my personal time. If it's not done at 430, it's not done that day.	1/20/2016 11:01 PM
2	Not enough personnel	1/20/2016 9:01 PM
3	I have children who are so below grade level that I spend most of my time with these children that I can't always allow for DI. So many children need accommodations provided that providing DI isn't possible because these students take up so much of my time. For example, scribing for them.	1/20/2016 6:31 PM
4	It is impossible to do this. The curriculum is a mile wide.If it was actually possible I would be bored in classes were no differentiated instruction is required. Better yet less is more and more is less.	1/20/2016 3:04 PM
5	public exam courses don't always have a lot of time	1/20/2016 10:58 AM
6	I am not a full time teacher but based on the lesson plans left behind for me, I try to ensure everyone understands the material.	1/20/2016 10:00 AM
7	They all have individualized courses/programs	1/20/2016 9:49 AM
8	The needs of children in the majority of classrooms are so great with little inclass resources from IRT teachers, that it is challenging to provide instruction to a diverse group of students.	1/20/2016 9:06 AM

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9	Very time consuming. I try to meet each individual student's needs... where they are	1/19/2016 11:20 PM
10	Just too many students with so many different readiness levels.	1/19/2016 9:58 PM
11	It's very hard with so many needs	1/19/2016 9:02 PM
12	the needs are high and the is no inclass supports	1/19/2016 8:29 PM
13	Different classes determine use of streamlining classes. Other classes can easily use differentiated instruction	1/19/2016 7:53 PM
14	The needs of some of my students far surpass what a classroom teacher can be expected to do effectively.	1/19/2016 7:37 PM
15	Not always practical	1/19/2016 6:59 PM
16	I certainly try my best to alter and vary my lessons and assessments to meet the varied and eclectic needs of my students, but I do not try to run multiple lessons in the same class. It is simply hard enough to plan and implement one at a time. As for assessments, while I vary the types of assessments and their delivery method, I don't give students carte blanche to submit work in only their preferred style. By letting students choose only one modality of submission they become one trick ponies and they fail to gain knowledge and experience from a variety of different styles and experiences.	1/19/2016 5:47 PM
17	I am an IRT and classroom teachers are not accepting of this practice.	1/19/2016 1:46 PM
18	DI is not mastered, no access to resources in French to help	1/19/2016 1:04 PM
19	I am only one person. I do my best to differentiate but the truth is there is only so much time in a period and I have 25 students perhaps a quarter of them have extensive needs.	1/19/2016 12:13 PM
20	I do my best, but it is difficult to manage with the variety of needs. The planning and preparation take many, many hours. I usually have to create everything I use because I am a French Immersion teacher and the resources we have available are often created for Francophone students and are at a level of French far too difficult for French Second Language students.	1/19/2016 10:58 AM
21	One teacher in the classroom is not enough to effectively implement differentiated instruction.	1/19/2016 10:28 AM
22	-requires a lot of planning which requires a lot of time - always trying to find the TIME to do everything that needs to be done - teachers need more planning time	1/19/2016 9:35 AM
23	Time (spent planning and executing such lessons) does not permit within the regular school day.	1/18/2016 11:14 PM
24	Workload and preparation time makes it very difficult to prepare and implement.	1/18/2016 11:02 PM
25	Sometimes managing behaviours reduces my ability to use DI	1/18/2016 10:06 PM
26	Need more info on how to differentiate properly	1/18/2016 9:58 PM
27	Differentiated instruction is beneficial, however, is very time consuming to create.	1/18/2016 9:48 PM
28	When I am working in the larger group this is very difficult to do!! In a smaller group I can meet the needs of my students who struggle!	1/18/2016 8:43 PM
29	Time constraints, absenteeism, heavy curriculum, lack of resources, behaviour issues, interruptions	1/18/2016 7:49 PM
30	Again, there are unrealistic responsibilities set for teachers.	1/18/2016 6:35 PM
31	It is difficult to find the time to diversify education for all students needs when I am required to prep for five different courses.	1/18/2016 6:17 PM
32	When and where possible I use DI in my classroom. The effectiveness of this, and other strategies are often impacted by constant disruption in the classroom. Disruption is most often caused by children who are in the class and just not able to cope and who have very little (if any) additional supports.	1/18/2016 6:12 PM
33	Do the best with what we haven/a as I am an administrator	1/18/2016 6:01 PM
34	not enough time to develop alternative plans	1/18/2016 4:06 PM
35	DI requires a lot of preparation initially	1/18/2016 3:24 PM
36	Too many students with different needs and not enough time or knowledge to implement everything that is needed.	1/18/2016 2:09 PM
37	Because students vary in innumerable dimensions.	1/18/2016 1:33 PM
38	It is difficult to implement DI along with the other demands of the class, including prep time.	1/18/2016 1:21 PM

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39	Many needs and not enough support even with DI strategies	1/18/2016 12:46 PM
40	Extra preparation	1/18/2016 12:38 PM
41	Again, depending upon the composition of the class, DI may be challenging, if not, impossible due to the significant needs of some students . ie. emotional/behavioural	1/18/2016 12:21 PM
42	too many students and not enough support	1/18/2016 11:55 AM
43	DI is not for Jr. High-we move from room to room-cannot set up rooms-cannot move insome rooms thaey are so small	1/18/2016 11:53 AM
44	Requires too much time and work to prepare. Cannot effectively cover all outcomes.	1/18/2016 11:52 AM
45	time and rersources	1/18/2016 11:37 AM
46	Lack of preparation time.	1/18/2016 11:35 AM
47	With 27 students it is almost impossible to meet the needs of my students.	1/18/2016 11:15 AM
48	TIME TO PREPARE IS JUST NOT THERE!	1/18/2016 11:13 AM
49	When possible. Planning for a diverse academic range is stressful and demanding for one person	1/18/2016 11:07 AM
50	pull- out setting	1/18/2016 10:56 AM
51	One teacher is not enough to do this effectively.	1/18/2016 10:45 AM
52	If it's a public there is no room for specialized assessment or instruction. After school work or non-summative work can be differentiated.	1/18/2016 10:27 AM
53	time	1/18/2016 10:02 AM
54	poses challenges - time restrictions and covering outcomes can prohibit this	1/18/2016 10:00 AM
55	I work many extra hours to make this a reality but at the end of the day I am one person trying to attend to the need of 20 or more students. After attending to 1/3 of my students IEP needs the students who are not on IEP rarely get my attention and support. This makes me feel ineffective in reaching the needs of the students.	1/15/2016 7:27 PM
56	Some activities are harder to implement with differentiated instruction. There are time constraints, both with respect to planning and within the classroom setting. In addition, the needs of my students are quite diverse.	1/15/2016 3:28 PM
57	In order to hit the outcomes, with limited time to prep, the traditional methods of information distribution are sometimes required, especially in public exam courses.	1/15/2016 9:18 AM
58	As often as I can, however one adult in a room with 26 students, teaching a second language leaves very little time for implementing and following up on special programming (that I have to create in my own time, using resources purchased out of my own pocket that I am never reimbursed for).	1/15/2016 9:01 AM
59	lack of time, 22 courses to deliver	1/14/2016 10:35 PM
60	same as above. Ir teachers do support these students at times..	1/14/2016 9:36 PM
61	Time restraints and student numbers.	1/14/2016 6:50 PM
62	In LFI, most of the students are academically capable. Those with exceptional needs are not necessarily academic.	1/14/2016 10:57 AM
63	I use DI as much as I can given the absence of support.	1/13/2016 9:07 PM
64	I am not super woman. It is not possible to be everything to everybody all the time.	1/13/2016 6:34 PM
65	extra person resources are often required and not available	1/13/2016 12:57 PM
66	Differentiation requires a great deal of planning. Time does not allow for me to differentiate every lesson.	1/13/2016 9:32 AM
67	again, as I am made aware	1/13/2016 8:09 AM
68	To many other responsibilities in the classroom, a lack of IRT support, a large amount of curriculum to cover and unclear expectations or lack of importance given to this process.	1/13/2016 8:02 AM
69	The needs are so many it's hard to meet them all.	1/12/2016 5:46 PM
70	I would like to have more IRT support in planning and imolementing effective DI in my classroom.	1/12/2016 5:45 PM
71	Behaviors are often too distracting to implement. Lack of students assisant and IRT time lacking.	1/12/2016 1:25 PM
72	Lack of time and resources	1/12/2016 11:54 AM
73	many teachers don't plan for this	1/12/2016 10:28 AM

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74	however that does not meet the needs of autistic and students with more serious needs	1/12/2016 10:05 AM
75	Lack of planning time, other classroom and school expectations, too many needs to met by one teacher, lack of in class support, too many exceptionalities in one classroom.	1/11/2016 8:36 PM
76	I use differentiated instruction all of the time, but it is not always effective because my struggling students stop working as soon as I go work with other students	1/11/2016 6:01 PM
77	Finding the time to differentiate instruction for 3 or 4 levels of ability is a daunting task that requires a considerable amount of time . It is impossible for one person to address the needs of 24 learners. I do the best I can but more resources are needed.	1/11/2016 5:04 PM
78	The amount of planning for the multi-graded classroom is astronomical. Can only do what's humanly possible. Have to go home from school some time.	1/11/2016 3:30 PM
79	Needs vary so much that differentiation is challenging	1/11/2016 2:25 PM
80	overworked	1/11/2016 11:42 AM
81	So many needs and only 1 of me!	1/11/2016 10:10 AM
82	I am an IRT but I see this is not being done. Planning needs to be done with both IRT and classroom teachers but there is not enough planning time to allow for this collaboration to occur within the school day. Therefore, many classroom teachers resist this.	1/11/2016 9:51 AM
83	24 kids:1 teacher	1/10/2016 8:59 PM
84	Difficult to have consistent practices with so many students going out for alternate programming	1/10/2016 6:52 PM
85	time and resources are not readily available for the diversity of need	1/10/2016 11:04 AM
86	class size too large for number of students with academic needs	1/10/2016 10:46 AM
87	I try...but again...1 person managing this with 4 and 5 year olds is next to impossible	1/10/2016 10:41 AM
88	See above. Too many students, too many demands, not enough teachers. I have partial SA support for two classes when it is really not needed, and two periods of IRT support. All four periods are to fill out those SA and IRT schedules, rather than meet the teaching and learning needs in my classroom. For those I have no recourse but to depend on volunteer support.	1/9/2016 11:58 PM
89	With the class size and the different levels of students in class it is quite difficult.	1/9/2016 10:03 PM
90	It is impossible to meet the needs of all students at all times	1/9/2016 9:08 PM
91	Some of the time when there are adequate human resources	1/9/2016 1:40 PM
92	As above.	1/8/2016 1:53 PM
93	Its hard to differentiate when we are not properly trained for the conditions that some children have. How can differentiation occur when you dont know how to address a students special needs and have limited resources to assist you.	1/8/2016 12:54 PM
94	Lack of IRT support	1/8/2016 12:31 PM
95	Need is too great, can't always differentiate every child's specific needs. More IRT time needed!!!!	1/8/2016 11:25 AM
96	IRT-most kids need direct instruction and repeated practice to master alternate outcomes	1/8/2016 11:20 AM
97	I do constantly, multiplying the amount of work to try to include everyone. very challenging	1/8/2016 9:35 AM
98	Again, time, other students' needs,	1/8/2016 8:40 AM
99	Differentiation cannot meet the needs of children with emotional/behavioural problems.	1/8/2016 1:39 AM
100	It is too much work and classroom management is a major issue	1/7/2016 9:17 PM
101	some differentialization requires more resources. large class size, shared student assistants with other classes and increasing behavior issues	1/7/2016 8:09 PM
102	Again, number of needs and the range of student abilities makes it very difficult to differentiate instruction.	1/7/2016 8:00 PM
103	Lack of time due to staffing cuts. I have been asked to take on much more than is possible to do effectively.	1/7/2016 7:59 PM
104	Time for planning is limited even though I want to have diverse activities and assessments.	1/7/2016 4:23 PM
105	impossible to plan DI lessons in time allotted	1/7/2016 2:52 PM

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106	I use it based on student needs, when required	1/7/2016 2:48 PM
107	It is very difficult to provide the level of differentiated instruction needed. In addition to planning time, time is needed to implement the activities and assist students as needed.	1/7/2016 2:18 PM
108	Not always indicated by classroom teacher who needs differentiated instruction.	1/7/2016 2:15 PM
109	Differentiated Instruction has it's limitations especially when you have so many students with exceptionalities in your class.	1/7/2016 2:14 PM
110	I have many students in class who are academically and cognitively well below grade level and no matter what type of instrudction I use I am unable to teach because of off task behaviours and disruptive students	1/7/2016 2:04 PM
111	class sizes and lack of planning time make it very difficult.	1/7/2016 1:48 PM
112	too many needs	1/7/2016 1:48 PM
113	na	1/7/2016 12:00 PM
114	Not enough IRT support	1/7/2016 11:51 AM
115	Non-teaching Principal	1/7/2016 11:46 AM
116	Some things just need to be taught and students need to learn it. It is not always that DI is the best solution.	1/7/2016 11:27 AM
117	as best as possible but class size, no IRT support and the extreme needs of the students makes it impossible for me to do my job	1/7/2016 10:52 AM
118	Class size limits the amount of mouvement possible in a classroom	1/7/2016 10:03 AM
119	Too many students!	1/7/2016 9:53 AM
120	I don't know how to do this effectively and I don't have the time to plan so many different lessons for every course everyday.	1/7/2016 9:50 AM
121	Administrator - Do not teach in classroom	1/7/2016 9:35 AM
122	Lack of PD	1/7/2016 9:31 AM
123	When I'm in the regular classroom coteaching I don't always have the ability to control the lessons.	1/7/2016 8:40 AM
124	demands of so many children with so many needs and not enough human resources.	1/7/2016 8:31 AM
125	Time restrictions for public exam courses.wi	1/7/2016 8:20 AM
126	When I can find time and resources.	1/7/2016 7:55 AM
127	With such a ride range of needs it's impossible to serve all students in every lesson. Often the needs of the most pervasive students take precedent over everyone else.	1/7/2016 12:54 AM
128	I teach 11 different courses, no time !	1/7/2016 12:07 AM
129	Time consuming, difficult to complete all the curriculum in a diversified classroom.	1/6/2016 11:53 PM
130	But enough understanding of how to implement	1/6/2016 10:44 PM
131	I attempt to, but very limited by workload and demands of students and curriculum.	1/6/2016 10:42 PM
132	Lack of resources and time to plan and gather needed resources	1/6/2016 10:41 PM
133	DI is not the be all and the end all for all students. Variety is better, in my opinion.	1/6/2016 10:08 PM
134	I do what time permits.	1/6/2016 9:34 PM
135	As an IRT all of my students are given individualized work!	1/6/2016 8:54 PM
136	IRT needs more time for collaboration when working with more than one grade level	1/6/2016 8:46 PM
137	There is sometimes not enough time for me to plan DI. or there are too many students to do this, or curriculum is too demanding to give time to spend DI.	1/6/2016 8:44 PM
138	Time constraints.	1/6/2016 8:39 PM
139	Time constraints (in creating and planning), nature of topics, nature of students, concern over coverage of course content	1/6/2016 8:21 PM
140	When given options to complete work it is completed with about the same success rate. Upon occasion some students benefit and as a result I mix up my teaching style to include assessment that are outside of my comfort zone.	1/6/2016 8:11 PM

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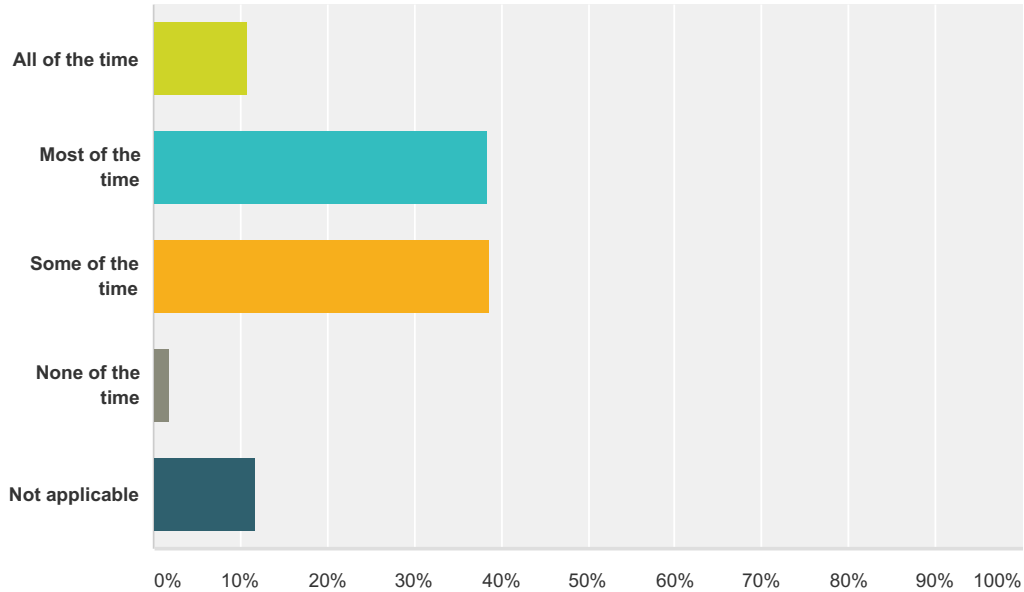
141	as an IRT	1/6/2016 7:53 PM
142	Lack of time and only lip service to training	1/6/2016 7:53 PM
143	Some subjects do not require it	1/6/2016 7:48 PM
144	I do my best.	1/6/2016 7:22 PM
145	Challenging when there are so many	1/6/2016 7:15 PM
146	I have not been able to figure out how to meet the needs of the different methods of instructions that different students need while making sure that the regular students don't fall behind	1/6/2016 7:13 PM
147	i do what i can but sometimes it is impossible to do everything- there are too many needs	1/6/2016 6:47 PM
148	Required assessment pieces leaves little room for differentiated instruction	1/6/2016 6:38 PM
149	Not practical with the classes I have	1/6/2016 6:23 PM
150	this depends on the course, it's size and the number of students requiring accommodations.	1/6/2016 6:22 PM
151	Lack of support	1/6/2016 6:20 PM
152	I use differentiated instruction regularly but it doesn't necessarily meet the needs of my students	1/6/2016 6:19 PM
153	Most effective with irt support	1/6/2016 6:11 PM
154	Difficult to find things low enough for some learners. Challenging to address needs of more capable learners as there are so many diverse learners and curriculum is so jam packed.	1/6/2016 6:09 PM
155	Again, not enough hours in the day to always have multiple plans/ways of doing things to meet the needs of everyone. I am teaching new courses. It's hard enough to stay on top of new curriculum. Add in DI and the time is simply not there.	1/6/2016 6:02 PM
156	Very difficult to implement when one has students with very high needs and little support.	1/6/2016 5:59 PM
157	Range of needs so great that DI can be time consuming or ineffective	1/6/2016 5:56 PM
158	the time to plan for each need is overwhelming	1/6/2016 5:47 PM
159	Lack of planning and preparation time	1/6/2016 5:46 PM
160	Lack of resources	1/6/2016 5:44 PM
161	With 25 kids? Are you kidding me?	1/6/2016 5:31 PM
162	Time, resources, student needs	1/6/2016 5:08 PM
163	Time constraints make it impossible to plan multiple versions of lessons for each class every day.	1/6/2016 5:06 PM
164	Lack of supports	1/6/2016 5:05 PM
165	Not always able to do it because I seldom have a special ed teacher with me, or anyone else to help out.	1/6/2016 4:40 PM
166	I try.	1/6/2016 4:36 PM
167	Teaching 25 children with different needs and behaviour issues does not allow for much differentiated instruction. Too much is asked of the teachers with little help.	1/6/2016 4:34 PM
168	classrooms are too busy	1/6/2016 4:26 PM
169	Unrealistic expectations	1/6/2016 4:22 PM
170	My class is large and there are many behavioural challenges. There are many students who are fairly weak and could use more assistance, DI, but I simply cannot get to everyone that needs help.	1/6/2016 4:10 PM
171	It is difficult to cover all of the outcomes and content.	1/6/2016 4:00 PM
172	Only needed for English and French Language Arts.	1/6/2016 3:58 PM
173	There is not enough time to do a variety of lessons for each class. Differentiated in terms of doing different lessons on separate days, yes.	1/6/2016 3:57 PM
174	Admin	1/6/2016 3:52 PM
175	The number of needs coupled with the amount of planning and preparation time required to truly implement DI makes it impossible to do it for everyone all the time.	1/6/2016 3:52 PM
176	Teachers have become good at instructing differently for different needs. However, it is really challenging.	1/6/2016 3:50 PM

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177	Too many grades in one class	1/6/2016 3:46 PM
178	up to 36 students of differing needs in a public exam course	1/6/2016 3:40 PM
179	With a course load of 9 courses, I find it very difficult to find the time to differentiate all my lessons / activities	1/6/2016 3:39 PM
180	With 26 students and such varying needs, there is no way to meet the needs of all students at all times. I am only one person.	1/6/2016 3:29 PM
181	At the primary level this seems to be occurring.	1/6/2016 3:29 PM
182	classes are too big to do it all the time	1/6/2016 3:28 PM
183	course demands; extensive curriculum; public exams	1/6/2016 3:26 PM
184	lack of prep time	1/6/2016 3:14 PM
185	Not enough prep time, supprts, IRT assisstance, etc	1/6/2016 3:12 PM
186	too large of a work load/not enough time/too many IEP	1/6/2016 3:10 PM
187	Too much disruption; lack of resources	1/6/2016 3:09 PM
188	Too many individual instructions required. I do not have enough time.	1/6/2016 3:07 PM

Q10 I am able to provide academic interventions for struggling students in my classroom.

Answered: 1,601 Skipped: 309



Answer Choices	Responses	Count
All of the time	10.87%	174
Most of the time	38.35%	614
Some of the time	38.73%	620
None of the time	1.81%	29
Not applicable	11.74%	188
Total Respondents: 1,601		

#	If answer is some of the time or none of the time please indicate why.	Date
1	Again, lack of time, resources and staff co-ordination. It's very difficult to co-ordinate interventions with other subject teachers. Prereferral interventions are simply good teaching practices. Documenting over a period of six months adds more paperwork and meetings to our workload. Ed psychs are downloading more and more specific duties to teachers. For example, I have been told that I need to offer targeted interventions for six months in the area of grapheme awareness. No one is able to tell me what, exactly, that entails, nor has anyone explained how I'm supposed to do that, work with other prereferral and IEP kids with needs, and teach the regular curriculum at the same time. I do what I can with the skills I have yet keep getting told that I am a failure. The program as implemented is understaffed and under resourced. We are all failing these kids.	1/20/2016 11:01 PM
2	Sometimes not enough time	1/20/2016 9:41 PM
3	Not enough personnel	1/20/2016 9:01 PM
4	Many of their struggles are gapped are so far beyond their assigned grade level that the amount of interventions needed isn't possible. With NO in-class support from an IRT it's challenging to meet every student's needs.	1/20/2016 6:31 PM
5	Due to classroom dynamics (behavioural concerns, students needing additional support)	1/20/2016 5:21 PM

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6	When any teacher is dealing with 200 plus students in their curriculum area the share volume of preparation and time required to be effective is a concern. Academic interventions do take place, but are not as effective as they certainly could be if teachers were receiving more support.	1/20/2016 3:44 PM
7	Lovely to say academic interventions are provided. When after school? There is no time in the class. There is a question here? Is the government willing to modify programs to create time. Are they willing to do it early before it becomes a big issue. Grade 3!	1/20/2016 3:04 PM
8	sometimes the outcome and skill are the weakest academic so the struggle continues in order to meet all outcomes	1/20/2016 2:31 PM
9	There are too many needs in my class to regularly provide academic interventions for those who are struggling	1/20/2016 12:15 PM
10	As an IRT, I am able to do this with all students assigned to me, not necessarily all of those in a classroom who need it	1/20/2016 9:49 AM
11	Time demanding.	1/20/2016 9:44 AM
12	As a substitute teacher, I follow the program set in place by the classroom teacher. However, without additional support in the classroom it is difficult to assist those students who truly require one-on-one instruction to complete any work.	1/20/2016 9:06 AM
13	Some students are not accepting of help	1/20/2016 8:56 AM
14	Do so whenever possible. Not enough time for one on one.	1/19/2016 11:02 PM
15	I find students who are at highest academic risk have major attendance issues, difficult to put interventions in place when students are never in school.	1/19/2016 9:58 PM
16	Too many needs, not enough IRT time.	1/19/2016 9:02 PM
17	the needs are high and the is no inclass supports	1/19/2016 8:29 PM
18	I have a child in my classroom with autism and adhd. He has behavioural issues and I end up spending most of my time dealing with him that the other students lose out on my help.	1/19/2016 7:51 PM
19	The needs of a few students in my class with respect to behavior and social concerns make it very difficult to reach those students who are struggling with academics	1/19/2016 7:37 PM
20	under time constraints and numerous needs it is difficult (so many outcomes and tight time frames	1/19/2016 7:37 PM
21	Attendance\ prescribed curriculum may be a factor	1/19/2016 6:59 PM
22	It is difficult to do with behavioural issues in the classroom.	1/19/2016 6:49 PM
23	I will help anyone who wants help and will do whatever I can for them. That said you can lead a horse to water but you can't make them drink. I have conversations everyday with students trying to encourage or cajole them into working, engaging, participating or submitting work but ultimately it is a student's decision whether to do so or not.	1/19/2016 5:47 PM
24	Only when I can get into the class (I spend a lot of time testing) and if the classroom teacher is ok with it.	1/19/2016 1:46 PM
25	Again, sitting with an individual student is a goal but since the rest of the class is not homogeneous, I can not simply assign work and be able to confenence with one child at a time. It is always a juggling act.	1/19/2016 12:13 PM
26	There are so many different story needs with little in class support	1/19/2016 11:14 AM
27	I do my best with what I have when I can.	1/19/2016 10:58 AM
28	Class size and the high number of struggling students with just one teacher in the classroom is very stressful.	1/19/2016 10:28 AM
29	I do not have resources (technology, special materiels, personnel resources)	1/19/2016 10:24 AM
30	This varies from year to year - each teaching year is different - this year is not as overwhelming with academic needs - other years have ben much more challenging with a higher number of students needing more teacher one on one/small group teacher support	1/19/2016 9:35 AM
31	time and resources	1/19/2016 9:22 AM
32	Student is off curriculum; pervasive needs	1/19/2016 8:52 AM
33	Very difficult to do with 24 other students who each have their own needs and a low level of independence	1/19/2016 7:17 AM
34	Time is an issue and not enough support.	1/19/2016 7:11 AM
35	Class size is too large and needs are too great. I am only one person.	1/19/2016 4:16 AM
36	There are a lot of needs and only so much support to go around	1/18/2016 11:37 PM

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37	Workload and large number of students requiring help	1/18/2016 11:02 PM
38	Too many students and not enough support .	1/18/2016 10:37 PM
39	Some students require a lot more time and interventions and therefore a lot of my time is focused on them	1/18/2016 10:06 PM
40	Some days most of the time is spent dealing with behaviors which takes time away from academic interventions.	1/18/2016 9:57 PM
41	Sadly due to high volume of special needs students and other high needs, there are some students who fall through the cracks. With little support it is a challenge just to complete the required outcomes. There is simply too many demands on the classroom teacher.	1/18/2016 9:48 PM
42	Time restrains often related to inclusion of ALL students. Some very demanding students take a lot of my time, thus less time for others.	1/18/2016 9:27 PM
43	class size/needs	1/18/2016 9:11 PM
44	Much of my day is spent dealing with different behaviours in my class.	1/18/2016 9:03 PM
45	As an IRT many of the students I work with struggle with the jr. High curriculum. I feel that a major factor is because the jr. High curriculum is very academic driven. Many of my students can not handle the face pace of an academic curriculum! I have always said that the problem with jr. High is that all the kids are forced to do the same thing even though they have very different capabilities. Jr. High need to have more choices and flexibility like high school! We need a basic program that students who struggle can experience success!!	1/18/2016 8:43 PM
46	Time constraints, absenteeism, heavy curriculum, lack of resources, behaviour issues, interruptions	1/18/2016 7:49 PM
47	I try to provide academic interventions, however, when you have a number of students who have very high needs, it can be challenging to get to them all. As well, major behaviour issues really play a part in the interventions you are trying to carry out. Many times there are outburst and it negatively impacts the learning of all students.	1/18/2016 7:47 PM
48	Lackof IRT support time during instructional time with some students	1/18/2016 7:32 PM
49	Because there is so much paperwork to fill out that I don't have time to focus onthe actual needs if the student. Everything must be documented over and over and the onis is on the teache: "what did YOU do?" Not, what did the student donor fail to do.	1/18/2016 7:25 PM
50	Difficult for younger students who need constant attention, human resources, behaviour can interfere with instructional time	1/18/2016 6:59 PM
51	Basically the needs are too great. Most severe needs relates to undiagnosed HDHD and / or diagnosed but parental stumbling blocks/ lack of home support with take home reading for example.	1/18/2016 6:50 PM
52	Curriculum time constraints	1/18/2016 6:46 PM
53	More IRT are needed to provide the recommendations for students with exceptionalities.	1/18/2016 6:35 PM
54	I do what I can with the time that I have. There is just too great a variety of needs in my classroom.	1/18/2016 6:26 PM
55	Difficult to find time	1/18/2016 6:24 PM
56	There was a time in my career that I felt I did an effective job at providing academic interventions for struggling students. In recent years, it seems as though the dynamics of classrooms have changed. Children are coming to school less prepared, there is an increase in behavioural concerns, there is more inclusion and less support for these children. I can no longer say that I effectively provide academic interventions for struggling students whether they have a diagnosis or not.	1/18/2016 6:12 PM
57	Do the best with what we have ...	1/18/2016 6:01 PM
58	Trying to cover all of the curriculum and working with students that struggle to work independently.	1/18/2016 5:51 PM
59	IRT resources allocated to higher needs areas	1/18/2016 4:55 PM
60	Same as above #8	1/18/2016 4:41 PM
61	Some needs to extensive for me to meet them adequately	1/18/2016 4:36 PM
62	Major of time dealing with non interventions	1/18/2016 4:06 PM
63	time constraint	1/18/2016 3:24 PM
64	Students with Exceptionalities consume much of my time	1/18/2016 3:00 PM
65	I am only one person. I truly try my best and often feel like I am not enough, though I know I am doing everything I possibly can as one person.	1/18/2016 2:36 PM

Inclusive Education Initiative Survey

66	As above	1/18/2016 2:09 PM
67	Behavioural concerns, high student need	1/18/2016 1:37 PM
68	Large class size prevents me from being available to struggling students on a realistic time frame.	1/18/2016 1:33 PM
69	Based upon available resources	1/18/2016 12:50 PM
70	Too many needs to address effectively	1/18/2016 12:46 PM
71	Time constraints	1/18/2016 12:38 PM
72	High numbers of students requiring interventions	1/18/2016 12:31 PM
73	This year, all of the time. However, AI cannot be implemented or remains a challenge to be implemented with students whose significant needs are behavioural/emotional.	1/18/2016 12:21 PM
74	not enough IRT time	1/18/2016 12:20 PM
75	Very difficult with the large class sizes. It takes a lot of time to deal with behaviors and academics sometimes take the back burner.	1/18/2016 12:05 PM
76	too many students and not enough support	1/18/2016 11:55 AM
77	time and resources	1/18/2016 11:37 AM
78	Lack of prep time, HR, and many students not on an IEP need a lot of teacher focus.	1/18/2016 11:35 AM
79	There are many students in the classroom, and activities are adjusted every day to accomodate. However, individual needs are not being addressed adequately due to time restrictions and lack of human resources.	1/18/2016 11:20 AM
80	sometimes the need can be great so we do our very best to meet student need	1/18/2016 11:16 AM
81	With 27 students in my class, it is almost impossible to meet the needs of all of my students.	1/18/2016 11:15 AM
82	TIME TO IMPLEMENT US JUST NOT THERE!	1/18/2016 11:13 AM
83	pull-out setting	1/18/2016 10:56 AM
84	I find assisting those who struggle takes away from time I can fairly spend with other students in the class (no IRT).	1/18/2016 10:52 AM
85	One teacher is not enough to do this effectively.	1/18/2016 10:45 AM
86	WAY too many unidentified needs. No IRT time dedicated to my classroom. Very difficult to intervene with my many struggling students.	1/18/2016 10:43 AM
87	Not enough resources provided	1/18/2016 10:38 AM
88	Too many students with needs for the resources available	1/18/2016 10:36 AM
89	Too many diverse needs and not enough people to provided for them. Kids get left behind and they know it.	1/18/2016 10:27 AM
90	time	1/18/2016 10:25 AM
91	according to the demands of the rest of the class	1/18/2016 10:19 AM
92	Once again the high number of students makes it difficult at times to address concerns.	1/18/2016 10:15 AM
93	time	1/18/2016 10:02 AM
94	The needs are so specialized that I feel I often cannot provide effective interventions. I do not have the expertise to support reading development in any kind of substantive way...students end up frustrated b/c resources (other than the ones I produce) are at grade level reading. This frustration and lack of successful interactions with the curricula often end up presenign as misbehaviour, lack of engagment, and work refusal or no longer attempting to be successful.	1/15/2016 7:27 PM
95	Class time and class size are barriers to providing adequate academic interventions to all my students who require it.	1/15/2016 3:28 PM
96	Not enough time or support to reach all the students with needs.	1/15/2016 2:56 PM
97	Not enough time for support to meet the needs of all students with needs	1/15/2016 2:56 PM
98	I'm not really sure what this means. A student struggling in the 7-12 system has been struggling for a long time. Many of those students are sadly unequipped to deal with the content of their prescribed courses. This is especially the case in the 7-9 programming, which does not allow for basic programming.	1/15/2016 9:18 AM
99	Again, there are far too many students for one adult. I am simply managing their behaviour and teaching basic curriculum most of the time.	1/15/2016 9:01 AM

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100	Too many students, curriculum demand too high, little time to intervene academically	1/15/2016 6:27 AM
101	One word, time	1/14/2016 10:35 PM
102	Time restraints and student numbers.	1/14/2016 6:50 PM
103	IRT teacher not available or is pulled to cover other classes	1/14/2016 2:04 PM
104	No time, not enough IRT support and far too many needs	1/13/2016 10:02 PM
105	Again with no IRT classroom support, the needs of students in my class are overwhelming. I do the best I can to fill gaps in learning , however this is clearly not enough.	1/13/2016 9:07 PM
106	Difficult to get to these students most of the time when there are 2-3 who are nonreaders with behaviour concerns.	1/13/2016 7:57 PM
107	These questions are ludicrous! One person cannot provide interventions to 8-10 people all the time.	1/13/2016 6:34 PM
108	I provide academic interventions, however a lot of it is done during lunch time depriving myself and my students of a well deserved break from academics.	1/13/2016 9:32 AM
109	I have no support in my classroom and therefore with so many students with needs it is absolutely impossible to intervene to the best of my ability single handedly with so many students	1/13/2016 9:02 AM
110	as above, also an IRT is sometimes present	1/13/2016 8:09 AM
111	To many other responsibilities in the classroom, a lack of IRT support, a large amount of curriculum to cover and unclear expectations or lack of importance given to this process.	1/13/2016 8:02 AM
112	as above	1/12/2016 8:44 PM
113	You need an extra teacher in your class to meet these needs. There are so many academic needs along with the behaviour issues the work load becomes too much for one teacher.	1/12/2016 5:46 PM
114	I try to use small groups and one on one support as often as possible but this is not always possible.	1/12/2016 5:45 PM
115	Challenging due to ongoing behavioral issues and lack of support time for the specialist classroom.	1/12/2016 1:25 PM
116	if i had a job, I would ensure this happens	1/12/2016 10:28 AM
117	not for those with possible learning disabilities, cognitive delay or diagnosed disorders such as autism	1/12/2016 10:05 AM
118	Workload + Home responsibilities + personal time = not much time left over	1/11/2016 10:03 PM
119	Lack of planning time, other classroom and school expectations, too many needs to met by one teacher, lack of in class support, too many exceptionalities in one classroom, too many behaviour issues and classroom management issues to take care of.	1/11/2016 8:36 PM
120	There are so many needs in my classroom that some interventions cannot be addressed. Safety & behaviours trump all....an impossible task with our lack of student assistants trump all.	1/11/2016 6:01 PM
121	When I have an IRT in my classroom this can Happen more often than when I am on my own.	1/11/2016 5:04 PM
122	Multi-grading...how can you provide all students with timely interventions when so much curricula to teach in one hour at the same time?...and such a wide range of Grades in one room!	1/11/2016 3:30 PM
123	Challenges of trying to meet variety of needs	1/11/2016 3:23 PM
124	Depends on the level of each individuals needs and whether or not they have the mental or physical capacity.	1/11/2016 2:26 PM
125	I do not get to provide interventions as much as I would like to because of the size of my class and the number of needs.	1/11/2016 1:39 PM
126	overworked	1/11/2016 11:42 AM
127	This often requires one on one tutorial, or alternate assignments	1/11/2016 10:33 AM
128	large numbers of students with many difficulties take massive time. The work load is huge.	1/11/2016 10:29 AM
129	Again...only 1 of me and many needs.	1/11/2016 10:10 AM
130	lack of IRT teachers	1/11/2016 9:51 AM
131	24 kids:1 teacher	1/10/2016 8:59 PM
132	There are too many for me to assist effectively in one period	1/10/2016 7:29 PM
133	Do the best I can with current demands	1/10/2016 6:52 PM

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134	time and resources are not readily available for the diversity of need	1/10/2016 11:04 AM
135	class size too large for number of students with academic needs	1/10/2016 10:46 AM
136	Same as previous replies...	1/10/2016 10:41 AM
137	When I was hired I had 9 fulltime, and 4 part-time students. The specialist at the Dept. of Ed. told me, "There's too much work here for one person. You will need to get volunteers to come in." I didn't have a homeroom or duties for the first year and a half of the program, because the principals thought I was too busy. For years LEARN was staffed at 1.25 units. Now I have 18 students, a homeroom, five duties, and the .25 has vanished.	1/9/2016 11:58 PM
138	Not enough to deliver the curriculum and help struggling students. Not enough people resources to help with providing these interventions	1/9/2016 9:08 PM
139	Too many other needs	1/9/2016 1:40 PM
140	I never feel like I have fully met their needs as there is just not enough time in the day.	1/8/2016 9:45 PM
141	Class size paired with high needs	1/8/2016 6:00 PM
142	there is only so much time in a day and I am but one person being pulled 26 different ways	1/8/2016 3:04 PM
143	Too many other issues here!	1/8/2016 2:41 PM
144	Time restraint and behavioural problems!	1/8/2016 2:21 PM
145	no support (IRT, student assistants, etc.)	1/8/2016 2:08 PM
146	As above.	1/8/2016 1:53 PM
147	FASD is a challenge that we are constantly encountering and we have no means to address the spectrum of learning and behaviour needs for this student population.	1/8/2016 12:54 PM
148	Lack of IRT support	1/8/2016 12:31 PM
149	No time	1/8/2016 11:58 AM
150	I am one person among 25. I am simply unable to do everything and	1/8/2016 9:35 AM
151	Needs are beyond that of academics, outside services are required which are currently not within our reach	1/8/2016 9:21 AM
152	and again, DI is NOT working b/c of time constraints and the needs of the majority	1/8/2016 8:40 AM
153	Most of my time taken up with managing behavior	1/8/2016 8:19 AM
154	The level of servicing is tiered. The students with the most need, in wheelchairs, requiring changing etc. eat up the bulk of our services.	1/8/2016 8:15 AM
155	Class size and high number of special needs	1/8/2016 2:31 AM
156	There are simply too many struggling students, pervasive needs, behavioural issues which require immediate frequent attention which often interferes with instruction.	1/8/2016 1:39 AM
157	It is just not possible to meet the needs of all the diverse learners in the classroom; to sit with those that struggle to the extent that they need it, would require that I spend very little time with the other students...they deserve to be challenged, and have the opportunity to reach their maximum potential too!	1/7/2016 9:47 PM
158	I am able to meet needs only some of the time due to the vast array of needs at various levels, academically, behaviourally and socially - I am responsible for trying to meet outcomes of BMPs through social skills training I am expected to incorporate into daily teaching of curriculum outcomes.	1/7/2016 9:33 PM
159	Many students have attendance issues	1/7/2016 9:17 PM
160	Again, the needs are great and the class sizes affect the ability to get to all of the students when they need it.	1/7/2016 8:35 PM
161	class size and demands make individual assessment difficult. Policy of having to wait 6 weeks before even starting a referral process is impacting picking up students early in the year, even when needs were identified in previous report cards.	1/7/2016 8:09 PM
162	As would a nurse in an emergency room, I must sometimes triage the needs. 24-26 students, 54 minute periods = 2 minutes per child per class period. When my IRT is able to join us, each child gets 4 minutes. Enough for some to receive what they need, nowhere near enough for others.	1/7/2016 8:00 PM
163	lack of time	1/7/2016 7:59 PM

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164	The number of students who need academic interventions has increased since Inclusion was brought in. It is very difficult for a classroom teacher to teach the required outcomes to the entire class and also provide interventions to a certain number of students as well. With increasing number of students in the classroom with various needs, one teacher can only do so much.	1/7/2016 7:13 PM
165	too many students with academic needs, too many other needs and too many students	1/7/2016 3:40 PM
166	Hard to reach all students with a particularly needy bunch.	1/7/2016 3:34 PM
167	requires so much planning time it is impossible to meet the demand in the time allotted	1/7/2016 2:52 PM
168	The use of independent learning structures is a key factor here	1/7/2016 2:48 PM
169	No IRT support.	1/7/2016 2:20 PM
170	It is very difficult to provide academic interventions when most of my time is needed to cover current curriculum objectives.	1/7/2016 2:18 PM
171	I simply don't have the time.	1/7/2016 2:14 PM
172	I offer/implement interventions, but class sizes can be so large that it is sometimes difficult to do this.	1/7/2016 2:12 PM
173	Behavioural issues and off task behaviours. They just want to socialize and do what they want. I have maybe 4 students out of 23 that put forth an honest effort each class.	1/7/2016 2:04 PM
174	Test periods require more support and one IRT cannot provide to many students. Students are not using technology as much as they should be.	1/7/2016 1:52 PM
175	we always do our best. but due to limited personnel, limited planning time and large class sizes, there is only so much one can do.	1/7/2016 1:48 PM
176	privacy concerns, time	1/7/2016 1:48 PM
177	Too many students with very high needs in one room to make scheduling less complicated	1/7/2016 1:27 PM
178	We try as much as possible	1/7/2016 1:18 PM
179	FI classroom most academically inclined	1/7/2016 1:12 PM
180	Again lack of support in the room to meet their needs. When I have a lot of extra work to do.eg. Assessments sent from the board	1/7/2016 12:58 PM
181	The number of students requiring supports is increasing with little or no supports from IRT.	1/7/2016 12:40 PM
182	There isn't enough time.	1/7/2016 12:04 PM
183	na	1/7/2016 12:00 PM
184	Not enough IRT support	1/7/2016 11:51 AM
185	Non-teaching Principal	1/7/2016 11:46 AM
186	resources available. I teach French and there's no IRT for French. I have to deal with all students and sometimes it's just not physically possible for me to get to all students. I'm only one person with 25 students. Some just slip through the cracks.	1/7/2016 11:20 AM
187	as best as possible but class size, no IRT support and the extreme needs of the students makes it impossible for me to do my job	1/7/2016 10:52 AM
188	It's very challenging to stay on top of this aspect of the inclusive policies in addition to classroom responsibilities and daily duties.	1/7/2016 10:12 AM
189	Class sizes prevent me from helping each student's needs	1/7/2016 10:03 AM
190	I am not a trained Special Needs teacher and do not know how to go about this....if I had the time.	1/7/2016 9:50 AM
191	no regular IRT support	1/7/2016 9:37 AM
192	Administrator - Do not teach in classroom	1/7/2016 9:35 AM
193	Too many needs for one teacher to address	1/7/2016 9:33 AM
194	Lack of human resources for the number of needs	1/7/2016 9:31 AM
195	I attempt academic interventions but with certain students they are unsuccessful	1/7/2016 9:23 AM

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196	I have 25plus kids at grade 1 level & trying to teach all of them to read at grade level is an EXTREME challenge; I have no help	1/7/2016 9:13 AM
197	There are not enough people resources to do this most of the time. I have an IRT for 5 out of 14 days. this is inconsistent support for student needs. Students are in particular grades who cannot function at that level and therefore are falling further and further behind. It is not possible to differentiate instruction for a child who is reading and comprehending at a preschool or primary level within the elementary curriculum. In order for this to be successful the whole curriculum would have to be differentiated. Our structure grade level outcomes, for every structured subject area, blocked into structured half hour or hour classes will not allow this model to work.	1/7/2016 9:03 AM
198	not enough human resources to support needs	1/7/2016 8:55 AM
199	When there is student assistant available for behavioral students I am able to once nitrate on the academic interventions of others. Some students find it very difficult to function in large classrooms. They are overwhelmed by all the stimulation.	1/7/2016 8:47 AM
200	demands of so many children with so many needs and not enough human resources.	1/7/2016 8:31 AM
201	Workload and limited prep time.	1/7/2016 8:20 AM
202	As substitute sometimes not aware (if a new class) or not present long enough to do so	1/7/2016 8:15 AM
203	my workload has increased. I teach 16 different classes	1/7/2016 7:59 AM
204	Again time is the issue since I am the only teacher in class and many of these students are 4 years or more below grade level, besides the "regular" needs of the rest of the class!	1/7/2016 7:55 AM
205	Depending on the established need.	1/7/2016 7:53 AM
206	There are so many students with special needs that it is impossible for one person to realistically meet everyone's needs.	1/7/2016 7:37 AM
207	increased demands, lack of sufficient resources including IRT, Ed Psych, SLP, guidance	1/7/2016 7:07 AM
208	Lack of time in an hour to get to all students.	1/7/2016 7:07 AM
209	Please see #8.	1/7/2016 4:26 AM
210	In jr. High, there are too many students struggling that require one on one interventions. Class size is too large for the amount of needs in the class.	1/7/2016 2:45 AM
211	Highest needs take priority and they are usually behavior based needs that leave little time for anything else.	1/7/2016 12:54 AM
212	There are too many needs.	1/7/2016 12:07 AM
213	If class size is less than 15 students then it can be done. Struggling students often have poor attendance.	1/6/2016 11:53 PM
214	Again very difficult with so many students with needs.	1/6/2016 11:07 PM
215	Large class sizes and lack of available IRT support	1/6/2016 11:04 PM
216	Management of time to implement is a challenge	1/6/2016 10:44 PM
217	Again, within the limits of a demanding schedule	1/6/2016 10:42 PM
218	Not enough time to get to help/research how to help each student to the fullest extent of what may be required	1/6/2016 10:41 PM
219	Resources and time does not allow me to do this as often as I want	1/6/2016 10:33 PM
220	Their is a high number of individuals with severe needs and it is often hard to provide intervention for all students during the allotted time, with the amount of curriculum that must be covered	1/6/2016 10:14 PM
221	Limited time.	1/6/2016 10:08 PM
222	Many of my struggling students have sporadic attendance. That is largely out of my control. These students are not succeeding but I would hardly say they are struggling either.	1/6/2016 10:08 PM
223	I meet the needs of the students on IEP/ISSP first and some/rarely do I have time for other struggling students	1/6/2016 10:06 PM
224	There are simply too many students and too many students with special needs to accommodate them properly.	1/6/2016 9:43 PM
225	I do what I can. Difficult to have a program for and monitor progress. Impossible for one teacher.	1/6/2016 9:34 PM
226	Time constraints	1/6/2016 9:20 PM
227	Becoming more and more difficult with the numbers of students who have a diagnosis or just require individual support. Class size does not allow you to physically meet the all the needs of these stdents	1/6/2016 8:58 PM

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228	There are times there are just too many students with too many needs!	1/6/2016 8:54 PM
229	If I take class time for individual interventions, I lose teaching time for others. More teachers needed in the high school classroom to fully implement interventions for struggling students within the scheduled classtime.	1/6/2016 8:52 PM
230	Limited time due to IRT servicing pervasive needs students, high numbers of students needing ELA and Math instruction, but limited personnel stretched thin end up providing minimal support	1/6/2016 8:46 PM
231	I can try to provide supports and interventions but it may not always be within the time that is ideal. There are so many demands upon us.	1/6/2016 8:44 PM
232	the needs are so great that it is difficult to get to all students and provide the interventions necessary on a consistent basis. For example, there is a large amount of small group instruction but the neediest students consume the bulk of the time, meaning many others do not get the instruction they deserve	1/6/2016 8:40 PM
233	Time constraints.	1/6/2016 8:39 PM
234	Again I am trying my best but some of the needs of my students are either beyond my experience and expertise or I am spending so much time trying to meet the needs of some students that I feel I am unable to meet the needs of other students properly	1/6/2016 8:35 PM
235	In some classes, the need is significant. In some cases, students are not receptive to receiving help	1/6/2016 8:21 PM
236	Class size limits the amount of time I am able to devote to ensuring prescribed interventions are consistently delivered	1/6/2016 7:57 PM
237	as an IRT	1/6/2016 7:53 PM
238	Too much evaluating and not enough teaching/learning, evaluation policy is hurting more than helping (redos lack of real consequences etc.)	1/6/2016 7:53 PM
239	Too many challenges present at one time for one person to deal with!	1/6/2016 7:52 PM
240	Class sizes are too large to spend the time with each student that they require	1/6/2016 7:46 PM
241	Too much need, not enough of me.	1/6/2016 7:38 PM
242	I can't get to my struggling students because I am dealing with my child with autism and fasd. I feel like I work in a zoo!	1/6/2016 7:31 PM
243	With the incredible needs in my room, I am not able to reach all children for each lesson. I have to	1/6/2016 7:22 PM
244	I have too many students that are struggling that do not have a defined exceptionality that I can't meet the needs of any of them	1/6/2016 7:13 PM
245	Lack of time/resources	1/6/2016 7:10 PM
246	So many to do that it only gets done on a priority basis.	1/6/2016 7:02 PM
247	Too many students and not enough time	1/6/2016 7:01 PM
248	Not enough Resources and personnel	1/6/2016 6:52 PM
249	lack of time	1/6/2016 6:49 PM
250	class size is too large for one person to adequately manage	1/6/2016 6:47 PM
251	Lack of human resources in the classroom. When a significant portion of your class is struggling it is too much for one person to handle	1/6/2016 6:38 PM
252	Again, many needs and only me. A math problem in itself.	1/6/2016 6:35 PM
253	Senior high math courses have a high workload and fairly large class sizes don't allow enough time to address interventions.	1/6/2016 6:25 PM
254	do not have time nor do I have adequate resources to deal with 100+ students per day.	1/6/2016 6:22 PM
255	Lack of time available	1/6/2016 6:20 PM
256	There are a lot of needs. Some children do not wish to participate in their own learning. When that happens, interventions are not effective.	1/6/2016 6:19 PM
257	Irt assistance is crucial	1/6/2016 6:11 PM
258	Teachers are stretched too thin. Too many diverse needs.	1/6/2016 6:09 PM
259	Again the needs of students is so diverse that it is often imposible to provide the added supports for struggling students	1/6/2016 6:06 PM

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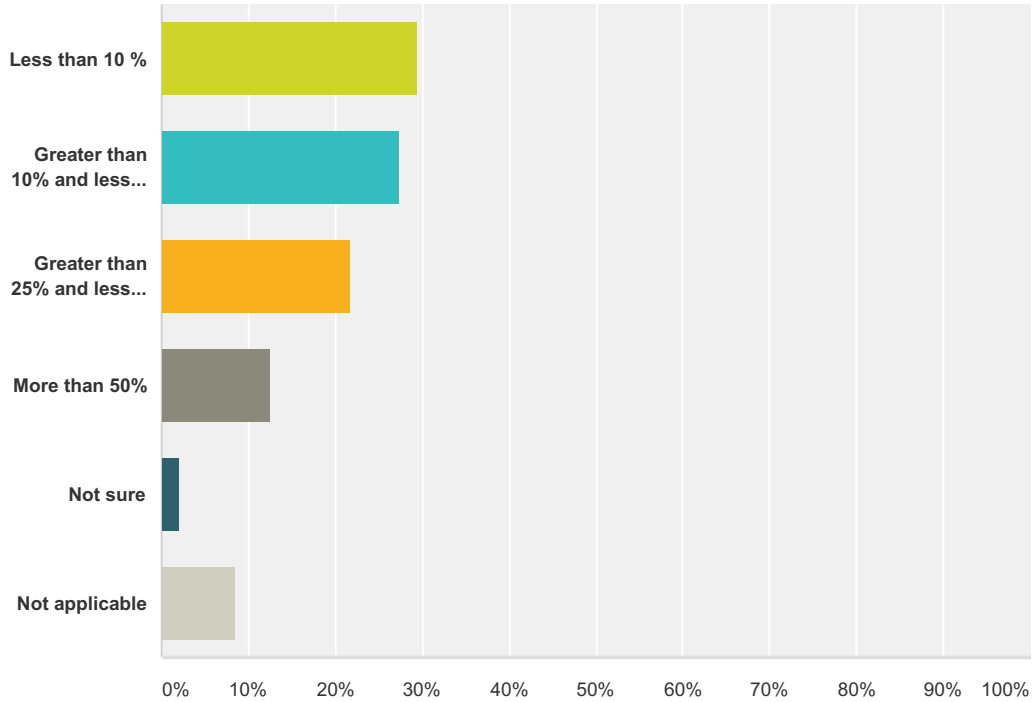
260	Time restraints. Heavy workload.	1/6/2016 6:02 PM
261	too many needs, can not reach all of the struggling students	1/6/2016 6:02 PM
262	Sometimes there are lack of resources available for French as a second language.	1/6/2016 5:59 PM
263	High number of students with academic/behavioral challenges	1/6/2016 5:56 PM
264	Same answer as above. Too many children need help and class sizes are overwhelmed and there is too much curriculum that needs to be covered.	1/6/2016 5:51 PM
265	the time to plan for each need is overwhelming	1/6/2016 5:47 PM
266	See #9.	1/6/2016 5:31 PM
267	There are a lot if needs in my classroom and lack of in class support. Some students do not qualify for support and are taking a lot of time to provide interventions	1/6/2016 5:28 PM
268	Class size and behavioural concerns make it difficult	1/6/2016 5:28 PM
269	I teach French immersion (grade one) and the class sizes are too big to meet all my needs. I do not have any support, ex: no IRT time at all and NO French assistant. High demands this year makes it nearly impossible to meet all the needs of my students.	1/6/2016 5:25 PM
270	The number if students with exceptionalities in my classes makes this impossible	1/6/2016 5:21 PM
271	behaviours can interfere	1/6/2016 5:20 PM
272	I do the best I can. I am only one person. I also have a family that deserves some of me.	1/6/2016 5:19 PM
273	It depends on the lesson and the student's needs.	1/6/2016 5:18 PM
274	This is done only because I currently work an extra two hours every day. Many teachers are cannot do this.	1/6/2016 5:06 PM
275	Too many students to give one on one support	1/6/2016 5:05 PM
276	There isn't extra help available 100% of the time.	1/6/2016 4:54 PM
277	I cannot always provide the type of academic interventions that the students need.	1/6/2016 4:49 PM
278	There are a lot of needs in the classroom	1/6/2016 4:47 PM
279	I try, but can't always provide what is needed. It works better when I can get help from a precial ed teacher, but that happens infrequently.	1/6/2016 4:40 PM
280	Due to meeting the needs of the majority, it is difficult to fully meet all needs of struggling students	1/6/2016 4:40 PM
281	There are so many high needs (academic, behaviour and children who do not speak English) that I do not have the qualifications, resources, support and time to meet everyone's needs.	1/6/2016 4:36 PM
282	depends on the class	1/6/2016 4:26 PM
283	Children in some classes are very weak some can't read or write. This in my opinion is beyond the scope of a classroom teacher,	1/6/2016 4:25 PM
284	Unrealistic expectations	1/6/2016 4:22 PM
285	I am a pervasive techer as well as provide supports to students at Grades 7, 8 and 9. Time is a concern.	1/6/2016 4:13 PM
286	Too many needs, too many students.	1/6/2016 4:10 PM
287	Class size is very large and a large number of students with exceptionalities in class. Difficult to provide adequate support and interventions with current resources.	1/6/2016 4:09 PM
288	Time and resources lacking	1/6/2016 4:09 PM
289	In certain cases, the needs definitely outweigh my ability to provide all students with consistent interventions.	1/6/2016 4:02 PM
290	Quite difficult to teach students reading strategies, when I am constantly having to deal with behaviour. If I do get an opportunity to teach in a small group setting, most of the time, I have to take the students with both academic and behavioural needs. I see little progress in literacy levels.	1/6/2016 4:01 PM
291	Depends on attendance, home support and student motivation. I always try, however.	1/6/2016 4:00 PM
292	Sometimes I do what I am able to but it is not enough.Sometimes the students themselves refuse help.	1/6/2016 3:57 PM
293	admin	1/6/2016 3:52 PM

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294	I try my best, but I feel that there are many that need more help.	1/6/2016 3:52 PM
295	There is only ever one teacher in the primary FI classroom. I try many strategies to help these children - tiered work, literacy block to work with small groups, at-home support - but I do not always feel that I can do enough for those students who are struggling.	1/6/2016 3:52 PM
296	Having only one teacher in a Primary French Immersion classroom with 26 students makes it difficult to get to everyone all of the time - No IRT support in Immersion.	1/6/2016 3:52 PM
297	There are so many students with so many needs that you can only get to some students at a time and the others are left to struggle on their own.	1/6/2016 3:50 PM
298	I have a high number of students in my class with needs including ESL. I am not always able to get to all the academic needs of my class.	1/6/2016 3:49 PM
299	40 % of my students have I.E.P.s	1/6/2016 3:47 PM
300	Too large of a workload with no prep time	1/6/2016 3:46 PM
301	Students with dyslexia and dyscalculia provide great challenges in my classroom.	1/6/2016 3:45 PM
302	up to 36 students of differing needs in a public exm course	1/6/2016 3:40 PM
303	The number of students struggling (for any reason) are quite high; no support for FI teachers (the ones that struggle in FI are most often left out simply because they are in FI / no IRT or other resources are given to FI teachers)	1/6/2016 3:39 PM
304	I find it quite difficult to meet the needs of students with academic needs because when I am assisting children, other children who have behavioural needs are consistently seeking my attention.	1/6/2016 3:38 PM
305	Hard to do with large numbers of students	1/6/2016 3:33 PM
306	Through guided reading and other small group instruction	1/6/2016 3:32 PM
307	I try to help every child but there are always several and then add a child with a behaviour problem and they tend to use up all your time.	1/6/2016 3:29 PM
308	This happens for some students, but many teachers seem overwhelmed by the number and variety of needs in their classrooms.	1/6/2016 3:29 PM
309	I teach a "non" core class so I have no in class help. Sometimes I have upwards of 10 students who require 1 on 1 time or extra learning tools. Without the requisite help I am unable to provide consistant interventions.	1/6/2016 3:28 PM
310	same as #8	1/6/2016 3:26 PM
311	Behaviours can interfere with academic peograms	1/6/2016 3:21 PM
312	Not enough prep time, supprts, IRT assistance, etc	1/6/2016 3:12 PM
313	too large of a work load/not enough time/too many IEP	1/6/2016 3:10 PM
314	Teaching in a multi-grade classroom, my time is limited during class because I am implementing lessons in four different curriculums.	1/6/2016 3:09 PM
315	Too many needs to do it for all; can't do it for students who need it but have no iep/no documented issue	1/6/2016 3:09 PM
316	Needs vary way too much from discipline to academic.	1/6/2016 3:07 PM
317	There are so many students with needs in the classroom that it is impossible to address all academic interventions while addressing all curricular outcomes. Teachers need more human resources or less students with needs in each classroom to meet this expectation	1/6/2016 2:46 PM

Q11 What percentage, on average, of an instructional period do you spend addressing specific, significant, behavioral issues with students?

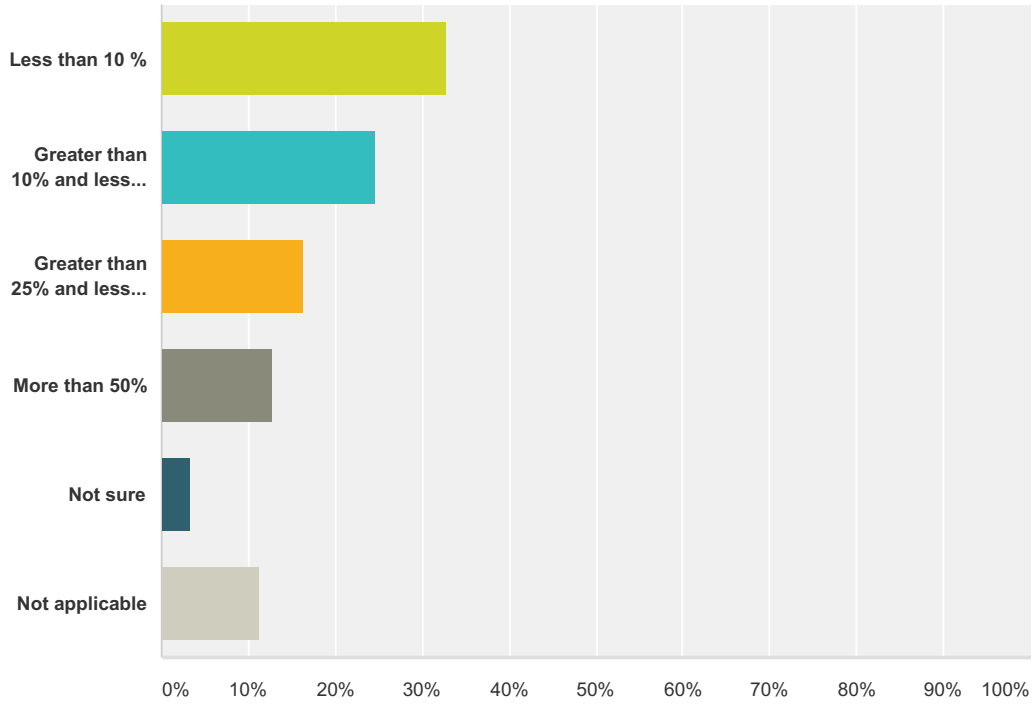
Answered: 1,601 Skipped: 309



Answer Choices	Responses	Count
Less than 10 %	29.48%	472
Greater than 10% and less than 25%	27.30%	437
Greater than 25% and less than 50%	21.61%	346
More than 50%	12.62%	202
Not sure	2.06%	33
Not applicable	8.49%	136
Total Respondents: 1,601		

Q12 What percentage of the students you teach, diagnosed with an exceptionality, have behavioural concerns?

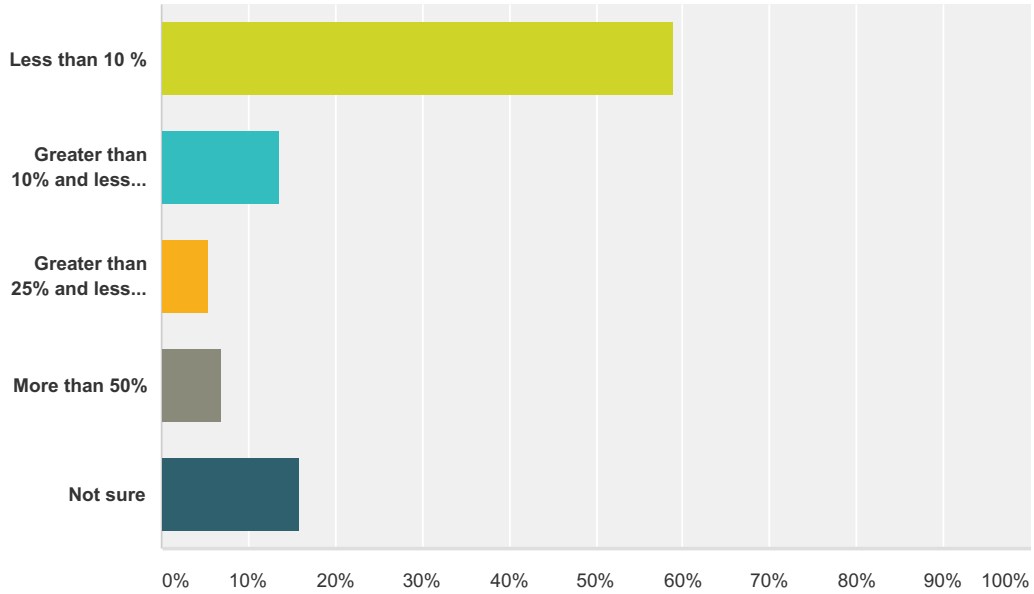
Answered: 1,601 Skipped: 309



Answer Choices	Responses
Less than 10 %	32.79% 525
Greater than 10% and less than 25%	24.73% 396
Greater than 25% and less than 50%	16.24% 260
More than 50%	12.68% 203
Not sure	3.31% 53
Not applicable	11.31% 181
Total Respondents: 1,601	

Q13 What percentage of students you teach, diagnosed with an exceptionality, have a formalized Behaviour Management Plan (BMP)?

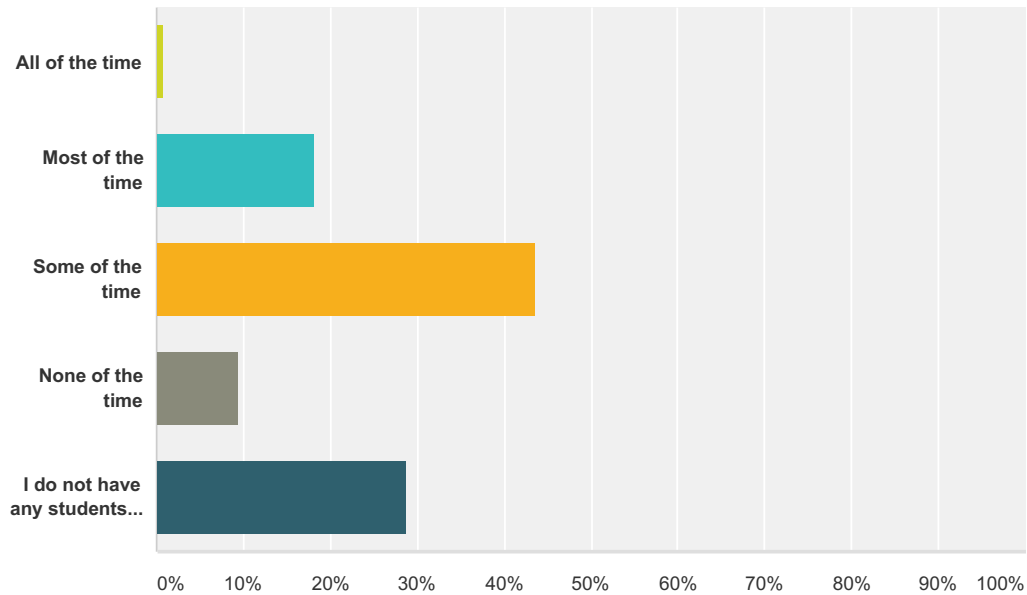
Answered: 1,601 Skipped: 309



Answer Choices	Responses
Less than 10 %	58.90% 943
Greater than 10% and less than 25%	13.55% 217
Greater than 25% and less than 50%	5.50% 88
More than 50%	6.81% 109
Not sure	15.87% 254
Total Respondents: 1,601	

Q14 Do you feel that the BMP's used in your classroom are effective in dealing with the significant behavior concerns of students?

Answered: 1,601 Skipped: 309



Answer Choices	Responses
All of the time	0.75% 12
Most of the time	18.18% 291
Some of the time	43.60% 698
None of the time	9.43% 151
I do not have any students with BMP's in my classroom	28.86% 462
Total Respondents: 1,601	

#	If answer is some of the time or none of the time please indicate why.	Date
1	Lots of times, BMPs mean more meetings and paperwork. Our administration is over taxed already dealing with the needs of a k-12 school -- consequences exist only on paper.	1/20/2016 11:01 PM
2	Depends on the student.	1/20/2016 8:11 PM
3	When in a multi-grade class, it is often difficult to fulfill BMPs to their full potential, especially if many Positive Behaviour Charts/schedules are involved. If you have many of these charts, making sure they are completed also adds up time that is taken away from instructional time.	1/20/2016 6:50 PM
4	However I have taught classes before with BMPs and found them to be ineffective	1/20/2016 5:21 PM
5	They are pipe dreams built by those who never use them and never have to. It is like the judge who sends the problem student back to school. Out of sight out of mind.	1/20/2016 3:04 PM
6	not sure	1/20/2016 2:31 PM
7	It takes a great amount of time to implement these BMPs. As well, what works one day may not work the next with these students. It is frustrating to have to spend such a huge amount of time dealing with one or two students on BMPs when you could be working with or teaching the other students in your class.	1/20/2016 12:15 PM

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8	its hard to deal with a student with extreme needs effectively and sensitively while trying to keep 20 other students concentrating	1/20/2016 11:55 AM
9	I am unaware of students who have had BMP while I was substituting. I am simply told to "keep an eye out" for certain students and their behaviour.	1/20/2016 10:00 AM
10	Most of the time, teachers and student assistants do not implement the response protocol consistently	1/20/2016 9:49 AM
11	inconsistencies with how individual are dealt with for various behaviors add to the issues of dealing with problems when they arise.	1/20/2016 9:19 AM
12	BMP's are effective IF there is a teacher dedicated to work with that student. When a classroom teacher is trying to deal with issues without an IRT present, it negatively impacts the learning for the other children in the classroom and the students with an exceptionality is not getting the services they need either.	1/20/2016 9:06 AM
13	Some BMPs do not have realistic goals for students	1/20/2016 8:56 AM
14	Everyone from teachers to guardians have to be consistent.	1/19/2016 11:02 PM
15	Recurring Behaviour	1/19/2016 9:59 PM
16	Rarely have I ever seen a change in student behaviour, often the BMP is in place on paper, however, resources are not available at the school to meet the challenges these students are facing.	1/19/2016 9:58 PM
17	More training necessary for all staff in dealing with behavioural issues. Some BMPs include many different staff members and it can be difficult to keep consistency in the following of the plan.	1/19/2016 8:02 PM
18	A lot of the time the BMP doesn't cover specific defiant behaviours and often leaves myself and other teachers questioning what to do next which ends up waisting more time!	1/19/2016 7:51 PM
19	They are not addressing the behaviour	1/19/2016 7:51 PM
20	students out of hand and know what they can get away with - my hands are tied	1/19/2016 7:37 PM
21	Time constraints make it difficult to implement BMP/protocols	1/19/2016 6:59 PM
22	I have one student on a BMP and their behaviour has not changed.	1/19/2016 6:49 PM
23	This depends on the motivation of the student and the supports which as in place.	1/19/2016 5:47 PM
24	Again there are times being just one person to be all things to all students.	1/19/2016 3:13 PM
25	It is difficult to meet as a team to update BMPs and have all members involved following the BMP	1/19/2016 3:03 PM
26	The students do not always fit in the boxes that the BMP expects them to fit into. We also do not often have the parental and home support that is necessary to evoke change in behaviour.	1/19/2016 1:54 PM
27	Follow up	1/19/2016 1:46 PM
28	If the BMP includes a student assistant or IR teacher then it is generally successful. If no other resources are available, then behaviour is a major concern. keeping all students safe is a challenge when some children do not listen to or respect their teacher.	1/19/2016 12:13 PM
29	Not all personnel working with said student (s) are informed about BMP or are consistent in following it.	1/19/2016 10:24 AM
30	- in my experience (18 years), BMP's do not work - it creates more work for me i.e. trying to put a sticker on a chart when you are managing a class of 25 seven year olds - however, I have seen the value of I.R.T teacher teaching young kids to "listen" to their bodies and knowing for themselves what they need, with the classroom teacher supporting in the classroom - also teachers/admin need to get all students more physically active then the academics will come	1/19/2016 9:35 AM
31	BMP is a strategy, when a child is in crisis sometimes none of the strategies work, sometimes personelle are not available to assist, sometimes the child requires a quiet environment to help them calm down and those places are not available.	1/19/2016 9:22 AM
32	behavior is not always the same or in the same place. It can change and therefore the response may have to change.	1/19/2016 8:57 AM
33	when the student has several teachers it is difficult to be consistent and the child often reacts differently to different people	1/19/2016 8:45 AM
34	how can we answer this ? unsure what plans there are so how am I supposed to judge effectiveness ?	1/19/2016 8:27 AM
35	Sometimes if the student is having a particularly challenging day then the BMP does not necessarily work	1/18/2016 10:06 PM
36	Some days, the response protocols have no affect on student behavior.	1/18/2016 9:57 PM

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37	The students are not consistent...circumstances vary so widely	1/18/2016 9:57 PM
38	It really depends on the student and individual factors. To be honest I have not seen much success with BMP's at the Jr. High level. The two most important factors for a BMP to work are a supportive home and administration. If a teacher does not have support from either one of these the BMP is not going to work!	1/18/2016 8:43 PM
39	Students are often not diagnosed until after they leave primary classrooms	1/18/2016 8:35 PM
40	There needs to be PD around the development of BMPs. Younger teachers have not had the training.	1/18/2016 8:00 PM
41	Not enough time to effectively follow up on documentation with school personnel.	1/18/2016 7:32 PM
42	Instances of this situation are past - but behaviour was quick, violent and unpredictable. Could use plans if the student did not reach this point in classroom full of students.	1/18/2016 7:16 PM
43	They look good in paper but not always practical. Parent does not follow through on their part(may be coming to pick child up when behaviour escalates to safety risk)	1/18/2016 6:59 PM
44	ADHD is significantly under watched and yet is a significant hindrance to a child's academic learning and daily coping strategies.	1/18/2016 6:50 PM
45	As a teacher I am left to handle many be shipyard situations and problems on my own, while there is a classroom full of other students.	1/18/2016 6:44 PM
46	Those students are very disruptive when in the classroom, and are often unable to remain in class due to the impact on other students' learning.	1/18/2016 6:17 PM
47	When I arrived in my classroom today I found two BMPs on my desk. They had been left there by an IRT. This IRT is assigned to two children in my class. She has only worked with one of these children ever and perhaps less than 10 times since September. The IRT does not know the children and has never worked with one of the two. The BMPs are not reflective of the children's needs. I have not be consulted in the making of the BMPs. How can BMPs be effective when they are not connected to the needs of the children? How can BMPs be created when IRTs are not working with these children? Most often, BMPs are nothing more than paperwork being completed to say that the job has been done. Everyone is overtaxed and children are paying the price. This is just one of many examples. When IRTs are being used to cover Student Assistant breaks and to manage "crisis" behaviours on a daily basis, children who desperately need help but are coping better than the crisis behavioural kids, get lost through the cracks.	1/18/2016 6:12 PM
48	Always a work in progress ...	1/18/2016 6:01 PM
49	It depends on if there available personnel to follow through with such things as removal from classroom or supervision in a different space. We are a large, busy school with high needs and there is not always enough human resources to support in challenging situations	1/18/2016 5:45 PM
50	Not always updated and more emergency response	1/18/2016 5:17 PM
51	Not enough resources.	1/18/2016 4:53 PM
52	Because behaviours still continue	1/18/2016 4:41 PM
53	we do not have the human resource to follow up on them	1/18/2016 4:06 PM
54	I have tried many plans, they are non stop talkers, need instant response.	1/18/2016 4:04 PM
55	Not enough bodies to implement as needed	1/18/2016 3:58 PM
56	Don't know	1/18/2016 3:23 PM
57	I do not have a classroom as such. IRT.	1/18/2016 3:11 PM
58	Often not realistic or applicable to all classroom situations.	1/18/2016 2:36 PM
59	With 35 students in a class sometimes the BMP are too time consuming.	1/18/2016 2:05 PM
60	I don't teach, however, I play a significant role in the development of BMP. BMPs don't work well with extreme behavioural issues.	1/18/2016 1:51 PM
61	not applicable	1/18/2016 1:38 PM
62	Need consultation with Behavior Management specialist for frequent, reoccurring behaviors.	1/18/2016 1:37 PM
63	Given that I work on direct goals outside of the classroom setting, BMPs are rarely referenced.	1/18/2016 12:51 PM
64	Based upon available resources	1/18/2016 12:50 PM
65	No, the students being removed from class to go to Guidance is sometimes the only strategy that works	1/18/2016 12:46 PM

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66	difficult to keep updated and find time to meet as a team	1/18/2016 12:35 PM
67	not always followed and only one behaviour are usually indicated on BMP. And if they come from elementary school they often perceive behaviours as being problematic that junior highs don't	1/18/2016 12:25 PM
68	Each year, the composition of the class changes, so too, then would the responses. But, no. The BMP's are not effective when dealing with significant behaviour concerns.	1/18/2016 12:21 PM
69	The behaviour is often related to dosage of prescription drugs	1/18/2016 12:08 PM
70	Too many students and distractions to deal with the plan properly.	1/18/2016 12:05 PM
71	They are merely paying lip service to the problem behaviours and not addressing root causes.	1/18/2016 11:52 AM
72	Student assistants and IRTs are not always available to assist with the implementation of these BMPs. Some classes have approximately half of the students with identified exceptionalities and therefore a little more challenging for the classroom teacher to deal with all behaviours on his/her own.	1/18/2016 11:49 AM
73	Usually works for a short time, then the student regresses and something new is needed	1/18/2016 11:41 AM
74	not enough time or units to implement all programming.	1/18/2016 11:37 AM
75	Sometimes for short periods of time.	1/18/2016 11:35 AM
76	Serious behavioural concerns are not being addressed, as some students will not comply regardless of a bmp. If these students end up out of class, it is at the detriment to other students with academic needs in the school.	1/18/2016 11:20 AM
77	Time to meet with teams to review the plans and discuss other strategies is often not available....	1/18/2016 11:18 AM
78	non applicable	1/18/2016 11:12 AM
79	Based on past experiences	1/18/2016 11:07 AM
80	Time required to administer, parental support & acceptability all lacking	1/18/2016 11:01 AM
81	student assistants do not seem to spend time with individual students. I deal with any behavioral issues to the best of my abilities during class.	1/18/2016 10:58 AM
82	Some circumstances are beyond my control. For 1 student in particular there is no reward or consequence that impacts bahvaiour	1/18/2016 10:56 AM
83	There are more issues than behaviour which interfere with the management of concerns in school.	1/18/2016 10:52 AM
84	IRT's have too much on their plate and cannot always respond when needed. When they do respond, students with needs suffer as they have to go back to class.	1/18/2016 10:45 AM
85	some students don't respond, no consequences	1/18/2016 10:41 AM
86	Not important to the child	1/18/2016 10:38 AM
87	NA	1/18/2016 10:36 AM
88	Need people to action the BMPs. BMPs are good when resourced appropriately	1/18/2016 10:36 AM
89	Because I am not a classroom teacher not always made aware of specifics in the plan	1/18/2016 10:35 AM
90	There is no scheduled formal review with parents, teachers, etc. It can be joke sometimes.	1/18/2016 10:27 AM
91	Do not have any regular support in my classroom	1/18/2016 10:19 AM
92	Information is placed on the BMP but without proper time, guidance and training, it is just another piece of paper to file!	1/18/2016 10:02 AM
93	EECD	1/18/2016 9:53 AM
94	NA	1/15/2016 6:29 PM
95	resources may not be available	1/15/2016 10:45 AM
96	Some students struggle to behave due to impulse control issues etc. For those students, BMPs can be very successful. Some students on the other hand, are angry with the school system for consistently failing them, and have to significant will to improve their behaviour. For those students, success has been quite limited, in my experience..	1/15/2016 9:18 AM
97	the plan can't always be followed because the (human) resources are not always available (SA shared with far too many other students)	1/15/2016 9:01 AM
98	Not all teachers follow the bmp protocol	1/15/2016 6:27 AM
99	They may work during the onset, but they usually go by the wayside as other teaching duties take priority.	1/14/2016 6:50 PM

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100	NA	1/14/2016 12:56 PM
101	it is not always possible to implement-not always a space available, or other teachers to supervise the student	1/14/2016 10:09 AM
102	Students don't seem to care and are very egocentric; teachers feel completely disempowered	1/13/2016 10:02 PM
103	Very difficult to see positive changes happening enough	1/13/2016 7:57 PM
104	Lack of administrative support and support from IRT	1/13/2016 6:34 PM
105	Big class size and age of students affect trying to implement BMPs. All students need my attention. Also other individuals named in the BMP may not be available at that specific time	1/13/2016 11:39 AM
106	Not my classroom - classrooms as a whole	1/13/2016 9:45 AM
107	not able to answer this q	1/13/2016 8:09 AM
108	Plan is on paper but is not actively being followed. No meeting to clarify expectations or proper procedures for teachers is given.	1/13/2016 8:02 AM
109	Sometimes when the student isn't on board with the BMP, it just doesn't work. Especially when they just don't care.	1/12/2016 9:59 PM
110	I was IRT for 10 years and BMPs were not looked at by classroom teachers or student assistants. They were viewed as part of the package for applying for student assistant time.	1/12/2016 8:44 PM
111	I feel that there is a constant need to try different BMP ideas to find what works best with students when several behavior concerns are present in a class it can be very difficult to implement any plan well.	1/12/2016 5:45 PM
112	NA	1/12/2016 3:11 PM
113	Students do not always respond positively to the BMP's. Doesn't work for all students with behavioral concerns	1/12/2016 1:25 PM
114	Often more than one behaviour is an issue	1/12/2016 11:54 AM
115	behaviors are so extreme, plans are impossible to manage or use fairly when considering the remainder of the class	1/12/2016 10:05 AM
116	if used consistently by all teachers	1/12/2016 9:27 AM
117	No Follow Up Done	1/12/2016 8:52 AM
118	Not sure	1/11/2016 6:55 PM
119	I feel BMPs would be more effective if I had a student assistant to help implement strategies more than a half hour a day.	1/11/2016 6:01 PM
120	They do not work. Student behaviour is so erratic that nothing seems to work for most. BMP are a lot of work to do up and very few, if any, follow them or read them.	1/11/2016 3:40 PM
121	Because there are often a lot of issues going on at the same time that it is often difficult to follow the protocols	1/11/2016 3:14 PM
122	i do not have a classroom. not applicable	1/11/2016 2:40 PM
123	Behavior doesn't always change	1/11/2016 2:35 PM
124	There is no consistency with student assistance who may be assigned to students. I am not always made aware of BMP's. Don't feel that the support is truly there and the needs are many and getting worse.	1/11/2016 2:26 PM
125	BMPs have not always been adhered to by various levels - i.e. home, classroom teacher, admin	1/11/2016 2:25 PM
126	More about paper work than what's actually needed	1/11/2016 2:21 PM
127	The classroom is not always the place where behavioral issues are exhibited. Kids are fine in class. During unstructured times is where things get dicey. These children often require student assistants to monitor and guide behavior	1/11/2016 10:33 AM
128	I feel these methods do not have long term results. School is not working for many of these students.	1/11/2016 10:29 AM
129	this are not consistent across all settings. Some teachers have not even read their students BMP especially physical education and music teachers	1/11/2016 9:51 AM
130	NA	1/11/2016 9:32 AM
131	I do not have a class of students.	1/11/2016 8:58 AM
132	they provide generic instructions that do not help at all	1/11/2016 8:51 AM
133	When a student is having an "off" day there is little that can persuade them to change!	1/10/2016 7:29 PM

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134	I do not have a classroom	1/10/2016 2:41 PM
135	Again...while I am falling the protocol it takes away from the teaching of all others. When a child is continuing running around and screaming even with an IRT present, all learning stops for the rest of the class. This is 90% of our day...everyday. This is inclusive? This is a benefit to who?	1/10/2016 10:41 AM
136	No one has a BMP because I don't have time to create them. At this point with my workload I am just trying to survive on 4-5 hours sleep a night.	1/9/2016 11:58 PM
137	Not enough people resouces(IRT, Student Assistants, etc.) cannot effectively deliver these BMPs and deliver the curriculum at the same time	1/9/2016 9:08 PM
138	The student has autism and sometimes does not follow the instructions and plan we have for him	1/9/2016 8:28 PM
139	Not applicable	1/9/2016 4:39 PM
140	Depends on the child day to day beh	1/9/2016 1:40 PM
141	Because my behavioural management plan is focused on one behavioural issue. Sometimes the behavioural management plan does not work in the classroom.	1/9/2016 7:03 AM
142	Students with behaviour management plans in primary do not often have a diagnosis and some need treatment or other kinds of support	1/8/2016 11:01 PM
143	Some students can be difficult to reach due to their lack of concern.	1/8/2016 10:34 PM
144	some time the behavior or reaction can change, sometimes the outside support required to follow through with the behavior plan is unavailable at the time an incident occurs. Dealing with the behavior of an exceptional student most often disrupts the entire class, leads to distraction and lost instructional time	1/8/2016 3:04 PM
145	so far it has been done informally	1/8/2016 2:49 PM
146	Same as above.	1/8/2016 1:53 PM
147	Support from other areas of the school required	1/8/2016 12:49 PM
148	not a classroom teacher	1/8/2016 12:10 PM
149	Some behaviours are so extreme and Unpredictable that the BMP is hard to use.	1/8/2016 11:31 AM
150	Consistency between classes/teachers is sometimes difficult to achieve; students have to comply with the expectations	1/8/2016 11:20 AM
151	it doesn't prevent their behaviour. I'm still the one dealing with it.	1/8/2016 9:35 AM
152	student(s) not always responsive to the Plan	1/8/2016 8:40 AM
153	The BMP is a useful template but the significant behaviours still occur, negatively affect classroom atmosphere.	1/8/2016 7:57 AM
154	Disruptive to class would take too much time from other students	1/8/2016 2:31 AM
155	One of the BMPs offered for a students offers no real plan or consequences for a child with severe behavioural issues.	1/8/2016 1:39 AM
156	Student response	1/7/2016 10:21 PM
157	As long as all teachers involved follow the plan	1/7/2016 10:10 PM
158	The BMP includes specific skills training with an IRT, however all support has been pulled as other students have transferred to our school with higher priorities.	1/7/2016 9:33 PM
159	Not sure schools always have the resources needed to handle the behaviour issues of some of the students.	1/7/2016 8:35 PM
160	continued lack of resources, not enough opportunity for sensory room as there are too many children needing this and not enough teachers and student assistants. If student assistant is gone with one child, other two are left with no needed support.	1/7/2016 8:09 PM
161	Students with behavioural concerns and a BMP are sometimes resistant to following the procedures outlined, causing disruption in the classroom.	1/7/2016 8:00 PM
162	problems are most often beyond what schools can effectively manage. More resources are needed to do it correctly. Teachers are being asked to do too much. You have to be a medical professional, you have to be a business person (ordering/managing money), scholar (pd and new curriculum and new approach after new approach)	1/7/2016 7:59 PM
163	I feel this is just a paper trail with little success. Most protocol is not followed when it come to implementing discipline.	1/7/2016 7:26 PM
164	Teachers are not provided enough support to manage behaviours as well as curriculum	1/7/2016 7:23 PM
165	Difficult to consistently use when trying to keep up with all the other demands in the classroom.	1/7/2016 7:13 PM

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166	BMP are only as effective as the accessibility of the people named in the plan to assist. (ie Guidance Counselor/IRT will remove said student for ...) When other personnel are not available consequences cannot be followed through on. Principals not willing to follow through on suspensions! Parents not following through on consequences (good or other) or not willing to be involved	1/7/2016 3:40 PM
167	not always able to be implemented	1/7/2016 3:05 PM
168	Support to follow through with what is in the plan is not available.	1/7/2016 2:56 PM
169	students on BMP are impulsive and any reward system only serves to escalate an episode when the reward is not awarded. As well when all 'steps' in the BMP have been implemented and the student is still non-compliant/aggressive the administrative team/guidance simply have no plan for what's next and student is left in the classroom having prevailed in doing what they want	1/7/2016 2:52 PM
170	Oftentimes the BMP is simply a piece of paper with little practical suggestions for managing difficult behaviours	1/7/2016 2:48 PM
171	the BMP is as effective as the effective implementation of strategies outlined in it	1/7/2016 2:48 PM
172	Not always consistent	1/7/2016 2:30 PM
173	It is difficult to implement effective strategies, as many students do not seem concerned with consequences.	1/7/2016 2:18 PM
174	Not enough resources to carry out procedures at times.	1/7/2016 2:15 PM
175	The process is good but the child rarely understands the BMP significance.	1/7/2016 2:14 PM
176	Often, inconsistent use of BMP renders it ineffective.	1/7/2016 2:09 PM
177	No. On many occasions I have had to have administrations come to my class to have students escorted out of the class. To make matters worse the administration sends them back to the class within a very short period and everything starts all over again.	1/7/2016 2:04 PM
178	limited resources, spaces, training	1/7/2016 1:48 PM
179	as far as I know	1/7/2016 1:48 PM
180	The extent of the behaviour limits the effectiveness.	1/7/2016 1:46 PM
181	There are few resources to help implement the BMP.	1/7/2016 1:37 PM
182	Not all adults involved are trained in CPI, so the "team approach" doesn't really apply	1/7/2016 1:27 PM
183	not always practical with large numbers	1/7/2016 1:23 PM
184	Some of these students belong in a institution, not a school.	1/7/2016 12:36 PM
185	we are discouraged from using BMPs. Have been told that our students are too old for them.	1/7/2016 12:08 PM
186	It's hard to address at times and not consistently done by all participants.	1/7/2016 12:04 PM
187	Not sure if the plan is working. Student continues to exhibit behavior.	1/7/2016 12:04 PM
188	it focusses the kids more to behave appropriately in the classroom.	1/7/2016 12:02 PM
189	Not enough administrative support	1/7/2016 11:51 AM
190	It's not consistent in all classes so when I follow it, it means nothing to the student and other times the behaviour is so severe that it must be immediately forwarded to office	1/7/2016 11:20 AM
191	There are still no real consequences for the students	1/7/2016 10:52 AM
192	they are dependent upon students attendance for consistency. Sporadic attendance = ineffective plans	1/7/2016 10:44 AM
193	Difficulties with carrying out consequences.	1/7/2016 10:39 AM
194	Many of the behaviours are disrespect, disregard for authority, etc. This is extremely difficult to manage at a school level given the resources we have, lack of afterschool detentions due to bussing, and current policies.	1/7/2016 10:12 AM
195	IRT resources are limited and individual needs are difficult to attend to when you have large classes with many different types of students all with their own needs	1/7/2016 9:57 AM
196	Not applicable	1/7/2016 9:57 AM
197	N/A	1/7/2016 9:51 AM
198	I do not feel like our school has many consequences for misbehaviour. It seems students can do whatever they like with few consequences.	1/7/2016 9:50 AM

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199	the BMP is an attempt to manage behaviors and it shows we are making an effort but I find it does not help the child be responsible nor self regulate their behavior.	1/7/2016 9:43 AM
200	Because I am the administrator I only teach one class (which is challenging to devote my time to at times). Overall BMP's are not really working in the classrooms. They are not always realistic in what the classroom teacher is able to do while being responsible for the other students concurrently.	1/7/2016 9:39 AM
201	depends on consistency and support from home	1/7/2016 9:37 AM
202	More human resources needed to effectively follow-up with student needs	1/7/2016 9:35 AM
203	The child does not care about consequences	1/7/2016 9:33 AM
204	I have not found that students take them seriously	1/7/2016 9:25 AM
205	N/A	1/7/2016 9:21 AM
206	..	1/7/2016 9:17 AM
207	There needs to be more human resources to address the behavioural issues in a classroom setting	1/7/2016 9:15 AM
208	The behaviors are intense and frequent and are present with multiple students at the same time.	1/7/2016 9:14 AM
209	I do not have time to create, implement, evaluate, assess & respond to 2 or 3 BMPs in my room at once as I am often asked to do; This should NOT be the classroom teachers responsibility	1/7/2016 9:13 AM
210	BMP's work if teachers follow them.	1/7/2016 9:12 AM
211	not everyone (parents) are on board with BMP so it doesnt get followed accordingly	1/7/2016 9:07 AM
212	Once the student becomes familiar with the plan they use the plan to their advantage.	1/7/2016 9:03 AM
213	with so many needs, maintaining a comprehensive behavioural plan is too time consuming	1/7/2016 8:54 AM
214	Sometimes student's needs are so great and resources are so slim the bump is not always able to be followed as state	1/7/2016 8:47 AM
215	my own behaviur management works	1/7/2016 8:43 AM
216	Because each incident needs to be looked at individually. Triggers may differ and appropriate response need to fit the situation.	1/7/2016 8:40 AM
217	Teachers who have student's with BMP's already used strategies discussed in casual meetings with IRT/ Guidance, BMP is only for documentation and to keep student' assistant	1/7/2016 8:34 AM
218	Difficult to determine effective motivators for changing student behaviour	1/7/2016 8:28 AM
219	Feedback from teaching staff is not encouraging.	1/7/2016 8:24 AM
220	Again, as a substitute I am not always aware of details and cannot confirm that plans are followed	1/7/2016 8:15 AM
221	The BMPs are effective but it takes a long time to get the students to understand the cause and effect relationship. When implementing the BMPs, the adults who work with my students are hit , squeezed, pinched and nipped at so often during the day that we hardly notice the physical contact. It is not until we are pinched hard enough to bruise, scratched hard enough to bleed or hit hard enough to be taken aback that we notice that we have been harmed.	1/7/2016 8:14 AM
222	I feel students adjust to them and they are not updated enough	1/7/2016 7:59 AM
223	Feel they are written only to say they are in place.	1/7/2016 7:53 AM
224	As students are new to school none of them have a BMP in place yet.	1/7/2016 7:37 AM
225	difficulty in implementing plans, appropriateness of plans based on reality of the classroom, identifying plan that will work for individual students	1/7/2016 7:07 AM
226	They are time consuming to create and they don't address students needs as behaviors change on a daily basis and in different situations. Without additional people to help implement and support behaviors they are often meaningless pieces is paper.	1/7/2016 12:54 AM
227	They are often inconsistently implemented. There are multiple teachers/ classrooms communication is not frequent between all parties.	1/6/2016 11:53 PM
228	Not efficient. We do not have the time or resources. We are constantly robbing from Peter to pay Paul.	1/6/2016 11:05 PM
229	In some cases yes, but other cases no. Depends on individual student and/or class dynamic, size, available resources	1/6/2016 11:04 PM
230	Personnel resources not enough to deal with behaviour of students.	1/6/2016 10:44 PM

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231	N/a	1/6/2016 10:10 PM
232	The behaviours I'm seeing don't match those on the BMPs.	1/6/2016 10:08 PM
233	BMP are changing to reflective the needs of the student, written record of what is being done and sometimes it is difficult to get together to record the changes on the BMP, informal meetings are constantly happening, BMP format could be improved, meeting time with SA without students to go over BMP is difficult to find, Teachers meeting afterschool to go improve, refresh, revisit BMP, CPI training is useful for BMP development & SA get it but many teachers don't, BMP should be helpful to SA as well, and their input to developing/making changes to the BMP are valued, this is the paperwork most SA get to inform them about responding to each individual students needs and thier feedback on the BMP helps too	1/6/2016 10:06 PM
234	Not enough resources such as SA	1/6/2016 9:21 PM
235	Limited options for response protocol due to insufficient resources/personnel	1/6/2016 9:15 PM
236	Depends on student's mood	1/6/2016 9:01 PM
237	The fact that a student does not have one does not indicate need neccessarily.	1/6/2016 9:01 PM
238	I feel BMP are merely a paper shuffle. We have had plans in place and they are not followed by teachers. In one particular case a consequence for student misbehaviour was being sent home. This was agreed upon by the parents and has worked in previous schools so it was included in the plan but the Vice Principal will not send the child home.	1/6/2016 8:54 PM
239	Not followed often	1/6/2016 8:54 PM
240	It difficult to deal with this while trying to cover the curriculum single handedly.	1/6/2016 8:52 PM
241	Some students are presenting with issues which are beyond the ability of a teacher to handle, they are issues for mental health professionals to address.	1/6/2016 8:48 PM
242	BMPs are a requirement to get student assistant support for students with behavioural issues. A copy of the BMP is provided for teachers, but am unsure how closely they are followed by the teacher, as teaching style and the tolerance of certain behaviours varies	1/6/2016 8:46 PM
243	Hard to keep track of what is each child 's plan - when there are several students it can be hard to keep on top of it. Not everyone seems to be aware of it following the plans.	1/6/2016 8:44 PM
244	Personnel is required to follow through on consequences of BMP's, they are often not available	1/6/2016 8:40 PM
245	Lack of available resources (admin time, guidance, student assistants) to effecively carry out and implement most plans.	1/6/2016 8:39 PM
246	Some days the concerns are beyond all that is included in the BMPs	1/6/2016 8:35 PM
247	I have seen this work well with certain individuals, but with others it has not always worked.	1/6/2016 8:23 PM
248	In my experience, BMPs tend to manage behaviour but do little to help serve the students learning needs. Often, the nature of the student on a BMP is such that inclusionary practices become a barrier to their education, as they are not able to receive a program specific to the student in an environment that is conducive to their success.	1/6/2016 8:21 PM
249	I have student who require bmp's but do not have formalized plans in place.	1/6/2016 8:11 PM
250	Students sometimes do not adhere to the plan.	1/6/2016 7:57 PM
251	Class size limits the effectiveness of BMP	1/6/2016 7:57 PM
252	Not enough support in the classroom to implement	1/6/2016 7:55 PM
253	not always current, response may be in the moment, response may deal with a new behaviour	1/6/2016 7:53 PM
254	Depends on the day/mood of the student! Somedays they are compliant, MOST days they are not!	1/6/2016 7:52 PM
255	The extreme violent behaviours we are experiencing are require an expert in behaviour modification, not a BMP. The pathways to target behaviour are unrealistic and ineffective for extremely violent students. Teachers are stressed, other students are coming to school with fear and anxiety, and the student exhibiting the violent behaviours is left with no dignity.	1/6/2016 7:46 PM
256	Inconsistent, hard to follow through, not enough staff to implement appropriate interventions or consequences	1/6/2016 7:45 PM
257	Behaviour Management Plans change as behaviour changes. The rate of change in behaviour, change in motivators, and change in the strategies that work from one day to the next can prove to be rapid. Trial and error in strategies/consequences and communication with all staff involved with a student is crucial.	1/6/2016 7:26 PM

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258	The frequency of events makes it difficult to always be as effective as I would hope. There are constant disruptions to the teaching and learning environment.	1/6/2016 7:22 PM
259	sometimes BMPS are not effective in diffusing the situation	1/6/2016 7:21 PM
260	Hard to implement on my own	1/6/2016 7:15 PM
261	I have major behaviour problems in my class but because they do not have a defined exceptionality they are not on a plan	1/6/2016 7:13 PM
262	They are just a piece of paper. Students need strategies and in class support.	1/6/2016 7:10 PM
263	They are a complete waste of time and energy. They never work!	1/6/2016 7:03 PM
264	Behaviours just keep happening upon return to the classroom. The best learning environment for the child is not a regular classroom setting.	1/6/2016 7:02 PM
265	These generic plans are a formality which are not followed	1/6/2016 6:54 PM
266	In my position I am not always aware of the BMP's. But of those that I'm aware of changes are not very evident.	1/6/2016 6:49 PM
267	I am not a classroom teacher . I work with small groups .	1/6/2016 6:37 PM
268	Many of these students manifest continued behavioral problems.	1/6/2016 6:35 PM
269	With additional supports and resources, as well as an additional IRT or two, the answer would increase to most if not all of the time	1/6/2016 6:26 PM
270	not enough personnel to follow the plan as usually the students tend to need interventions at the same time	1/6/2016 6:24 PM
271	No consequences that matter to these kids	1/6/2016 6:23 PM
272	Regardless of plan, what really can we do???? Kids and parents run the school	1/6/2016 6:20 PM
273	Depends on the child and whether s/he has a student assistant or not. When a student assistant or IRT is available the plans seems to work okay. Without the extra human resources they have limited impact.	1/6/2016 6:19 PM
274	Most Students with significant behaviour concerns are unpredictable. Often times what works one time will not work the next. It is difficult to determine the root cause of specific behaviours.	1/6/2016 6:10 PM
275	Unrealistic expectation to manage that along with everything else teachers are expected to do while covering curriculum.	1/6/2016 6:09 PM
276	not always able to take the time from the other students in the class to successfully implement BMP	1/6/2016 6:06 PM
277	I think we need bigger consequences when students do not follow the plan as indicated.	1/6/2016 6:02 PM
278	Hard to answer why... I don't know to be honest. But behaviours are affecting the quality of education of children without behaviour problems.	1/6/2016 5:51 PM
279	they are unrealistic	1/6/2016 5:47 PM
280	I generally deal with my own behavioural issues. I am not aware of any specific behaviour plans	1/6/2016 5:44 PM
281	Too many staff all handle with their own twist .	1/6/2016 5:43 PM
282	lack of consistency	1/6/2016 5:38 PM
283	not sure	1/6/2016 5:29 PM
284	Most things stop with me and not continued or reinforced elsewhere.	1/6/2016 5:28 PM
285	Time to complete these personalized BMPs is usually a problem due to lack of support...not assistant at all.	1/6/2016 5:25 PM
286	It is simply impossible to be able to accommodate all of be issues, and to remember each period how to handle each behavior	1/6/2016 5:21 PM
287	They are not always changed/updated as often as needed- not always given to all adults who work with student. Behaviour and consequences as well as antecedent change very often. One approach may work one day for one person but not the next	1/6/2016 5:20 PM
288	personnel sometimes needed and sometimes students need direct teaching of appropriate behaviours	1/6/2016 5:20 PM
289	Some teachers are not aware of each student's BMP and the lack of consistency presents a challenge.	1/6/2016 5:18 PM
290	Your answer matrix does not include opportunity for teachers who do not know which students have BMPs, so I have said none of the time since they cannot be effective if I've not been informed about them	1/6/2016 5:18 PM

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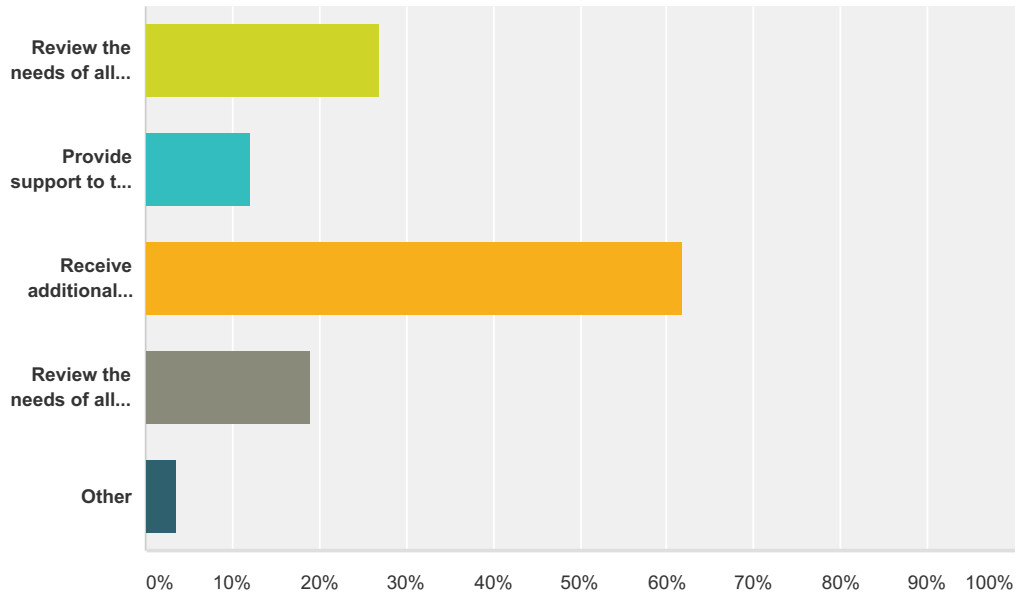
291	Not all personnel will follow the outline due to various reasons.	1/6/2016 5:12 PM
292	I am a substitute teacher!	1/6/2016 5:10 PM
293	Not realistic most of the time	1/6/2016 5:05 PM
294	we are still awaiting assessment for a student with significant behavior concerns	1/6/2016 4:52 PM
295	sometimes it doesn't work. There are times when their rights seem to supercede the rights of the other children, who are impacted negatively academically or even for their safety, because it has been deemed that a child with needs should be in the regular classroom. Sometimes this works, but when proper supports are not in place, it can be terrible, even for the teacher.	1/6/2016 4:40 PM
296	Difficult to change the behaviour when home does not discipline and also when all teachers do not adhere to the BMP procedures.	1/6/2016 4:40 PM
297	The children do not respond to the program. The children laugh at what we are trying to do. The parents give the children the rewards whenever the child wants. I had a child who bit another child (drawing blood). The child was laughing after coming from the office. The mother didn't seem all that concerned. The child needs to sit out of playtime for one day. I am the one who has to take my break time to make sure that the consequences are followed up.	1/6/2016 4:36 PM
298	bmp are sometimes outdated.	1/6/2016 4:26 PM
299	Parents still on the journey to acceptance!!!	1/6/2016 4:22 PM
300	There are no resources or teachers to implement the BMP.	1/6/2016 4:22 PM
301	Sometimes children have issues and behaviours that simply can't be managed at school, despite strategies tried.	1/6/2016 4:13 PM
302	Sometimes children don't react to positive behaviour reinforcement. It seems that a lot of energy and effort are spent on children with behaviours. Not all children can learn in the school environment.	1/6/2016 4:12 PM
303	Student is defiant therefore he doesn't listen and doesn't care about consequences.	1/6/2016 4:04 PM
304	It is often not communicated to me what their bmp is	1/6/2016 4:03 PM
305	Sometimes I have 3-5 students with BMP's, all having a variety of strategies such as first /then cards, sensory breaks, rewards, etc. can be challenging at times	1/6/2016 4:01 PM
306	Sometimes the plans simply do not work. Other times it is almost impossible to implement them.	1/6/2016 3:57 PM
307	BMP addresses one or two behaviors at a time, many have quite a number. Rewards systems are difficult to implement in High school classrooms (free time, time on computer, walk around the building) when things are not working in the classroom we have very few options for "calm down time or a redirection room etc. High school presents emerging mental health and can overshadow other Developmental issues	1/6/2016 3:52 PM
308	I don't have enough support, the children are not held accountable, the behavioural matrix is not followed. I had a child bite another child (blood drawn)- the administration called home and the child missed playtime for one day. I, as the classroom teacher, am responsible to enforce the consequence during my "break".	1/6/2016 3:52 PM
309	It is too difficult to follow all the strategies why trying to teach the rest of the class at the same time.	1/6/2016 3:50 PM
310	Many interventions can not be scripted and behaviours vary so interventions must also vary.	1/6/2016 3:47 PM
311	sometimes they are not effective for that child	1/6/2016 3:45 PM
312	Student assistant not always available to student. Other students to watch.	1/6/2016 3:43 PM
313	require more PD and support	1/6/2016 3:42 PM
314	BMPs don't work for each student - case by case scenario. Irregular attendance make success with BMPs difficult/unlikely.	1/6/2016 3:39 PM
315	Sometimes the strategies work, for example; sensory breaks, reward, token, rewards, first... Then. After exhausting many of these strategies, child is sent to office. It is difficult when there are three or four students that have a BMP. It can be quite overwhelming.	1/6/2016 3:38 PM
316	Not enough resources and the parents are not cooperating with the school	1/6/2016 3:36 PM
317	I am not aware of any BMPs	1/6/2016 3:34 PM
318	needs of students exceeds resources at school level	1/6/2016 3:33 PM
319	Some strategies are difficult to execute in all situations. Time is taken off instruction in following through with plans	1/6/2016 3:32 PM
320	Time of day has an effect. No BMP will work if student comes to school upset or not medication has not taken effect.	1/6/2016 3:31 PM

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321	My experience is that many students with out exceptionalities are in need of BMPs. For some children they seem to help, for other children the issues are much deeper and there seems to be little in school we can do to help them.	1/6/2016 3:29 PM
322	No support for behaviour needs	1/6/2016 3:29 PM
323	Again as a "non core" teacher I do not have the support to tend to each child as they deserve.	1/6/2016 3:28 PM
324	Unable to do some things on BMP while trying to manage other behaviours in classroom	1/6/2016 3:28 PM
325	Sometime the interventions work for the students and some days they don't	1/6/2016 3:21 PM
326	Not enough human resources to effectively implement BMP	1/6/2016 3:20 PM
327	BMP's are great if the whole team are following the plan and the plan is current and relevant to the needs of the student.	1/6/2016 3:12 PM
328	Students refuse to follow plan and receive little or no consequence; or they simply leave school without permission or hide in school during the day without being caught.	1/6/2016 3:12 PM
329	They are useless; just paperwork that goes nowhere and does nothing; people don't follow it; hard to target motivation to change the behaviour	1/6/2016 3:09 PM
330	Other components of the plan are not followed due to lack of resources	1/6/2016 3:07 PM
331	Students with BMP's are often unpredictable.	1/6/2016 3:07 PM
332	I do not teach	1/6/2016 3:01 PM
333	I am not familiar enough with the BMP to implement	1/6/2016 3:00 PM
334	When I used BMP's in the past they were effective.	1/6/2016 2:59 PM
335	BMP is only effective if the student is able to follow the plan on that day.	1/6/2016 2:49 PM

Q15 What should the practice be when a new student with identified exceptionalities transfers to your school during the school year?

Answered: 1,601 Skipped: 309



Answer Choices	Responses
Review the needs of all students and reassign district resources based upon those needs	26.86% 430
Provide support to the new student as long as it does not negatively impact existing services	12.12% 194
Receive additional resources to accommodate the needs of the new student	61.77% 989
Review the needs of all students and reassign school resources based upon those needs	18.99% 304
Other	3.56% 57
Total Respondents: 1,601	

#	Other (please specify)	Date
1	If programming in place cannot meet needs of student(s) additional resources should be put in place.	1/20/2016 8:11 PM
2	Review the needs of the students and current level of resources. Then decide if the current level of resources are enough to meet the needs of the new student. If it is determined that the current level of need is so high and scheduling of resources at present does not allow enough resources to meet the needs of the new student then a request for additional IRT resources should be completed.	1/20/2016 4:27 PM
3	So individualized to the student's needs - is a continuum of resources, first class support, then IRT, then District	1/20/2016 9:49 AM
4	This would depend on the needs of the individual. At times additional services are needed but simply put on the work load of existing staff.	1/20/2016 9:19 AM
5	doesn't happen though - they get dropped off at the class most of the time with nothing to assist.	1/19/2016 3:19 PM
6	You should not take away resources from one child and give it to another. This is pure nonsense. If one student were on medication and another arrived with similar needs, would you take away their medication and give it to another? Of course not. Same thing is true of IR teachers and student assistants.	1/19/2016 12:13 PM

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7	All of the above	1/19/2016 11:37 AM
8	a mixture of all of the above.	1/19/2016 10:24 AM
9	doubling up on supports can work for some programming, but not all.	1/19/2016 9:22 AM
10	Time to increase teacher allocation not decrease	1/18/2016 9:34 PM
11	I think it depends on the identified exceptionality and the students needs. Obviously if the student's needs are high they will need greater support. Just because a student has an exceptionality does not automatically mean that a school require additional supports. Often a school has adequate resources but the administration does know how to use those resources in an effectively and efficiently manner!	1/18/2016 8:43 PM
12	The resources should be tagged and travel with the student. There is also a Severe lag in cum files/ student profiles. It should arrive WITH the child so that transition time is smoother and better supported.	1/18/2016 6:50 PM
13	Human resources are already stretched. You cannot stretch them even more when a new student with needs arrive.	1/18/2016 6:26 PM
14	Children with identified exceptionalities need support. Any plan is better than the plan we have now. If resources are attached to a child and a child transfers, so too should the resource. As it is, we do not have enough resources for the children we have with exceptionalities. When we receive another child with exceptionalites and they do not come with a human resource with them, the receiving school is further taxed and children are paying the price.	1/18/2016 6:12 PM
15	We do not get the resources from the school that they come from and as a result, students with less severe needs are neglected as the services go to the more sever needs when they transfer in. This is of great detriment to the students who need less assistance but are in great need of it.	1/18/2016 3:36 PM
16	possible transfer of resources from old school	1/18/2016 1:03 PM
17	Based on available resources we do file review, list what few resources we have	1/18/2016 12:50 PM
18	If needs are significant and require a lot of support.	1/18/2016 12:46 PM
19	It should also not be a guessing game. Classroom teachers are the last to know what the "exceptionality" or behavioral problem is.	1/18/2016 11:53 AM
20	Not enough resources are given to satisfy the needs of students with exceptionalities.	1/18/2016 11:21 AM
21	This is quite challenging and additional services should be provided rather than have to take services away from several due to transfer in, etc	1/18/2016 11:09 AM
22	be informed	1/18/2016 10:25 AM
23	I think it all depends on the case load	1/18/2016 10:16 AM
24	Question indicates what should happen, not what does happen	1/18/2016 9:56 AM
25	EECD	1/18/2016 9:53 AM
26	"should"	1/15/2016 9:18 AM
27	The lack of assistance in general is why the inclusive system is a ridiculous failure. Everyone suffers; students with and without exceptionalities and the teachers who are expected to implement special programming in addition to regular curriculum with NO SUPPORT.	1/15/2016 9:01 AM
28	This is what should happen but it never does. Services always have re-distributed with student needs.	1/14/2016 1:35 PM
29	NA	1/14/2016 12:56 PM
30	Supports identified for that student would be transferrable with that student; just because the student moves doesn't mean he/she does not need support anymore. The student needs the support, either SA and/or IRT support to follow him/her	1/13/2016 10:02 PM
31	NA	1/12/2016 3:11 PM
32	Increased Student Assistant time and IRT time	1/12/2016 11:54 AM
33	Need must be prioritized, and if the students needs cannot be accommodated for with the current allocation then additional resources may need to be requested. Review of the new students file in conjunction with the already identified caseload, distribute resources accordingly, and if need be appeal for more time.	1/12/2016 9:27 AM
34	Reassign resources from the school the student transferred to his/her new school.	1/11/2016 6:01 PM
35	School resources for exceptionalities do not meet the number of needs in the school. I believe that more IRT time should be allocated.	1/11/2016 1:39 PM

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36	Provide support to the new student as identified through the IEP/ISSP process	1/11/2016 12:56 PM
37	review needs of all - assign student to where it would be most beneficial	1/8/2016 6:59 PM
38	I believe that is a student was in another school and received support than when they transfer that support should be moved with them. It is unfair to take from another student because someone else moved in. That cannot be easily explained to parents.	1/8/2016 6:09 PM
39	It would be nice if moreresources were made available if the needs cannot be met within the frame currently being used - that is not usually the case- we usually have to change schedules and services to accommodate greater need at the cost of the other students	1/8/2016 11:20 AM
40	children are being penalized and losing services as other students arrive with needs. students should receive services if it has been determined they need them, not only if there aren't other students with higher needs.	1/8/2016 9:35 AM
41	Very rarely is any additional support offered, usually already lacking support is stretched even thinner.	1/8/2016 1:39 AM
42	Resources are given to a school based on the needs at the time. It is my experience that the needs have grown with students transferring in, and it is a battle to get more resources to deal with the major concerns and needs that come in.	1/7/2016 9:47 PM
43	We had 2 high need students transfer into the school this week and our resources are already over taxed.	1/7/2016 8:09 PM
44	A meeting with new and former teachers before child enters building. Than a meeting with parents before entering school. In this order	1/7/2016 7:26 PM
45	students currently receiving supports should not suffer when new students come to the school.	1/7/2016 4:23 PM
46	If student assistant time has been allocated to the transferring school that same level of student assistant time needs to be transferred with children. There is never a glut of student assistant time in schools; same too with IRT support. Any child receiving support has been deemed needing it; it should not have to be removed or altered to accomodate a child for whom time has already been allocated!!!	1/7/2016 3:40 PM
47	BEFORE a student with identified exceptionalities transfers to a new classroom in a new school, the receiving teacher should have reviewed all paperwork associated with the new student (IEP, ISSP, BMP's, etc) and the receiving teacher should also have time to talk with the former teacher to discuss the student's daily routine, what works in the classroom and what doesn't, etc. The incoming student should not show up out of the blue.	1/7/2016 2:37 PM
48	Service Delivery Information should immediately accompany the child so correct placement can be determined upons school entry.	1/7/2016 2:09 PM
49	When students who are approved for student assistant time who move to a new school, that school NEEDS to receive more SA time	1/7/2016 1:27 PM
50	At least until existing resources in the district can be reassigned.	1/7/2016 1:25 PM
51	for any that have transferred into my classroom, I'm told the exceptionality and I'm left to adjust to the needs.	1/7/2016 12:07 PM
52	When a new student comes to the school, we always rearrange all the IRT's scheduels to accommodate the new needs. This causes a tremendous change to schedules which take so long to sort out. The rearranging of these schedules takes away valuable time from students...it's not effective and students who have less needs always have support taken away from them, which is not inclusive either.	1/7/2016 10:43 AM
53	This is very important since our school is bursting at the seams with special needs children. Our resources are stretched to the limit. Any children coming with special needs definitely requires addition resources	1/7/2016 10:15 AM
54	If reassignment of school resources do not satisfy needs of ALL students with exceptionalities, then provide additional resources	1/7/2016 9:35 AM
55	Depending on severity of needs.	1/7/2016 9:23 AM
56	..	1/7/2016 9:17 AM
57	Review the students' needs as identified and follow existing protocol to provide support and resources.	1/7/2016 9:07 AM
58	District support should be provided once the review of school resources is complete. There should also be resources available to address the transferring students needs until reviews are complete and resources reassigned.	1/7/2016 9:03 AM
59	If the new student's needs are great and the school is struggling to meet it's own students additional resources should be given	1/7/2016 8:47 AM
60	At High School surely people know the needs by now	1/7/2016 8:43 AM

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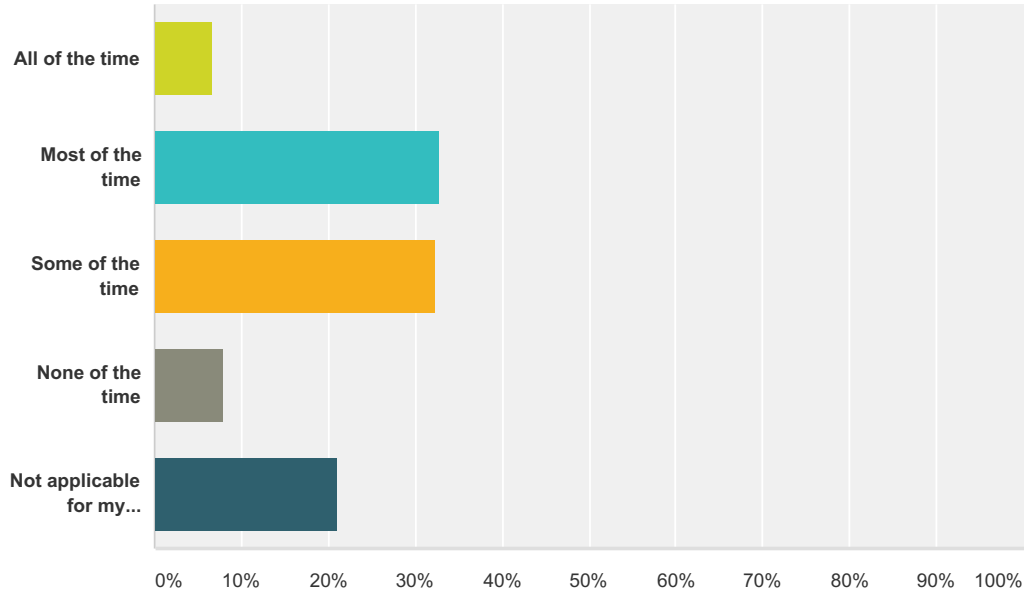
61	If the need can be accommodated without impacting current programming of other students, it should be. If other students will be impacted, additional resources should be made available for students with severe needs. Other students should not have to lose out in order to accommodate new needs that transfer in.	1/7/2016 8:41 AM
62	Depends on the severity of the student's needs. Additional resources should be provided to the school in cases where the new student has intensive, pervasive needs.	1/7/2016 8:28 AM
63	It would take too long to reassign district resources. Children need immediate help!	1/7/2016 8:14 AM
64	Depending on severity of needs of the student, additional resources should be provided.	1/7/2016 7:50 AM
65	Our school does not have enough service to meet the needs of our existing students.	1/7/2016 7:37 AM
66	Student's exceptionalities are usually not yet diagnosed by the time they reach me in the early grades, as diagnosis takes a long time. These students still need support. Diagnosis should not be the only criteria used in assigning resource. You should also trust the teacher's professional judgement about the child's needs.	1/7/2016 4:26 AM
67	IRT support is very limited as they are stretched too thin (I get 5 hours out of 23 classes for a class with 14 IEPs out of 28). Additional support is needed when new students enrol mid year. Without it, supports are being stretched even more than they already are and become even less effective.	1/7/2016 2:45 AM
68	Teachers need to be informed and given the time and resources to prepare adequately to help ALL our students. It is so frustrating to be unable to meet the needs of my students because the demands on my time are too high.	1/6/2016 10:42 PM
69	Why am I being asked to make this decision? Seems leading - students are to get what they require by law.	1/6/2016 10:39 PM
70	TO BE DETERMINED BY SDT & Eugene May(outside school member)- everything has a time commit to get done & cost	1/6/2016 10:06 PM
71	What should happen and what is practical are not the same. Students do need support as soon as possible.	1/6/2016 8:44 PM
72	review needs, reassign school and maybe district resources as needed	1/6/2016 7:53 PM
73	Services to one student should never be compromised for another. If a new student arrives teaching resources should be provided. With extreme behaviours becoming more prevalent, students receiving academic alternate programs are losing out on services year after year.	1/6/2016 7:46 PM
74	A combination of the above, or at least, board wide consistency in procedures	1/6/2016 7:45 PM
75	Our current practice is to reassign school resources and add to instructional resource teachers case load. If the student can be integrated into an already developed group for mathematics or reading support then it is sufficient. However, students with behavioral issues require more resources.	1/6/2016 7:26 PM
76	Last year we had a student with very sig need an no additional resources were provided	1/6/2016 6:36 PM
77	This would depend on the exceptionality, as well as the resources available	1/6/2016 6:26 PM
78	Receive additional resources if the needs of the new student cannot be met after reviewing needs for all students with current resources.	1/6/2016 6:25 PM
79	Just because a student with more needs arrives in the school, this does not mean the child currently needing resources doesn't still need them. Would you take a pair of glasses from one child and give them to another? No, of course not. So why should you take a resource one child needs and give them to another?	1/6/2016 6:19 PM
80	We often get students who transfer who have needs and irt support does not travel with them. We are already strapped for resources and they get spread thinner	1/6/2016 6:11 PM
81	This is not happening now. Students who have added supports ie IRT support are losing those supports midyear when another student with more severe exceptionalities comes into the school and jumps to the top of the list for supports	1/6/2016 6:06 PM
82	Try to ween the student from the services	1/6/2016 6:01 PM
83	Every situation is different. Sometimes the new student can smoothly transition into a new school and easily be added on to an irts workload with minimal impact on resources. However, when a school is already short on resources, based on needs already (which many times they are) or when the student transferring in has higher needs then what the new schools resources are, then more resources HAVE to be made available! If not, the needs of all students are at risk of not being met.	1/6/2016 5:30 PM
84	Since the most severe needs are met first, our school has MANY students/classes who do not receive any IRT support since the allocated time for the school has been used for one or two individuals with significant needs.	1/6/2016 5:06 PM
85	You can not completely change existing services for everyone. Most children do well with consistency of personnel. However, if a new child can be accommodated with existing personnel that is what should be done . However if the new student has severe needs either academically, behaviourally or physically then new personnel maybe needed.	1/6/2016 4:25 PM

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86	Additional resources are not always provided.	1/6/2016 4:13 PM
87	don't know	1/6/2016 3:44 PM
88	Review the needs of student and implement as close as possible to previous school's practice.	1/6/2016 3:42 PM
89	The answers above are what should happen. What typically happens is that if a student with high needs gets transferred into a school it takes away from students who needs are seem as "lesser."	1/6/2016 3:29 PM
90	If you do not assign new resources for students who have received services in the past, the old school retains the service and the new school has increased behaviour problems due to the stretching of resources. This causes teacher and staff stress as well as violent outbursts in the classroom.	1/6/2016 3:23 PM
91	Consultation with parents about accommodations and expectations	1/6/2016 3:17 PM
92	The Service Delivery Team is spread very thinly now. If identified exceptionalities transfers in, there should be support attached to those needs. We can not Make Do without taking support for others.	1/6/2016 3:12 PM
93	Review the file and get to know the student prior to determining what resources may be needed. Some exceptionalities require minimal personel involvement	1/6/2016 3:00 PM
94	It depends on the needs of the new student. If the needs can be met by current school resources then no additional resources are needed. However, in the case of transferring students with extensive needs, additional resources should move with the student.	1/6/2016 2:49 PM

Q16 I am able to access district level professionals as required to assist in the programming for students in my classroom who have been identified with exceptionalities.

Answered: 1,601 Skipped: 309



Answer Choices	Responses
All of the time	6.62% 106
Most of the time	32.79% 525
Some of the time	32.42% 519
None of the time	7.87% 126
Not applicable for my classes/courses	21.05% 337
Total Respondents: 1,601	

#	If answer is some of the time or none of the time please indicate what district level professionals are not available to you and why.	Date
1	District staff have been unhelpful via email and have not made their presence known in our school. I couldn't tell you what most of them do, and certainly not what they look like.	1/20/2016 11:01 PM
2	They may be available to you but in general I feel you are encouraged to try all other strategies before accessing district level professionals.	1/20/2016 7:41 PM
3	It does happen, however, it is a very long process since other professionals on the school level who help us get to the point where district level professionals should be involved are shared between many schools in this area.	1/20/2016 6:50 PM
4	I didn't even know it was an option to have assistance from district level professionals	1/20/2016 6:31 PM
5	Protocol dictates that I make any requests for assistance through the guidance counselor; the guidance counselor is very busy.	1/20/2016 4:27 PM

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6	There are so many layers of interventions that need to be done first before you can go to district personnel that you don't always get to see who you need in a timely manner or at all.	1/20/2016 12:15 PM
7	There are rarely any resources from district level with respect to programming. The classroom teacher in my experience is on their own.	1/19/2016 9:58 PM
8	they are so busy -	1/19/2016 8:29 PM
9	The time that SLP, Ed. Psychologist, and other professionals spend at our school is very limited and it is not always easy to meet with them during classes due to student programming commitments. They are usually available when contacted by email but this limits the ability to discuss some confidential information.	1/19/2016 8:02 PM
10	They are difficult to access. Many times skilled trades is not seen as important, even though safety is a major concern	1/19/2016 7:51 PM
11	Rarely. These professionals cover large areas and their time is scarce	1/19/2016 7:37 PM
12	don't know who to contact - ???	1/19/2016 7:37 PM
13	Special services itinerant	1/19/2016 6:59 PM
14	The district level professionals in the Burin region are woefully understaffed and/or under-qualified.	1/19/2016 6:49 PM
15	Quite frankly I didn't even know it was an option. All of my experiences have only been with school based staff.	1/19/2016 5:47 PM
16	don't know	1/19/2016 3:19 PM
17	I honestly don't know...	1/19/2016 1:46 PM
18	Guidance Counsellor only recently hired, non-existent before this year. SLP hired last year. Shared among five schools across a vast geographical area, limited time to consult.	1/19/2016 1:04 PM
19	Where possible these people attend meetings. But they are very busy and spread very thin,	1/19/2016 12:13 PM
20	They are available to chat at times but the support like we had years ago is not the same anymore.	1/19/2016 9:23 AM
21	1 autism specialist isn't enough, not when there are so many children and so many needs and crisis situations.	1/19/2016 9:22 AM
22	not sure how to answer	1/19/2016 8:57 AM
23	Via e-mail and telephone	1/19/2016 8:52 AM
24	aren't even within 200 miles, they travel the district a significant amount, and might speak to someone on the phone once a year	1/19/2016 8:27 AM
25	Unaware of who is responsible	1/19/2016 8:02 AM
26	I can access personnel, but solution strategies developed in conjunction with district personnel are often unrealistic and/or impractical to implement.	1/19/2016 4:16 AM
27	Minimal amount of support from district level is available. When they do come, they observe the student for about 30-40 minutes and complete their report based on it.	1/18/2016 11:02 PM
28	Not sure who would be the resource to contact	1/18/2016 10:06 PM
29	Some support personnel are shared between several schools and it is often a month or more before they are able to get to our school for visits.	1/18/2016 9:58 PM
30	Perhaps due to the size of the district, some district professionals are hard to reach for assistance.	1/18/2016 9:48 PM
31	Ed psychs they have too many schools to cover	1/18/2016 9:34 PM
32	The question should not be can I access them, it should read of what use are they to me? Like seriously!	1/18/2016 9:12 PM
33	Our IRT teachers are servicing the highest needs...	1/18/2016 8:35 PM
34	hard to reach and get contact with visual itinerant	1/18/2016 8:05 PM
35	These individuals have a large case load and they try their best but they are spread too thin.	1/18/2016 7:47 PM
36	We can access them, it's the wait time when we are in crisis that is difficult (waiting 6 weeks for Autism Itinerant)	1/18/2016 6:59 PM
37	Not applicable in that I have not tried to access district personnel	1/18/2016 6:31 PM
38	I have an ESL student this year and there are zero resources for him in Central because the needs are not great in our area. But he is still here. How is there not more resources for him?	1/18/2016 6:26 PM
39	Lip service is not helpful during an incident	1/18/2016 6:21 PM

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40	It has not been made clear to teachers who they should contact.	1/18/2016 6:17 PM
41	In truth, these individuals are available but we are directed to contact them through a VP etc. There is so much red tape involved in contacting these individuals it seems fruitless to try. When we are directed to contact them directly they too are functioning within the cascade pyramid (triage). Its rare to get the help that is needed.	1/18/2016 6:12 PM
42	Really not sure. I am a K-6 music teacher but have not seen board level specialists in to assist with programming; it is school based from what I understand	1/18/2016 3:36 PM
43	In the passed two years we have tried to access ESL and Autism support and have had to wait and wait for support to either be responded to or given. We saw an ESL person twice in two years for a student we had transfer to us outside Canada.	1/18/2016 3:11 PM
44	I'm not sure if I can access them or not - we are a private school.	1/18/2016 2:13 PM
45	Too busy	1/18/2016 2:09 PM
46	Don't feel like it's appropriate to contact the District, as a teacher.	1/18/2016 1:53 PM
47	As a guidance counsellor I have access to district level professionals as needed.	1/18/2016 1:51 PM
48	as administrator I have no difficulty accessing district resources in a timely manner	1/18/2016 1:38 PM
49	Professionals case load is high? Needs of students/school are not realized	1/18/2016 1:37 PM
50	Doesn't seem to be part of their job description.....working at the classroom level.	1/18/2016 1:33 PM
51	We have to go through dept heads then admin and then district and then, maybe, we can have access.	1/18/2016 1:06 PM
52	Ed psych, autism specialists, not enough of them and too many students needing interventions/ lack of IrTTime to help meet needs	1/18/2016 1:03 PM
53	Refusal to travel on board personnel part	1/18/2016 12:50 PM
54	SCO in given area has cancelled several meetings with me.	1/18/2016 12:47 PM
55	Student transferred in from Dominican in Oct with little English, even though requested we have yet to see personel to support ESL	1/18/2016 12:46 PM
56	A classroom teacher would be reprimanded by admin special services poeple by overstepping them. Special services teachers refuse to teach in the new model.	1/18/2016 11:53 AM
57	I don't see any district level professionals, so I wouldn't even know who to contact	1/18/2016 11:41 AM
58	they don't have time apparently.	1/18/2016 11:37 AM
59	autism specialists?	1/18/2016 11:34 AM
60	We are able to access them, but they cannot provide the help that is needed. We need more human resources.	1/18/2016 11:20 AM
61	District level professionals are legitimately busy.	1/18/2016 11:18 AM
62	Never knew this was an option.	1/18/2016 11:07 AM
63	even if asked, who would show-never have in the past we always have had to deal with our given allotments	1/18/2016 11:06 AM
64	Workload	1/18/2016 11:02 AM
65	Time constraints on those board personnel	1/18/2016 11:01 AM
66	I did not know I could access these individuals!! I though it was the job of IRT's .	1/18/2016 10:58 AM
67	I have access to my program specialist (SSS) but he often cannot assist with the programming for my students. I have some access to the autism itinerant. Access to SLP has been sporadic over the past couple of years, with very little direct contact for longer than that. These people do not have the time to get to know our students, so any recommendations they can make are general and not the child specific supports and strategies that we need to assist with programming.	1/18/2016 10:56 AM
68	It takes a long time to get assistance from district personnel	1/18/2016 10:46 AM
69	Not even aware who they are. Presence is made known	1/18/2016 10:35 AM
70	Only if a teacher in the school who has that training is available and ONLY if the very small PD`s are provided by Board/Admin	1/18/2016 10:27 AM
71	If this occurs, it is done within the guidance dept and information is then passed along to teachers	1/18/2016 9:56 AM

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72	District staff does not provide practical suggestions to help meet the needs of these students. They are not in our school enough to help in planning.	1/15/2016 2:56 PM
73	They come with unrealistic suggestions. They do not listen to concerns. Practical solutions not provided.	1/15/2016 2:56 PM
74	I've never taken my issues beyond the IRT level. I would like to think they get support from the district. This, to me, seems a sort of chain of command situation.	1/15/2016 9:18 AM
75	I had the autism specialist come in to my room once last year, but I was still expected to make all the special resources (break cards, visual schedule, timer, etc) myself, apparently in my (limited) spare time. And then, the autistic child's SA was shared with several other students (in other grades) at various times throughout the day, leaving me alone to chase down a runner FREQUENTLY when I had a classroom full of other (and many high needs) children. If you want to implement a program, give us the resources (human and otherwise) to make it happen. Stop wasting our time with pointless PD (sharing sessions????) and do something that will actually benefit the education system.	1/15/2016 9:01 AM
76	I have never dealt directly with a district level professional regarding exceptional ties.	1/14/2016 6:50 PM
77	Remote location	1/14/2016 12:43 PM
78	I have generally been satisfied with the support from school based professionals (IRT, Guidance) and haven't needed to seek assistance from district professionals.	1/14/2016 10:57 AM
79	These people are spread way to thin to do justice to servicing the clientele effectively and efficiently; just as our own IRT's and SA's are spread too thin	1/13/2016 10:02 PM
80	As a classroom teacher I don't access these professionals - the resource team does and will make that connection	1/13/2016 7:57 PM
81	Where are they? I am very much alone in dealing with daily behavioural issues.	1/13/2016 6:34 PM
82	District level professionals are extremely busy and not always available.	1/13/2016 12:58 PM
83	But often there is a time delay	1/13/2016 12:57 PM
84	I am a district level professional - I am stretched too thin	1/13/2016 9:45 AM
85	Those at the district level are expected to cover too great an area with too great a population.	1/13/2016 9:32 AM
86	I have not tried, typically deal with guidance and Special services Department	1/13/2016 8:02 AM
87	I	1/12/2016 7:51 PM
88	*I need school level resources not district!!!	1/12/2016 1:27 PM
89	Very few district staff familiar with FI classes	1/12/2016 11:54 AM
90	they won't talk to contract and sub teachers	1/12/2016 10:28 AM
91	the issues are more academic, having students in your room not even close to that grade level expected to keep up or do alternate programs during regular time when they are already years behind.	1/12/2016 10:05 AM
92	I can access professionals needed, however not always in a timely manner.	1/11/2016 6:01 PM
93	Usually only the School Counsellor visits infrequently.	1/11/2016 3:30 PM
94	Not enough personnel to be at my school when I request. I may have to wait to get those services.	1/11/2016 2:50 PM
95	i do not have a classroom. not applicable	1/11/2016 2:40 PM
96	access to personnel is based on funding availability and individual availability (i.e. willingness to travel)	1/11/2016 2:25 PM
97	I have never received assistance from a district level professional in my classroom.	1/11/2016 1:39 PM
98	Inclusive education/Autism Itinerant lives so far away that it requires an airplane to get here. This is the same for our Program Specialist for Student Support Services and Safe and Caring School. Our itinerant for Deaf/Hard of Hearing. In Labrador, we are geographically challenged. In my opinion, the board office in Labrador West should never have been closed. We still own and use the upper levels of the building for apartments.	1/11/2016 11:32 AM
99	I can access my school guidance counselor easily enough (although they are SWAMPED!) but we are not trained or equipped to deal with some of the more challenging behavioral cases. Any PD I've done has been on my own time and dime and has been completed out of frustration as I'm not sure that (with the exception of District School), current district practices have been ineffective. Time for a new approach. RJ approach may work, but not as another add-on. We cannot keep doing what we're doing. Schools are becoming volatile places and punitive measures are making things worse. Kids need explicit training in anger/emotion assessment and management.	1/11/2016 10:33 AM
100	having the actual time to connect with these aids is often just not there.	1/11/2016 10:29 AM

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101	As an IRT I have to consult with guidance and admin before seeking district level professionals	1/11/2016 9:51 AM
102	I can contact them - but to what end?	1/10/2016 8:59 PM
103	I have never tried to access anyone	1/10/2016 2:09 PM
104	I was shocked last year to learn we have an autism itinerant? I am tired of people coming to observe. I would rather have people come and show me how this is suppose dot work. Come into my classroom for a day..make a DI'd lesson plan, follow the IEP's, give the accommodations laid out in intervention plans, and teach all....please...come show me who it's done.	1/10/2016 10:41 AM
105	There is no one at the district with expertise in ELL or refugees.	1/9/2016 11:58 PM
106	We barely ever see the program specialist	1/9/2016 8:28 PM
107	OT's are not available to our students/ autism specialist spread thinly	1/9/2016 4:24 PM
108	this is done by specialty teachers not classroom teachers at my school	1/8/2016 6:59 PM
109	Yes, however, there is often a reply of there is not enough time to accomodate or provide additional supports. Support depends upon numbers, and not diagnosis or needs.	1/8/2016 12:54 PM
110	What district level professionals?	1/8/2016 12:49 PM
111	I don't even know who they are.	1/8/2016 11:58 AM
112	I deal with my admin and irts. they fight the district to try to gain services.	1/8/2016 9:35 AM
113	Never attempted to	1/8/2016 8:19 AM
114	I have done this once when I needed to complete modified programming courses for a student who was coming to my class for Art. The Art specialist at the board came to school to meet with me. Other than that I don't think any district level professionals have any time to meet with me.	1/8/2016 8:15 AM
115	I was not aware that I could personally access district level professionals to assist in programming for my students.	1/8/2016 8:09 AM
116	Not in our region	1/8/2016 2:31 AM
117	I usually find that I can contact them, but they are not realistic with their advice when they come to visit!	1/7/2016 9:47 PM
118	Guidance doesn't deem is necessary	1/7/2016 9:17 PM
119	Getting a parent to make the request helps in some cases	1/7/2016 8:09 PM
120	They are often available but often times what they bring is more work and hoops to jump through with little resources and help in return.	1/7/2016 7:59 PM
121	It would have to be MAJOR for teachers to request this	1/7/2016 7:26 PM
122	The problem with the district level professionals are some of these professionals give unrealistic practices/suggestions. They do not come for a long enough period or don't continue to come back enough times to make a difference.	1/7/2016 7:13 PM
123	Unknown	1/7/2016 4:29 PM
124	Classroom teachers have been asked not to contact district personnel directly!	1/7/2016 3:40 PM
125	These professionals are already strapped because of increased workload due to cuts.	1/7/2016 3:34 PM
126	There are not many people who specialize in French and learning exceptionalities.	1/7/2016 3:12 PM
127	ed. psych. and itinerants not readily available;	1/7/2016 3:05 PM
128	Usually a long wait list for behavior itinerant to come in and observe and at times for Ed Psych to visit	1/7/2016 2:56 PM
129	where do I get the time to do this	1/7/2016 2:52 PM
130	District level professionals in my area often fight against proper programming because they don't have the resources to implement them	1/7/2016 2:48 PM
131	a planned proactive approach is needed over a reactive approach	1/7/2016 2:48 PM
132	No educational psychologist hired four months into the school year. Itinerants rarely on site.	1/7/2016 2:23 PM
133	Access to district professionals isn't the problem, as much as effective implementation of programming and allocation of resources. It seems there is not enough teaching staff to cover the needs of our students.	1/7/2016 2:18 PM
134	Mostly the ones that live in Corner Brook, because their areas are so large..	1/7/2016 2:14 PM

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135	It is sometimes difficult to access in-person, continual support.	1/7/2016 2:12 PM
136	They may be available but in a timely manner may be the area of difficulty.	1/7/2016 2:09 PM
137	Had a student come to my class last year at the end of September 2014. Filled out form for referral. Forms had been filled out at previous schools but because student transferred from 2 different schools over the last two years he was not assessed. He was not assessed at all that year because the grade 6's were given higher priority over the grade 5's. He was assessed this past October. 3 years too late in my opinion.	1/7/2016 2:04 PM
138	I don't think the majority of teachers reach out to district level professionals	1/7/2016 1:52 PM
139	don't know who they are	1/7/2016 1:48 PM
140	I have never tried.	1/7/2016 1:30 PM
141	Difficult reaching them	1/7/2016 12:47 PM
142	Don't know what's available to me and qualifications	1/7/2016 12:39 PM
143	Not enough professionals in Labrador to go around.	1/7/2016 12:08 PM
144	Sometimes they don't know how to help. Have asked and ask them to come to school but just want to talk over the phone. Do not address issue by actually observing what is happening	1/7/2016 12:04 PM
145	Not aware of such professionals and not made aware of people who can assist.	1/7/2016 12:04 PM
146	Not enough IRT time to meet the needs of my students	1/7/2016 11:51 AM
147	Most times they are spread so thin we only see them once or twice a semester	1/7/2016 11:20 AM
148	usually left to classroom teacher to apply for assistance	1/7/2016 10:44 AM
149	When a student transfers to the class during the year it is difficult to find the time to meet with other professionals who can assist with the programming.	1/7/2016 10:39 AM
150	Ed Psych	1/7/2016 10:39 AM
151	No one seems to know who is responsible for what!	1/7/2016 10:10 AM
152	District level professionals are very busy as well. Finding the time to meet all of the teacher's needs under their area is difficult for them.	1/7/2016 9:50 AM
153	Access takes time. and when assistance is needed there is always a wait list	1/7/2016 9:43 AM
154	School educational psychologist	1/7/2016 9:39 AM
155	this is generally handled by admin/guidance	1/7/2016 9:37 AM
156	District personnel work through our school Service Delivery Team. There is much less interaction between district personnel and the regular classroom teacher.	1/7/2016 9:35 AM
157	We have the professionals but they are already so busy that it is difficult to access them	1/7/2016 9:23 AM
158	Help is too often delayed for months at a time due to "heavy Workloads"????? at district level	1/7/2016 9:13 AM
159	I have no idea who I would have to contact. I was never given a name but I am sure if I asked around enough I could find one.	1/7/2016 9:11 AM
160	The district level professionals have no contact with IRT they need to offer support and introduce themselves and be willing to offer support	1/7/2016 9:01 AM
161	I have not attempted to contact district professionals for this reason	1/7/2016 9:01 AM
162	I am to go through my IRT teacher.	1/7/2016 8:55 AM
163	not sure who is out there and they do not reach out to us	1/7/2016 8:55 AM
164	no assistance has ever been offered	1/7/2016 8:54 AM
165	Special services teachers for French Immersion	1/7/2016 8:54 AM
166	French Immersion is not acknowledged as having students with exceptionalities, therefore we are not given any guidance or student assistance times. Those resources are taken up with the English stream. FI students are given a back seat.	1/7/2016 8:50 AM
167	no one has ever approach me to help with the programming in my area.	1/7/2016 8:44 AM
168	never tried	1/7/2016 8:43 AM

Inclusive Education Initiative Survey

169	I didn't know that was an option	1/7/2016 8:34 AM
170	Access does not appear to be an issue.	1/7/2016 8:24 AM
171	Never initiated or accessible.	1/7/2016 8:20 AM
172	These individuals are also overworked and may not be able to respond right away or it may take a long time before they have an opening in their schedule to meet/observe.	1/7/2016 7:37 AM
173	All are busy and when meetings happen, very little is done.	1/7/2016 7:07 AM
174	I go to the IRT that works with me in my classroom first. I have never gone above that for assistance.	1/7/2016 2:45 AM
175	We are a remote school and see few people from the district office. They fly in on a Tuesday and often leave a day or two later for fear of having to spend extra time due to possible weather problems.	1/7/2016 2:10 AM
176	The actual names and roles of district professionals are not often communicated to staffs.	1/7/2016 12:54 AM
177	The classroom teacher would deal with the IRT team and if/ when necessary the team would contact district professionals.	1/6/2016 11:53 PM
178	Unsure, was not aware this was an option, normally approach professionals within school	1/6/2016 11:04 PM
179	Generally left to figure out how to assist student on our own	1/6/2016 10:44 PM
180	There is no support for French Immersion in high school as far as I n=know	1/6/2016 10:42 PM
181	Never availed of these services	1/6/2016 10:16 PM
182	cannot simply contact district personnel as a classroom teacher. Must go through the team. Itinerant teacher was accessible when we were a phase school.	1/6/2016 10:05 PM
183	Not sure which professionals are responsible	1/6/2016 9:00 PM
184	I find it difficult to get an answer from my program co-ordinator. My emails are rarely answered and if they are the answer is vague and does not address the question.	1/6/2016 8:54 PM
185	I haven't asked for assistance in programming. If they become available to co-teach on a regular basis, sign me up.	1/6/2016 8:52 PM
186	I don't like the chain of command you need in order to contact district level professionals. Their time is very limited as they are assigned multiple schools too. Too many needs and limited personnel results in limited progress.	1/6/2016 8:46 PM
187	I have not tried to access them - don't know if i can or not.	1/6/2016 8:44 PM
188	No specialist in teacher-librarianship available at the board or department	1/6/2016 8:22 PM
189	WHile the need is applicable to for some of my students, at our school, this is usually initiated by the special services team (IRTs, school admin, guidance councillor).	1/6/2016 8:21 PM
190	Most of the programming done for students with exceptionalities is done by the PPT at the school level.	1/6/2016 8:05 PM
191	Not applicable	1/6/2016 8:05 PM
192	Not enough district level professionals available to provide support	1/6/2016 7:57 PM
193	I am unaware of this as there are case managers assigned to each student. There are not enough school resources to meet the needs of all current students at my school. Inclusion is not working as a result of lack of resources and even training for us as teachers. We are not properly trained to deal with the many challenging needs of these students!	1/6/2016 7:52 PM
194	There is no one dealing with students with English as a second language in Central. The inclusive education person does not take that on, despite the need for someone.	1/6/2016 7:38 PM
195	They seem to think they are on a pestil. By the time they come to the school it's too late.	1/6/2016 7:31 PM
196	I'm unaware of who is available	1/6/2016 7:21 PM
197	They are available after a lengthy wait but offered is no additional support or suggestions. We basically just needed her signature to progress with our plans.	1/6/2016 7:02 PM
198	Visits are prescriptive, not consultative. They're coomie cutter solutions for diverse needs.	1/6/2016 6:35 PM
199	Certain district level professionals refuse to travel to accommodate our particular needs and circumstances	1/6/2016 6:26 PM
200	Are you kidding?	1/6/2016 6:23 PM
201	Via email only	1/6/2016 6:20 PM
202	They are available in general but not for my subject per se.	1/6/2016 6:19 PM

Inclusive Education Initiative Survey

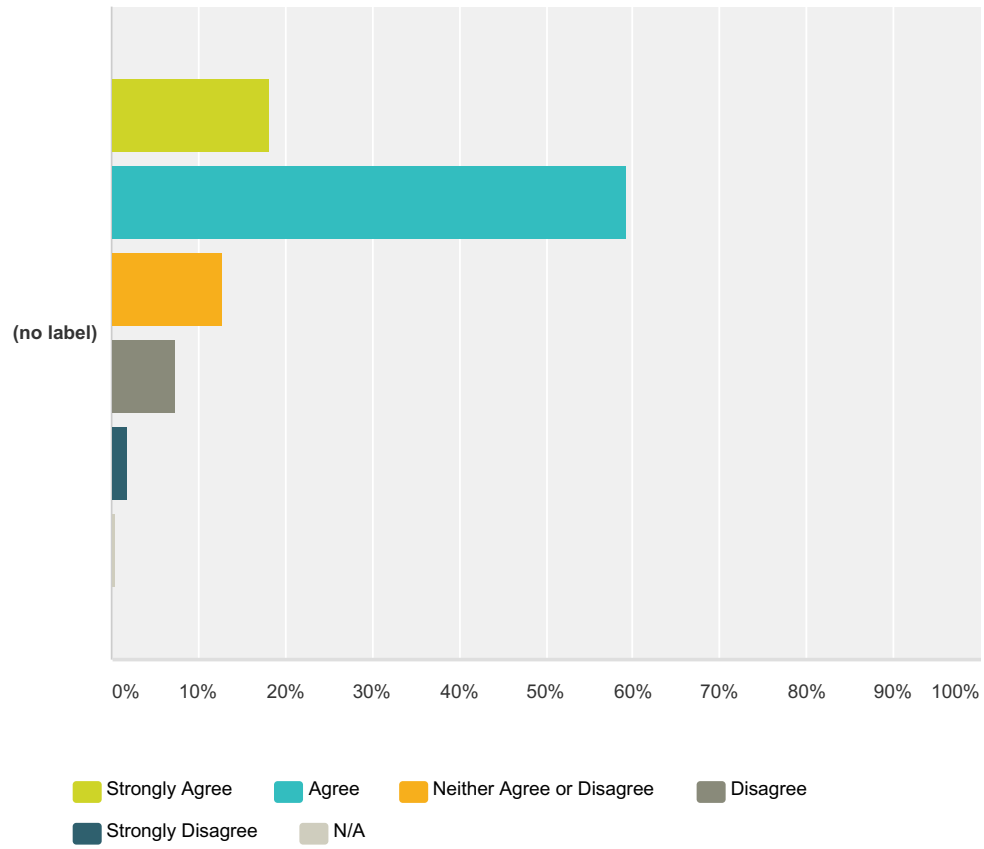
203	Guidance counsellor is usually available however is working 50% guidance/50% irt. Our school currently does not have an educ psych. This is a strain as guidance has nobody to bounce ideas off of.	1/6/2016 6:11 PM
204	they are overwhelmed and hard to book	1/6/2016 5:47 PM
205	They are too busy doing 5 jobs.	1/6/2016 5:31 PM
206	Very difficult to access support due to availability.	1/6/2016 5:28 PM
207	No support, told that there is no help for French Immersion classroom teachers.	1/6/2016 5:25 PM
208	District level professionals?? In class??assist in programming??have never seen it.	1/6/2016 5:22 PM
209	Not enough staff	1/6/2016 5:05 PM
210	They make u feel inadquate to ask them for help.	1/6/2016 5:01 PM
211	have never tried	1/6/2016 4:56 PM
212	They can offer suggestions but can't always provide the supports. They are tied by financial concerns.	1/6/2016 4:40 PM
213	They come in on their own time, have little to say to help, they want to talk to me during my class time (while I have to teach the children) or during my preps or breaks. They do not give very much help to the everyday programming that I have not already tried.	1/6/2016 4:36 PM
214	I am not allowed to contact district personnel.i must go through the guidance counsellor and sometimes this is an issue due to inexperience of the counsellor or differences of opinion... Sometimes district personnel are extremely busy and you have to wait your turn.	1/6/2016 4:25 PM
215	Itinerants spread too thin - often 4-6 school allocations	1/6/2016 4:22 PM
216	Some district personnel are off on sick leave or educational leave and their positions have not been filled. We desperately need a professional at board level to deal with behaviour.	1/6/2016 4:13 PM
217	Lack of hearing itinerants and speech language pathologists in area.	1/6/2016 4:09 PM
218	I go to the IRT teachers in my school, they go to district.	1/6/2016 3:57 PM
219	The new role for BMS - to support in schools, there has to be so many much in place already before you can consult it is a deterrent. There is an assumption by the time you get to high school all is dignanosed. Not so with mental health issues, drug us issues, late idetification of LD	1/6/2016 3:52 PM
220	They come at their convenience and want to talk to me during my preps or after school. They don't follow up and don't often give helpful advice.	1/6/2016 3:52 PM
221	They only have time to deal with the highest needs. They don't have enough time to be able to assist with all the students who have exceptionalities.	1/6/2016 3:50 PM
222	None available in this area	1/6/2016 3:46 PM
223	I don't think students with dyslexia or dyscalculia are being properly diagnosed or receiving the proper interventions.Current research demands a multi-sensory Orton Gillingham reading program for dyslexic students and I don't see any evidence that this method of intervention is being offered or discussed.	1/6/2016 3:45 PM
224	But, I do not have the time to make these contacts when necessary and they are not immediate due to a large board.	1/6/2016 3:43 PM
225	Isolated area. No one comes	1/6/2016 3:43 PM
226	I am not sure on this one - I would normally contact someone within the school to assist with this	1/6/2016 3:39 PM
227	My experience is when district level is involved he/she has a very unrealistic plan for the child and for me as the classroom teacher	1/6/2016 3:36 PM
228	To be honest I am very unaware of when district personel is necessary and when I am simply expected to deal with something on my own.	1/6/2016 3:34 PM
229	their idea of support often does not help day to day teacher of that child, often thier ideas create more work and more frustration for classroom teacher	1/6/2016 3:33 PM
230	All our IRT teachers are using their time in the challenging needs unit. The IRT time in the classroom gets cut significantly every month..always changing, never consistent, very frustrating	1/6/2016 3:32 PM
231	With new non English speaking students with mental health and behavioural issues.	1/6/2016 3:30 PM
232	Nobody responds to email, services are not put in place, too much paper work	1/6/2016 3:29 PM
233	Not sure how to access people who could help with those needs	1/6/2016 3:28 PM

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234	Don't understand the question... en français svp ?	1/6/2016 3:26 PM
235	Programming is not always the issue, it's delivering the programming successfully	1/6/2016 3:12 PM
236	I feel most district personnel would have very few realistic options/solutions.	1/6/2016 3:12 PM
237	Phys Ed	1/6/2016 3:10 PM
238	It's always delayed when you ask for help; people can't assist for some reason etc	1/6/2016 3:09 PM
239	Not available when required.	1/6/2016 3:07 PM
240	There are autism itinerants but no one for severe intellectual disabilities	1/6/2016 3:07 PM
241	SLPs are quite willing to help but their caseloads are extremely high.	1/6/2016 3:00 PM
242	It is difficult to get time to meet with district personnel. Often, the answer provided is "No, you can't do that." with little direction given as to what we can do.	1/6/2016 2:49 PM

Q17 I understand Newfoundland and Labrador's Inclusive Education Initiative.

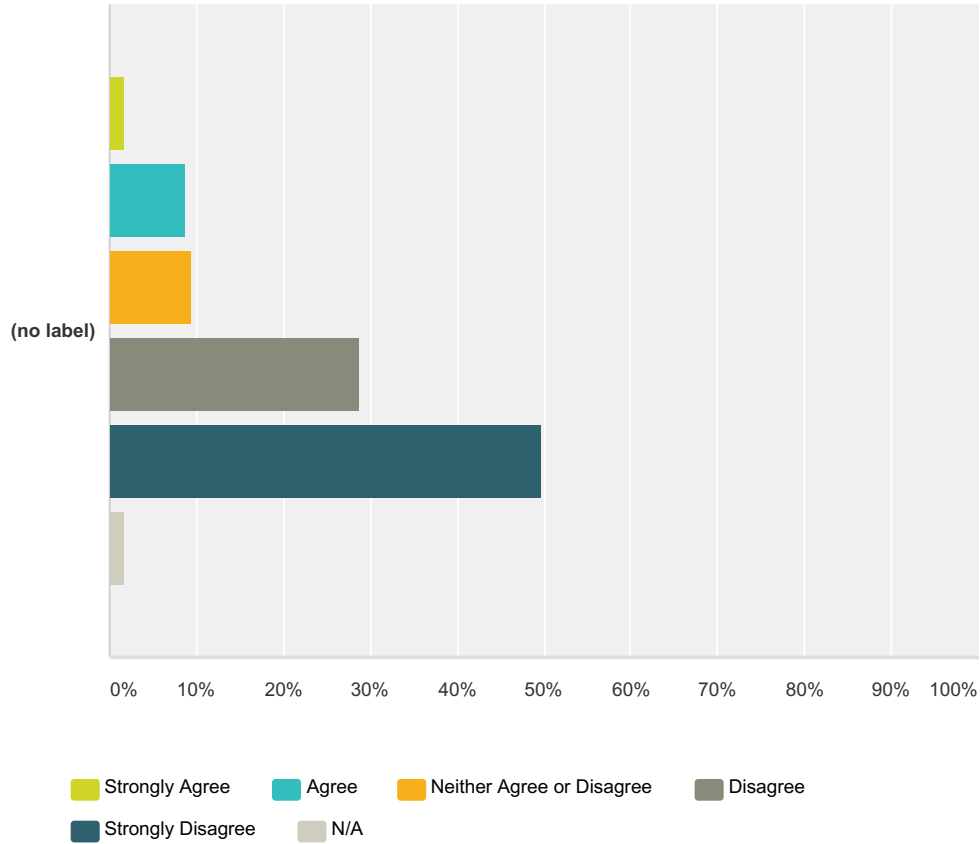
Answered: 1,564 Skipped: 346



	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	N/A	Total	Weighted Average
(no label)	18.09%	59.27%	12.79%	7.35%	1.98%	0.51%	1,564	2.15
	283	927	200	115	31	8		

Q18 The current allocation of Instructional Resource Teachers in my school is sufficient to meet the identified needs of students with exceptionalities.

Answered: 1,564 Skipped: 346



	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	N/A	Total	Weighted Average
(no label)	1.73%	8.76%	9.46%	28.77%	49.68%	1.60%	1,564	4.18
	27	137	148	450	777	25		

#	If answer is disagree or strongly disagree please indicate what identified needs are not being met.	Date
1	IRT is hanging on retirement, avoids initiative.	1/21/2016 7:35 AM
2	More one one one IRT time needed with students with exceptionalities	1/20/2016 11:08 PM
3	We lost units (at least 1.5) in IRT this school year, yet our needs increased. We have 4+ students with pervasive needs who need constant supervision. We have 6+ students on alternate programming. 30+ with IEPs and 15-20 on prereferral yet we have ~ 3.5 IRT units in a k-12 school. If my numbers are incorrect, they're not by much. This system is not working.	1/20/2016 11:07 PM
4	A child who can hardly speak has no support	1/20/2016 9:44 PM
5	Co-teaching is non-existent because the IRTs are needed to work with the large number of special needs children in our school with exceptionalities such as Autism, Down syndrome, and other rare genetic disorders	1/20/2016 9:03 PM
6	Students with identified needs are being addressed to a degree, but there is not sufficient in-class support provided. IRT schedules are done as fairly and as best they can be considering the number of units we have. However, more units are required to actually meet the needs of identified children.	1/20/2016 7:48 PM

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7	We share the IRT with many schools in the area and we only have an IRT that is able to visit our school twice each month to meet the needs of students with exceptionalities.	1/20/2016 6:55 PM
8	I have students who are so far below grade level they should be alternate courses but aren't. The children in my class with identified needs have ZERO in class support from an IRT	1/20/2016 6:34 PM
9	All pervasive students get majority of the IRT time and students that could use additional support are left struggling with outcomes.	1/20/2016 5:23 PM
10	Major behavioural needs are challenging, as there are so many and resources are spread so thin.	1/20/2016 5:00 PM
11	Teaching that is directly related to very specific individualized needs (i.e. a child with dyslexia or needs in the area of social / emotional development cannot be effectively delivered in the classroom setting. Teaching / delivery of instruction in these areas would be best delivered in a supportive and alternate small group setting.	1/20/2016 4:38 PM
12	There is a large number of needs in our school. More services are needed.	1/20/2016 4:09 PM
13	This question is loaded with bias including the direction it leads	1/20/2016 3:06 PM
14	I am unable to be everything to everybody.	1/20/2016 2:16 PM
15	More IR teachers are needed; not enough people to meet the needs of all students. The practice is to service those with high priority first and work down the scale. This means that students who qualify for supports do not get the supports because the teacher's time was taken up with pervasive needs. This is very unfortunate because there is a group of students that would greatly benefit from one-on-one supports and other interventions but they are left with the regular classroom teacher who cannot give the needed support because this teacher has so many students with so many different needs that catering to all is nearly impossible.	1/20/2016 1:47 PM
16	The quiet student with a learning disability is falling through the class.	1/20/2016 12:33 PM
17	There are far to few IRTs for the number of needs in our school. An IRT should not have 40 or more students on their case load and there still be students who cannot avail of their time because they have so many students already.	1/20/2016 12:18 PM
18	a class of 20 with 8 exceptional students should have some resource to assist those students in class. More bodies are needed to assist the students/classroom teacher to ensure these students are comprehending/executing lessons.	1/20/2016 12:03 PM
19	Although accommodations are listed in a student's IEP, only some of these accommodations are realistically provided some of the time, because the resources just aren't there. The ratio of students who have identified exceptionalities to the number of IRT's are by no means equivalent and therefore students are not receiving the services that they should be getting.	1/20/2016 11:52 AM
20	Students with behavioral issues take up the majority of IRT time. Students that need extra instructional support (eg students with LD) are not getting their needs met most of the time.	1/20/2016 11:34 AM
21	The IRT teacher has 60 students on their case load.	1/20/2016 11:31 AM
22	I get IRT support or 3/10 Language Arts classes per cycle. It is not enough to meet the needs of the students on IEPs in my class. Students are not learning how to read and write in Grade 8.	1/20/2016 10:51 AM
23	Academic students are not receiving IRT support because the needs in basic courses are so high	1/20/2016 10:20 AM
24	I have yet to be in a school where the allocation of IRT's is sufficient to meet the demands	1/20/2016 10:02 AM
25	IRT Resources are spread thin and at times I feel that we are just putting a bandaide on the problems without having the time or staff to truly accomodate the students needs. I feel that we deal with too many behavior issues and the real academic needs are being put off because the behavior issues take priority.	1/20/2016 9:59 AM
26	I don't believe IRT's are the answer. Helpful at times and other times just add to the noise and distraction in the room. I believe the IRT's try to be helpful but the whole system is an injustice to all invovled. Teachers, student, parents, taxpayers, the public in general. I don't believe it is the best use of an actual teacher.	1/20/2016 9:45 AM
27	I've been in many classroom setting where additional support was needed, but not available due to limited staffing	1/20/2016 9:29 AM
28	There are too many students with needs with too few IRT time and resources to deal with it.	1/20/2016 9:09 AM
29	IRTs are being used in student assistant role; Focus is on behaviours rather than academic needs.	1/20/2016 8:58 AM
30	Safety of other students has been a concern at times.	1/19/2016 11:07 PM
31	More IRT time needed for in class support, when IRT teachers can consistently be in classes, co-teach and work with students on a regular basis it's more rewarding to students. Often IRT's are pulled for testing support, one on one with high risk students, etc.	1/19/2016 10:20 PM
32	Not enough irt time allotment - many students require one on one assistance	1/19/2016 10:04 PM

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33	We are ill equipped from a IRT perspective to meet the needs of the high number of students we have on case load at our school.	1/19/2016 10:02 PM
34	We need more!!!!	1/19/2016 9:03 PM
35	individual programs for identified students	1/19/2016 8:38 PM
36	The IRT time is not being used at it should. Students on alternate curriculum are reciving one hour of services a day.	1/19/2016 8:17 PM
37	Not enough resources and LRT's a available	1/19/2016 7:53 PM
38	Severe behavior. Autism. Are soaking IRT time completely. Academics are not being met	1/19/2016 7:39 PM
39	there are approximately 1 out of 5 students who need help over 100 kids on case load in our school of 540	1/19/2016 7:39 PM
40	Not enough IRT/student assistant units	1/19/2016 7:03 PM
41	There are not enough IRT teachers to provide inclusive education.	1/19/2016 6:52 PM
42	I have yet to see an IRT in my class this year as there are such a significant number of students with high needs that there was simply not enough time available to program and dedicate IRT support for students in my classroom In other words I have absolutely no classroom support for ANY of my students with exceptionalities	1/19/2016 5:54 PM
43	Not enough IRT's to deal with behaviours and special needs while delivering academic programming as well.	1/19/2016 3:41 PM
44	students are doubled up in the same class so the student assistant can be shared which often does not work	1/19/2016 3:20 PM
45	There are not enough teachers and the ones we have are not being used properly. There is only one on one pull out never small group. There is no team teaching occurring at all.	1/19/2016 3:19 PM
46	There are a high number of students with identified needs that are not receiving an appropriate level of support in order to be academically successful.	1/19/2016 3:17 PM
47	With the high number of students on our case loads, the students that are just below do not always recieve the supports to get them to grade level. This is because we have to start with the students with the highest needs and work our way down. We do not have enough time in our schedules to services all that are identified as at risk.	1/19/2016 3:11 PM
48	There are classes that have students with exceptionalities that do not have any support	1/19/2016 2:17 PM
49	Many of our students that are identified with learning disorders are not getting the amount of support that they require. Also studnets with DD are not getting the amount of support they require. Often too much time goes to students with behavioural difficulties, when alot of this time could be removed if there were more student assistants for example.	1/19/2016 1:57 PM
50	Classroom behaviour issues that impact the other students so much so that other students become anxious, scared and/or totally disengaged with the lesson.	1/19/2016 12:58 PM
51	Student Assistants are given too many children at a given time. During lunch break, a Student Assistant may be assigned to supervise two children...one is very slow moving while the other has a flight risk.	1/19/2016 12:42 PM
52	behavioural needs in particular - discipline issues are becoming worse	1/19/2016 12:15 PM
53	Not enough IRTs to help with the amount of needs in the school	1/19/2016 12:02 PM
54	I understand that we must address the needs of those students with the highest level of need first, however; we have a group of students who are falling through the cracks because there are not enough IRTs provided to service these students. It is in my opinion that a lot of these students who are included in the inclusive classroom would have their needs met better if additional student assistant time was provided. Just because a student can feed, change themselves, use the bathroom on their own does not mean that they do not need the aid of a student assistant while in the regular classroom. If more SA time was provided for these students it would free up more IRT time for those students who right now are receiving little to no services	1/19/2016 11:46 AM
55	One student support worker is used to cover several students so when one of the students has to be removed there is no support left for those that remain	1/19/2016 11:05 AM
56	The majority of our IRT time is used on a very small number of students. The students that need extra support but are not behavioral issues, rarely receive IRT support. We have been told by a school board official that it is always only up to the classroom teacher to provide classroom support for those who need it (diagnosed or not) and if you have IRTs available to you, its a bonus. NOT acceptable. The students who need temporary academic support are dependant on the classroom teacher who is already stretched too thin.	1/19/2016 11:04 AM
57	We do not have enough IRT's or SA's so we are always robbing from Peter to pay Paul. Students are not recieving their ALternate programming because students with behavioral issues are higher priority.	1/19/2016 10:27 AM
58	The academic needs of struggling French Immersion children needs to be included in the formula and the service delivery model.	1/19/2016 9:46 AM

Inclusive Education Initiative Survey

59	The needs are increasing and we do not provide the level of support that we feel is needed. Students need daily interventions depending on levels in reading/writing not based on diagnosis. This requires more resources.	1/19/2016 9:27 AM
60	Often teachers need to wait weeks to schedule assessments in order for students to receive accommodations. Often times, classroom teachers with no special service training are left to meet the needs of all learners regardless of exceptionalities and number of needs. Although the inclusion model explains the role of IRTs and classroom teacher it has been my experience that the bulk of the planning and implementation of programming is solely the responsibility of the classroom teacher.	1/19/2016 9:03 AM
61	Due to high needs children (behaviour) being the priority other children that need programming in reading may not be able to receive services of IRT	1/19/2016 8:51 AM
62	1 in 5.5 students is on a special services accommodation plan, over 100 at this school grades 8 to 12. 20 % of staff are student support staff, but the numbers of classroom difficulties and needs is constantly rising....academics falling or at best holding stable.	1/19/2016 8:32 AM
63	Behavioural and mental concerns	1/19/2016 8:05 AM
64	The students in our school do not receive the support they need other than for tests and some assignments.	1/19/2016 7:53 AM
65	There are often students left without an IRT teacher who really need one	1/19/2016 7:41 AM
66	We are supposed to implement new language arts programs(LLI) but we are not given the manpower to do it.	1/19/2016 7:27 AM
67	Academic needs of the young 6 year old learner can be a challenge for one teacher in a classroom of 26 students. The IRT who works with my class is excellent. She takes my weaker students for half an hour everyday. On the days of Kinderstart, or greater needs in another area of the school, she is not available to my class. On those days it is a challenge to meet the needs of the struggling student.	1/19/2016 7:20 AM
68	One teacher for 25 kids is NOT sufficient, especially when there are other needs present!!!	1/19/2016 7:19 AM
69	The Dept adopted a philosophy, but never provided the resources required to implement the philosophy	1/18/2016 11:07 PM
70	I strongly feel that there are students needs not being met to the degree they should be. Instructional resource teachers are spread too thin, as are educational assistants. In addition, I feel, that sometimes the needs and potentials of other students are being neglected because of the high needs of some students in a particular classroom.	1/18/2016 11:05 PM
71	not needs but teachers are going above and beyond. Sometimes not taking lunch or recess, due to lack of student assistant time that is needed.	1/18/2016 10:37 PM
72	Teachers are assigned based on the hierarchy of needs and therefore students with behavioural needs take up a larger chunk of IRT time while students with academic needs receive less support as IRTs are stretched to thin to meet the needs of students with behaviour problems	1/18/2016 10:09 PM
73	Many student who require pre-referral programming are not getting it because resources are needed for students with behavioral concerns.	1/18/2016 10:03 PM
74	Our school is short in resources and long on needs. We have a lot of students who are missing out or falling behind, it is extremely challenging to even think about accommodating any new needs!	1/18/2016 10:03 PM
75	Students with exceptionalities not receiving adequate services	1/18/2016 10:01 PM
76	IRT's are constantly stretched....one or two students always take up the majority of support, leaving kids without behavior issues to suffer	1/18/2016 9:59 PM
77	The model is mainly servicing pervasive needs leaving many students with accommodations on their own or on the shoulders of the classroom teacher.	1/18/2016 9:50 PM
78	More time and attention needed for weak students in ELA at early age	1/18/2016 9:42 PM
79	Academic. Behavioural is using most of the resources	1/18/2016 9:28 PM
80	IRT's are covering student assistant time.	1/18/2016 9:06 PM
81	I feel that IRT's really need to be trained in the area they support. Many do not feel comfortable supporting math and English at higher levels therefore co teaching is not possible.	1/18/2016 9:03 PM

Inclusive Education Initiative Survey

82	If they were used in an effectively and efficiently manner. I feel that regardless of how many IRT's are in a school many students are unable to cope with the jr high academic program! Maybe more students need to be placed on a modified program. However I feel that modified programs offered within the regular classroom is a farce!! Students are exposed to all of the curriculum outcomes and when it is assessment time rolls around questions, etc. are deleted from the tests! In my opinion this is not modifying a curriculum! Modifications should take place in the actual teaching! How is a teacher supposed to do that in a class of 25-30 kids?? Years ago I used to teach modified courses with smaller groups. It worked! Students were successful and they felt good about themselves!! And in jr. High building self esteem and self confidence is what it is all about!! :)	1/18/2016 8:57 PM
83	We are servicing highest needs first-safety, autism, and out weakest academic needs are suffering drastically!	1/18/2016 8:40 PM
84	Academic, social, and behavioural	1/18/2016 8:34 PM
85	Not consistently true across schools - some schools are well resourced, others are clearly under resourced	1/18/2016 8:04 PM
86	Grossly understaffed in this area. Students need pull out services for certain problems, but it's not happening. IRTs being used as student assistants or their time being dominated by behavioural issues.	1/18/2016 7:52 PM
87	Not enough IRT to meet the needs of students with exceptionalities.	1/18/2016 7:47 PM
88	There is a lack of IRTs to ensure the effective implementation of this model for pervasive needs, in-class support and alternate programming.	1/18/2016 7:44 PM
89	Not enough one to one instruction for exceptional needs students	1/18/2016 7:39 PM
90	Not all students receive support from an IRT during core subject curriculum time.	1/18/2016 7:38 PM
91	Any student who does French Immersion is automatically assumed to be "smart" and not in need of supports. The reality is, the language of instruction is not the issue, rather it is typically a processing disorder. I am expected to scribe and read for those students all the while providing authentic assessments to the other students in the same classroom nof the assessment happens to be a written comprehension and I have to read it for the students, it suddenly becomes an oral comprehension assessment for everyone.	1/18/2016 7:30 PM
92	new school - not aware of allocations. Not in past school	1/18/2016 7:18 PM
93	Priority students' needs being met but students with specific learning disorders or exceptionalities that do not come with if behaviour, medical, or safety concerns are not being met. Children who are receiving 2s on report cards are not receiving in class support as an academic intervention. Classroom teachers cannot get to these at risk children as much as needed. These children are slipping through the cracks. Instead if helping them now and possibly avoiding an specific learning disorder with early intervention, we are letting children flounder and creating a bigger problem for the child and increasing the financial support that will come with an adult who will have an exceptionality. We need early intervention for our children	1/18/2016 7:07 PM
94	IRT teachers are stretched too far and the load of work that is expected of them is unrealistic.	1/18/2016 7:05 PM
95	students with behavior concerns, of harm to themselves and others	1/18/2016 6:50 PM
96	It is impossible to provide all the recommended supports under current allocations.	1/18/2016 6:38 PM
97	When teachers are assigned to doing the job of student assistant then obviously someone is suffering.	1/18/2016 6:33 PM
98	Students with exceptionalities are not being taken care of, students with regular needs are losing out and the large number of children in a classroom does not encourage an inclusive environment. In many cases the crowded environment can really disturb some children.	1/18/2016 6:29 PM
99	Many students simply do not receive sufficient support. I have kids in my jr high classes who can't read but get minimal support.	1/18/2016 6:26 PM
100	There are not enough IRTs to support the needs of children in my school. The current system is dysfunctional. IRTs are being used to cover SA breaks. IRTs are being utilized in the most ineffective ways simply because there aren't enough bodies to help the children who need help. Some students' needs are so profound that two IRTs are needed to address a single behavioural concern. I believe every child is deserving of an education and should be in school. I question whether or not an IRT should be used on a daily basis to deescalate a child from urinating on the walls, day in and day out for years on end, for example. This is not the best use of our resources and children are paying the price.	1/18/2016 6:23 PM
101	The IRT teachers we do have seem to be always busy, and while doing there best, cannot be in two places at once.	1/18/2016 6:19 PM
102	As IRT are needed to support tests and assessments, they are pulled from the classrooms that have the students with learning issues left to one person... No help.	1/18/2016 6:03 PM

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103	Currently, I do not have many students in my class with exceptionalities. However, many of my colleagues do and those students are not receiving the supports they need. Consequently, the classroom teacher is under more strain and is struggling to meet the ever-increasing demands placed upon them.	1/18/2016 5:57 PM
104	The IRT for each grade in our school has way too many students. Each grade level has over 100 students with an average of 20-30 students receiving support. So many high needs students who need more help. In FI, we have no IRT support even though we have many needs and students with exceptionalities	1/18/2016 5:52 PM
105	not enough IRT time for programming outside the classroom	1/18/2016 5:44 PM
106	academic at risk students that are undiagnosed because they are under 8 years old.	1/18/2016 5:44 PM
107	Not enough Instructional Resource Teachers based on the number of students	1/18/2016 5:41 PM
108	IRT schedules are revised several times a year to meet the needs of new students with exceptionalities and behavioural problems. Children with reading difficulties are pushed aside for new students.	1/18/2016 5:30 PM
109	Pervasive needs outweigh and the direction is politically at times	1/18/2016 5:20 PM
110	Specific LD or those who don't fit the profile get nothing.	1/18/2016 5:09 PM
111	Students with modified courses and accommodations who are struggling not able to access resources due to time allocations to higher needs students. No other time is available due to low resources.	1/18/2016 5:00 PM
112	Academic programming due to need to address behavioral issues.	1/18/2016 4:55 PM
113	There does not seem to be enough resources put into challenging those students who are identified at the upper end of the exceptionality spectrum, only those who have disabilities or are weak.	1/18/2016 4:50 PM
114	Need more irt	1/18/2016 4:43 PM
115	workload is not reasonable	1/18/2016 4:10 PM
116	students with a recognized exceptionality (ie. autism) but not categorized as pervasive needs getting cut back in services	1/18/2016 4:10 PM
117	Not enough teaching or support staff, not enough resources, not enough support, not enough time for collaboration, not enough acceptance	1/18/2016 4:03 PM
118	Our school was cut by 50% when we lost one pervasive needs student, many students still have needs that are not adequately being addressed	1/18/2016 3:56 PM
119	French Immersion IRT is overloaded with students from k-6	1/18/2016 3:51 PM
120	Students in great need of student assistants for severe behavioral issues rarely get awarded midway through the year even if countless incident reports are submitted & the need is identified; however, in the regular classroom they will on occasion be assigned midway through the school year	1/18/2016 3:44 PM
121	IRT time and schedule becomes stretched and in some cases ineffective, students are initially identified with exceptionalities throughout school year, students with exceptionalities and IEPs transfer into the school throughout the year	1/18/2016 3:36 PM
122	IRT are leaving classroom for testing support	1/18/2016 3:24 PM
123	We do not have the resources to competently meet the needs of many of the students who have diagnosed delays in the primary and elementary grades. This year alone we have had four students move in from other schools that have educational and behavioural needs that we have had to work into existing schedules. Thus ribbing Peter to pay Paul.	1/18/2016 3:17 PM
124	We have only one French IRT for a multitude of F.I. students with exceptionalities.	1/18/2016 3:16 PM
125	Students in my class are missing out on IRT time because the IRT is consumed with a particular student and cannot take my children to do their alternates.	1/18/2016 3:03 PM
126	The number of students are so high that it's not always possible to assist each student on a daily basis.	1/18/2016 2:58 PM
127	Current time allocations are not adequate to address broad ranging needs	1/18/2016 2:57 PM
128	The needs of students who need instructional support are often the last to get the support because of behavioural needs or supports (IRTs) being used in alternate programming.	1/18/2016 2:41 PM
129	the # of students far exceeds what the IRT allocation can cover	1/18/2016 2:38 PM
130	Academic programming cannot be adequately provided due to behavioral concerns.	1/18/2016 2:15 PM
131	Biggest problem is lack of reading ability. In senior high in particular and school in general we do not teach students who have difficulty learning to read, strategies to help them learn.	1/18/2016 2:14 PM

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132	More students need help but we only have 2 IRTs to deal with everyone.	1/18/2016 2:14 PM
133	There are way more needs than there are Resource teachers	1/18/2016 2:03 PM
134	There are always special services schedule challenges at our school. The fact that we are a 7 to 12 school makes the scheduling process more difficult as there is such a big difference in the age of students.	1/18/2016 2:02 PM
135	Service is based on priority so students at the bottom of the list will not avail of needed IRT support in the classroom.	1/18/2016 1:56 PM
136	Students with behavioural needs consume the time of the irt which means other students who require other supports without extreme behaviour concerns are often left with not as much support	1/18/2016 1:44 PM
137	children with pervasive/behavioural needs are priority therefore children with academic needs and no behavioural needs often miss out	1/18/2016 1:43 PM
138	Based on cascade model, Extremely high need students, who do not qualify for increased services take services away from all others.	1/18/2016 1:39 PM
139	more time required for certain students	1/18/2016 1:39 PM
140	IRT's are removed from classrooms with students who are salvageable but need special interventions on a routine basis.	1/18/2016 1:35 PM
141	Simply not enough personnel to meet needs	1/18/2016 1:29 PM
142	Many students with LD need more programming and one on one instruction but the time is not there to provide them with this	1/18/2016 1:13 PM
143	Adequate in class support is not there for identified students. Students on autism spectrum or with attention issues/ auditory processing, etc are not being supported regularly in their core subjects outside of language and math.	1/18/2016 1:09 PM
144	some classes may have irt for only 3/5 periods - makes it hard for planning	1/18/2016 1:08 PM
145	There are not enough in class supports or irt available for testing.	1/18/2016 1:08 PM
146	Not enough IRT time to deal with the number of students needing services.	1/18/2016 1:05 PM
147	smaller guided reading groups need to be place more than 3x a cycle. More IRTpresence in the younger grades to give the students a chance. Should not be going into grade two without knowing your letters and then expect the classroom teacher will deal with it.	1/18/2016 1:01 PM
148	Sensory, pervasive needs	1/18/2016 12:58 PM
149	For the schools I am in, I do not agree with this. One of the biggest needs of students is often around communcation skill/oral language skills and there are very few of these courses available for the students at my schools.	1/18/2016 12:56 PM
150	Some students do not receive enough time with the IRT.	1/18/2016 12:53 PM
151	One IRT for Grade 4-12 with 66 students currently identified with exceptionalities so resources are spread pretty thin	1/18/2016 12:52 PM
152	The time allotted for IRT's to work with the classroom teacher is insufficient. Students with IEP's or BMP's need much more support than is provided. A half hour or hour per day, still leaves 4 1/2 or 4 hours per day for the classroom teacher to provide the necessary accommodation along with teaching the rest of the class.	1/18/2016 12:51 PM
153	Too Complicated an answer for this space	1/18/2016 12:51 PM
154	The resourcing is primarily in core subjects therefore other teachers have no extra support and somehow are still expected to manage a classroom and cover the curriculum despite the vast challenges.	1/18/2016 12:49 PM
155	Too many students with identified needs in each classroom with not enough IRT support	1/18/2016 12:48 PM
156	There is little to no help for those with needs in the Français program	1/18/2016 12:48 PM
157	Students with behavioural issues take up so much of the IRT's time that there is not enough time in the day to address the needs of others with identified exceptionalities.	1/18/2016 12:42 PM
158	the needs of my students are currently not being met as I am providing supports for a new student most of the day. we have not been given additional SA hours for this student. he has high needs and requires an SA.	1/18/2016 12:42 PM
159	IRTs are spread very thin and with the model of greatest need being served leaves little time left for other students.	1/18/2016 12:39 PM
160	there is no IRT support at our school	1/18/2016 12:35 PM
161	Many students are not getting the time needed to be successful	1/18/2016 12:34 PM
162	We are inadequately staffed to deal with the number of students with diagnosis, let alone those who need supports but are ineligible because they do not have a diagnosis	1/18/2016 12:27 PM

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163	Not enough resources and teachers and SAs for those with autism and sever behavior needs	1/18/2016 12:16 PM
164	There aren't enough of them to go around.	1/18/2016 12:07 PM
165	The number of students with diagnosed exceptionalities are increasing, yet resources teacher allocations are decreasing.	1/18/2016 12:06 PM
166	If the IRT's coteached as they are expected, it would work. They refuse to coteach, and thi is the case in evey school I have spoken to teachers in.	1/18/2016 11:58 AM
167	30% of school population has identified exceptionalities	1/18/2016 11:57 AM
168	There are many children with learning disabilities that do not receive the attention they need because the IRT teacher has to be used with the children with BMP.	1/18/2016 11:55 AM
169	Most needs aren't being met.	1/18/2016 11:54 AM
170	Behavioural issues, academic support (in-class) and alternate programming are not receiving sufficient attention/allocation.	1/18/2016 11:51 AM
171	Students requiring supports is increasing but IRT is not	1/18/2016 11:49 AM
172	Classroom support, more individualized programs.	1/18/2016 11:43 AM
173	Behaviour	1/18/2016 11:41 AM
174	Students on the spectrum sometimes require more human resources then we have.	1/18/2016 11:39 AM
175	when an IRT can only give a student two 30 minutes sessions in a 14 day cycle then obviously it is not sufficient.	1/18/2016 11:37 AM
176	There are students with varying needs but due to the needs of new students, we do not have enough IRT teachers to cover off. For example, I have 6 students in my class who have accommodations and only get four days a cycle with an IRT when they are supposed to be in my class full time. We do not have enough IRTs at my school.	1/18/2016 11:36 AM
177	french immersion student's needs are not being met	1/18/2016 11:35 AM
178	Only allocated to the more severe needs which leaves "regular" classroom teacher dealing with the rest. Leaves little or no time for the average student. The student without identified needs is the one suffering under this system as we do not have the resources or time to spend with them.	1/18/2016 11:27 AM
179	our students with SLD	1/18/2016 11:27 AM
180	We have students with exceptionalities that hardly ever get a chance to go to their home room classroom because we do not have the man power to cover all of the students with needs. Student assistants are also used and there are not enough to go around. Students with needs are grouped together and this does not always work. Our special education team is stretched to their limit and there is still not enough. There are children with lower learning disabilities that hardly get looked at because of the top down model.	1/18/2016 11:23 AM
181	not enough time for all students to get help	1/18/2016 11:22 AM
182	Many students with exceptionalities do not get their needs met because there are not enough human resources. Serious behavioural issues are being given priority (often one on one help) at the detriment of other needs in the school.	1/18/2016 11:22 AM
183	To many students on the IRT caseload.	1/18/2016 11:21 AM
184	Many students with needs are placed in the same classroom creating an environment in which the majority of students are struggling and teacher/IRT are at a disadvantage to provide supports to those who need it.	1/18/2016 11:20 AM
185	behavioral needs appear to take priority over academic needs	1/18/2016 11:19 AM
186	while we do our best more support for students would support achievement	1/18/2016 11:17 AM
187	NOT ENOUGH ALLOCATIONS IN OUR SCHOOL	1/18/2016 11:14 AM
188	Due to unit allotment, the IRT is spread thin and cannot give as much support as needed for students with LD's in non-core courses (Science, Social Studies, French etc.)	1/18/2016 11:13 AM
189	French Immersion students need support	1/18/2016 11:13 AM
190	Many are left with too many needs	1/18/2016 11:12 AM
191	We have a population of 131 students and 34% have identified needs with only 2 IRT's. Three of the students are pervasive with another one being identified as pervasive now. There is no way to meet the needs of all students.	1/18/2016 11:09 AM
192	Not enough support for those students in need	1/18/2016 11:08 AM

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193	With the allocation we have we cannot support our students in the regular classrooms as they need to be supported. We cannot provide the intense alternate programming some students need because we have to group students of various abilities and sometimes who are working on alternate programs in different subject areas because we do not have enough human resources to provide more adequate groupings. We try to assist with accommodations for test purposes, but cannot always do so because IRTs are tied up otherwise. We are stressed with trying to meet the needs of our students and feel that we often fail them because we do not have adequate resources to keep up with the needs and demands.	1/18/2016 11:07 AM
194	IRT's do not have the time at our school to meet all the needs required by our students	1/18/2016 11:03 AM
195	They are not available for all classes - mostly core subjects.	1/18/2016 10:59 AM
196	Students with learning disabilities fall between the cracks. Waiting until Grade 3 to diagnose exceptionalities is not a good practice. Some students need extra assistance long before then, only those in dire need receive services before grade 3 in my school. French Immersion, especially, gets very little IRT.	1/18/2016 10:58 AM
197	behavioral needs	1/18/2016 10:55 AM
198	No specific need - IRTs are maxed out and I feel they can't sufficiently meet all the needs.	1/18/2016 10:55 AM
199	There is not enough time to go around for the needs of all the classrooms.	1/18/2016 10:50 AM
200	Many needs not being met. No time allotted to Kindergarten for students who have not yet been diagnosed, and they are falling further behind daily. Work is unable to be accomplished, and outcomes are not being learned as they should.	1/18/2016 10:46 AM
201	Students unable to receive services needed because of lack of resources	1/18/2016 10:38 AM
202	Not all students with needs get the time needed.	1/18/2016 10:38 AM
203	Student with autism needs more one on one.	1/18/2016 10:34 AM
204	Students with exceptional needs are not the focus of our board. Lower than bare minimum is provided. Disgrace.	1/18/2016 10:31 AM
205	Not enough time with the number of IRT's assigned to our school to get to those with needs (Ex. learning disabilities). Not enough time/ help to be provided for learning.	1/18/2016 10:28 AM
206	time and number of needs	1/18/2016 10:27 AM
207	Not enough coverage per need	1/18/2016 10:27 AM
208	Students that were getting time last year are not getting anywhere near the time they were before due to new students transferring in with higher needs.	1/18/2016 10:22 AM
209	Too much demand on the Instructional resource teacher. As well he is teaching half time in regular classroom	1/18/2016 10:21 AM
210	There should be more units available to allow more IRT time for teachers with struggling students on IEP within the classroom. IRT time is very limited.	1/18/2016 10:18 AM
211	Not enough IRT time available for in class support	1/18/2016 10:18 AM
212	The IRT teachers are being stretched to thin. More classroom support is needed.	1/18/2016 10:17 AM
213	We do not have enough support. Children in my class who are diagnosed are not getting serviced.	1/18/2016 10:17 AM
214	There are students that require IRT support that simply do not receive any.	1/18/2016 10:08 AM
215	Too many needs, not enough human resources	1/18/2016 10:06 AM
216	Our school has more than the normal amount of students with needs, but allocations are not based on needs (just 15% of school population). This does not meet the needs at my school, not even close	1/18/2016 10:00 AM
217	we would like to provide a higher level of service to our students but are unable to do so due to the high needs in our building.	1/18/2016 10:00 AM
218	The students with the highest needs require a lot of IRT support in order to meet any academic outcomes. When specific needs such as behavioral changes require more teachers service is pulled from other students who need support.	1/18/2016 9:58 AM
219	IRT's that are able to speak French are hard to find/often don't exist	1/18/2016 9:53 AM
220	There is not enough support support for classroom teacher and students receiving help outside the classroom are not getting enough support.	1/15/2016 3:01 PM
221	There are too many students with needs and not enough IRT time to support their needs.	1/15/2016 2:59 PM

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222	Too many students with exceptionalities and not enough people to support them.	1/15/2016 1:05 PM
223	struggling learners and FI students	1/15/2016 10:46 AM
224	Our IRTs work through their lunches and preps on a regular basis. They have expressed frustration to me about their workload, but are unwilling to jeopardise the welfare of their students for their own rights.	1/15/2016 9:22 AM
225	Too many students with exceptionalities not possible to properly program for them based on resources and time	1/15/2016 6:30 AM
226	sometimes one student has a major chunk of resources allocated to them.	1/14/2016 9:39 PM
227	I have no classroom support during regular class hours, only support during testing.	1/14/2016 6:54 PM
228	Many students in academic classes could avail of IRT services but they are the last to be considered.	1/14/2016 4:18 PM
229	don't have enough IRT teachers to begin with & they are sometimes used to cover other classes	1/14/2016 2:06 PM
230	There is never enough IRT support for the students who need it. Our services are spread very thin.	1/14/2016 1:37 PM
231	Teacher to student ratio	1/14/2016 12:44 PM
232	We have 0.75 IRT.. We need more to support all of the needs in our K-9 school. We have pervasive needs, students on BMP's.. Students needing accommodations are not always able to get them when needed. In recent years I have had to provide accommodations to a student after school whenever he had an assessment. It would be in the best interest of the students if we had more IRT allocation.	1/14/2016 12:15 PM
233	When severe needs are present in the school, resources are directed there, and other students suffer as a result. In theory, 1 IRT per grade may be sufficient, but when other factors are at play, this is not the case.	1/14/2016 11:08 AM
234	Although there are no students with a diagnosed exceptionality in my classroom, there are many discussions within the school about the need for additional teaching units/student assistant time to meet the needs of the students in the building that do have an exceptionality.	1/14/2016 9:06 AM
235	Students with LD's receive little or no services due to numbers of students with HIGH needs.	1/14/2016 9:03 AM
236	There is not enough support need more IRT teachers	1/14/2016 8:30 AM
237	In this cascade model, the "grey zone" children, as well as any child requiring enrichment do not have their needs met due to the high volume of severe needs and the sever lack of human resources to effectively service them; our IRT's are severely understaffed and overworked causing much stress for these teachers and their colleagues	1/13/2016 10:10 PM
238	There is a very high proportion of students in my school have diagnosed exceptionalities. !5 new students have been diagnosed this school year and there are many more still on the list to be assessed. Teachers in Elementary receive 0% classroom Irt support. IRT support time is allocated to alternate courses and primary classroom support.Last year I had 2 autistic students and 7 students with diagnosed learning disabilities. I have no classroom support. That is not inclusion.	1/13/2016 9:32 PM
239	Because of the new criteria under the DSM5 we are not able to meet the needs effectively of those students being diagnosed. We were struggling before with high numbers of students with exceptionalities, now we have even more and we are spread way too thin to be effective	1/13/2016 8:20 PM
240	we have many kids waiting to be assessed- resource teachers are trying hard to manipulate their schedules to fit everyone in	1/13/2016 8:01 PM
241	None of them are met adequately.	1/13/2016 6:36 PM
242	only servicing highest priority and others only when uregntly needed	1/13/2016 1:00 PM
243	There are numerous students who need more resource support during class, but we do not have enough IRT's to be in every class they are needed.	1/13/2016 1:00 PM
244	there is not enough time to get to all the children's needs that are on programming.	1/13/2016 12:54 PM
245	Testing time require additional time and resources.	1/13/2016 11:45 AM
246	There are not enough IRTs for alternate programming and inclass support. In class support no longer exists at our school. IRTs are rarely accessible to assist in assessments, making testing extremely difficult. Some students with needs have to write their tests at different periods throughout the day, or over the course of a few days.	1/13/2016 10:52 AM
247	students need support in all subject areas not just lang arts and math	1/13/2016 10:29 AM
248	Not my school - schools as a whole	1/13/2016 9:46 AM

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249	We are only able to provide intensive instructional support required to those who have been identified as having the greatest needs. Due to lack of human resources, there are students who do not receive any supports who could surely use them. These are the kids falling further through the cracks of our system.	1/13/2016 9:37 AM
250	pervasive needs students are not receiving enough support	1/13/2016 9:07 AM
251	We have so many students with needs that many of the classes in which those students participate never see a student assistant or and IRT and the challenge of accommodating their needs is placed entirely on the shoulders of the classroom teacher making it nearly impossible to fairly assess and teach these students.	1/13/2016 9:05 AM
252	With the abundance of speech/language issues, & more arriving next year, along with the behaviour issues being dealt with on a daily basis throughout the school, our teachers, IRT personnel, Guidance + Admin. r frustrated.	1/13/2016 8:47 AM
253	Learning disabilities and students who are below grade level in basic skills. These are students who can succeed in the regular classroom with support and do not have significant behavioural concerns.	1/13/2016 8:04 AM
254	I have students with LD in my class that do not receive adequate support because a child with a cognitive delay receives the lions share of support in my class.	1/12/2016 8:48 PM
255	Children are left in classrooms for the majority of the day with little support.	1/12/2016 7:54 PM
256	The IRT teacher in my grade has a workload that is overwhelming. The academic/behavioural needs are quite demanding and takes up a lot of the teachers time. The paperwork that has to be met is also quite demanding.	1/12/2016 6:17 PM
257	Many severe behavior issues often take up the majority of IRT time leaving many students without behavior issues little or no access to IRT support.	1/12/2016 5:49 PM
258	There are too many needs and not enough IRT teachers.	1/12/2016 5:47 PM
259	In class support	1/12/2016 5:44 PM
260	we do not have enough support in our school to provide th necessary support to those students with exceptionalities. We have way too many issues!!!	1/12/2016 5:32 PM
261	The school in which I most often substitute is using the IRT time to cover the students with the highest needs. As a result, students with developmental delays, learning disabilities, or that need some extra time with math or reading are not receiving services/are receiving little services. Of course, students that have high needs require much IRT attention, but it is upsetting that students that need only a little more attention and encouragement to learn to read are receiving little help. As a result, they are falling further behind. IRT allocation should be based entirely on need and not population.	1/12/2016 5:28 PM
262	Children are not receiving enough time to help meet with success due to not enough IRTs	1/12/2016 4:30 PM
263	Too many students with exceptionalities are grouped in the same class to avail of student assistant and IRT time. We need more IRT's and student assistants so these students are not grouped in the same class.	1/12/2016 1:27 PM
264	there are not enough people hired to meet the needs of all the children in any given school	1/12/2016 12:06 PM
265	The IRT I had at the beginning of the year was given to others who had higher needs, even though my student's needs had not changed and were still present.	1/12/2016 11:57 AM
266	There is very little time for IRT's to support students with exceptionalities within the regular classroom setting, and the amount of time decreases as the year goes on (due to individual student program changes).	1/12/2016 11:30 AM
267	Students who read and write at a grade 1 level are in a grade 5 classroom without student assistant support. They require 100% supervision to function and be included which takes away from other students' access to the classroom teacher. (This is not inclusive!!)	1/12/2016 11:20 AM
268	we are serving those who may be dangerous or at risk but those with learning issues are being left behind.	1/12/2016 10:07 AM
269	There is no possible way for the IRT's to meet the needs of these students. They try their best, but cannot be everywhere at once.	1/12/2016 9:42 AM
270	Little to no in class support. Much to all of IRT resources are devoted to assessment and a small number of high needs students.	1/11/2016 10:06 PM
271	Significant number of students achieving well below provincial expected standard and not enough resources to service them	1/11/2016 9:57 PM
272	Too many students waiting to be tested	1/11/2016 9:01 PM
273	Most of our allocated time is taken up by several children with pervasive needs . This leaves a limited amount of time to offer supports to struggling students (developmental, etc)	1/11/2016 8:51 PM

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274	I work in a large school of primary aged students. Many kindergarten students come to school without a diagnosis. Supports have to be distributed based on need, however not always based on diagnosis. The majority of instructional resource time is going toward behaviors. Those students with identified needs in reading, writing and language are not being met.	1/11/2016 6:15 PM
275	Our grade level IRT has over 30 programs to deliver herself. Hardly sufficient.	1/11/2016 5:05 PM
276	I wish I could write something stronger than Strongly Disagree. In Sept we Lost .50 IRT position even though 7 students started at our school with Pervasive needs(Anxiety, ASD and ADHD) one of which requires constant monitoring of a teacher and a student assistant. We applied and finally received an extra 1.0 IRT position. But we cannot service the needs of all the students in our school with the current IRT allocations.	1/11/2016 4:06 PM
277	High need students are not getting enough help from IRT. They spend most of the class waiting.	1/11/2016 3:43 PM
278	not enough irt time for good support all the time	1/11/2016 3:29 PM
279	Not enough IRT support to handle all needs	1/11/2016 3:25 PM
280	I now have no IRT available during class time although I had it previously because another student in our school required the extra support due to the extreme behavior issues.	1/11/2016 2:54 PM
281	One of my schools has insufficient IRT time to effectively meet the learning needs of the FASD and LD identified population.	1/11/2016 2:43 PM
282	Students rarely receive support in a classroom setting but are always taken out for exams. The support there is questionable. staff don't always know which students are on modified programs. Those on alternate programming don't appear to do anything different than the others. IRT does not develop an alternate program in all cases.	1/11/2016 2:29 PM
283	There are inconsistencies among student assistants with the same level of care and professionalism not being applied to every student. Teachers and students are overwhelmed at times.	1/11/2016 2:28 PM
284	IRT's have been cut so much that it makes it difficult to address the needs of students who are diagnosed with exceptionalities most of whom have major needs. The idea of then having enough IRT time to go into a classroom in a three or four stream school and teach is absolutely unrealistic. Inclusive education sounds great, but in reality the resources required are not even close to available and the government is likely to ever be able to afford the number of IRT's required. More realistic approaches that can be resourced need to be implemented. Its a waste of time to spend money and time on inservice and inclusive education and then when the budget comes down cut the number of teachers down so that the needs of those with identified exceptionalities who require pull out pervasive needs students can't even have their needs to be met. It's like asking someone to go to the grocery store to buy ingredients for a delicious cake, but they only have enough to buy one egg.	1/11/2016 2:26 PM
285	There is not enough IRT time to effectively help children with exceptionalities in my school. IRTs are stressed out! Classroom teachers, as a result, are stressed out as well. We want the best for our children and many times that is impossible to attain.	1/11/2016 1:43 PM
286	22 students in my classroom, 2 with autism, 1 behavioural, 13 IEP's. No IRT for Language in class support, 5 periods in an 8 day cycle for IRT in class support.....simply put NOT ENOUGH support for the issues in this classroom!	1/11/2016 1:16 PM
287	The speech-language needs are currently not being met. There are only 46 Speech-Language Pathologists in the province. My caseload alone is close to 200. Students end up in speech-language therapy for years for what could have been addressed in a few months if I was able to provide the service more frequently. When S-LPs were first being placed in the education system, there was a document that very clearly outlined the guidelines. In that document, it states how workload should be divided. This is not being followed. Because I have such high numbers, I rely on IRTs to try to provide some of the programming. Their complaint to me is that they do not feel qualified to work on the goals I recommend and/or they do not have to work on them. We need to look at either providing more speech-language at our teacher training institutes or free SLPs up to provide more professional development to teachers. Often times a speech and language exceptionality is the root of the academic problem and by fixing that you fix all academic areas. It seems everyone is strapped for qualified human bodies to address the needs in the school.	1/11/2016 11:55 AM
288	This does not work for our students. under resourced. I am left holding the bag.	1/11/2016 11:45 AM
289	The old way worked. Students who faced similar challenges in similar classes (not necessarily special ed). The current inclusion set up does the opposite of what it was intended to do; it makes them feel isolated/singled out (far more than special ed classes ever did.) There was more sense of pride and accomplishment in the old system. We need it back (at least in partial form).	1/11/2016 10:46 AM
290	far too many children are left out.	1/11/2016 10:31 AM
291	So many needs!!	1/11/2016 10:11 AM
292	In class support for students requiring accommodations.	1/11/2016 9:55 AM

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293	Students that require a variety of programs are not being met such as math support. As of now only those that have literacy support are getting service due to the lack of time.	1/11/2016 9:54 AM
294	Most IRT time is spend on pervasive needs and not in the classroom	1/11/2016 9:43 AM
295	Children whose needs are less severe are being overlooked for those with severe needs.	1/11/2016 9:00 AM
296	many classes have no irts, some have too many, some pervasive students receive one on one while others do not receive enough attention	1/11/2016 8:52 AM
297	Only very high needs children (ASD mostly some FAS) receive support. LD, particularly in French Immersion are on their own. SLP sees only the most severe cases.	1/10/2016 9:04 PM
298	IRT time is being used on two students with severe needs more than any other students in the building.	1/10/2016 8:22 PM
299	For a small school, we have a large number of needs and are not given the IRT time to address them all	1/10/2016 7:52 PM
300	Classroom teachers are completing the role/work of IRTs because if inadequate resources. Teachers are doing testing that they are not qualified to do.	1/10/2016 7:51 PM
301	Needs that are identified but student has no diagnosed exceptionality	1/10/2016 7:03 PM
302	The IRT allocation is based on total popoulation formula. It should be based on a formula using the number of students in the buidling with exceptionalities.	1/10/2016 6:57 PM
303	gifted students and french immersion struggling students	1/10/2016 2:46 PM
304	IRT's are being used as Student Assistants.	1/10/2016 10:44 AM
305	LEARN students.	1/9/2016 11:59 PM
306	not enough IRT's to cover the student needs	1/9/2016 10:42 PM
307	A high degree of Special Needs but not enough IRT time to do justice to delivering programs. Students with pervasive needs are getting the majority of services.	1/9/2016 9:11 PM
308	We do not have the teachers available. We have a student with Autism who does not have a student assistant and is on a modified regular program. Any time there is an IRT teacher in the class they must be with him. There are four other students with IEP's in the class that get barely any support.	1/9/2016 8:32 PM
309	Insufficient Student Assistant time means IRT's are doing SA work so that classroom teachers can function. Students with moderate to severe LD need daily intervention, not a few sessions per cycle. Gifted students are not identified/ ignored as teachers deal with other exceptionalities.	1/9/2016 4:32 PM
310	There are so many students with exceptionalites in my school. However, there is limited support because there is a high level of exceptionalites at our school.	1/9/2016 7:05 AM
311	Too many issues to adress all.	1/8/2016 10:37 PM
312	I have many students in my class who need support but I only get 30 minutes of IRT time in one day.	1/8/2016 9:13 PM
313	to implement initiative appropriately NI needs to double it's teaching staff and stick to the 8-5 like all other jobs - stop wearing us out with additional junk	1/8/2016 7:02 PM
314	To accommodate new entries/newly identified students, existing students who require support have their IRT support time slashed.	1/8/2016 6:58 PM
315	With 25% of our student body with identified exceptionalities and only 4 IRTs, some needs do not get met. Testing supports pull IRTs out of their support classes a high percentage of time. This takes away the in-class supports that students with exceptionalities need. As well, this takes away co-teaching opportunities. As well, students have diverse needs for test supports. For one particular test, multiple IRTs are needed as some students require scribing, while others require a quiet setting, while others need reading. With only 4 IRTs in the school and multiple tests at any given period, all accommodations cannot be offered and students who need quiet setting end up in the same test room as those needing reading of the exam.	1/8/2016 6:42 PM
316	the needs of more students than those with an IEP ar quickly overwhelming us	1/8/2016 5:09 PM
317	There could be more IRT time- some students could use additional time to endsure their success	1/8/2016 5:08 PM
318	Not enough in class support	1/8/2016 3:06 PM
319	Behavior & Academic Needs- 32 children on SA list with 8 SA's!!	1/8/2016 2:46 PM
320	With so many needs, students would benefit more with more IRTs at the school.	1/8/2016 2:33 PM
321	Students with learning disorders do not get enough support	1/8/2016 2:24 PM

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322	I have students who would benefit from more individualized support. My IRT has been assigned a limited amount of time in my classroom to work with my 4 students with diagnosed exceptionalities.	1/8/2016 2:22 PM
323	There is no IRT support in my classroom. I can not give the individual time needed to help students without this support.	1/8/2016 2:16 PM
324	There are no IRT teachers for French Immersion, despite the increasing need	1/8/2016 2:11 PM
325	There are students that have fallen lower on the priority list due to new students with higher needs that arrived after allocations were set.	1/8/2016 2:04 PM
326	In September, we had an influx of new students, many of whom came with exceptionalities. However, allocations had been determined based on numbers prior to the first day. Administration fought for more time, and got a small amount, but it is still not enough.	1/8/2016 2:00 PM
327	Again human resources are not able to sufficiently meet the needs of all students.	1/8/2016 1:57 PM
328	Not enough time to offer supports to students with exceptionalities.	1/8/2016 1:55 PM
329	Not enough student assistants, and there is not enough opportunities for direct and individual teaching where there is need. Students overall are not supported enough.	1/8/2016 12:57 PM
330	1-2 periods on a 10 day cycle with support for 4-7 students per class. "Support" is generally used for evaluation purposes only.	1/8/2016 12:50 PM
331	The number of identified needs does not correspond effectively to the amount of IRT's allocated. The IRT's are stretched too thin and cannot effectively meet the needs of all students on their caseload	1/8/2016 12:35 PM
332	many students with exceptionalities who are in co-teaching situation do not receive the level of support/service they require, or may not even have a co-teaching situation in all courses where needed	1/8/2016 12:14 PM
333	Teaching units/ IRT time	1/8/2016 12:01 PM
334	There is only one IRT for a k-12 school because we have a small population. So it is impossible to follow the inclusion model like this.	1/8/2016 11:39 AM
335	The needs and behaviours are so high that they need daily intense support to function on a schedule. As well if we could give daily support especially to the students in primary more students would develop skills quicker to be successful in school.	1/8/2016 11:35 AM
336	Only because we were given more when we applied for extra	1/8/2016 11:21 AM
337	many students with diagnosed exceptionalities who do not receive programming	1/8/2016 11:00 AM
338	students with limited needs (old p2s) are sometimes left out due to the hierarchy of the model. higher needs students results in IRT teachers being moved for that servicing and when we run out of staff, the supports aren't there. I should have a co-teacher with me for one of my classes (wg 3202/3200) but he was removed to give services to a higher need student. Our allocation did not increase. So I must do my best with 30 kids, 10 of whom are basic, with many needs	1/8/2016 10:46 AM
339	The number of IRTs allocated for school's is simply based on the population. The needs that exist in many of our schools are not reflected in the total population, but are reflected in the number of students on services. Depending on the exceptionalities, the board should be allocating more IRTs per school as well as student assistants. When schools do not have enough supports to provide alternate programs because all of their resources are being used for behaviours and pervasive students, then children with LDs are getting limited and insufficient supports.	1/8/2016 10:20 AM
340	when needs are great there is only so much that can be done by one person	1/8/2016 10:13 AM
341	As one of the IRT at the school, students who require more supports are not receiving it as there are not enough people to provide it. There are several students who need extra supports that cannot be properly met because the Special Services Unit(s) are already stretched too thin.	1/8/2016 9:37 AM
342	it is completely insufficient. services are continually being cut, when they are insufficient to begin with. in class supports are the first to be cut, when inclusive practices depends on them. basically it leaves classroom teachers on their own and students floundering.	1/8/2016 9:35 AM
343	IRTs are spread too thinly	1/8/2016 9:12 AM
344	There is extremely limited time allocated for our IRT.	1/8/2016 9:02 AM
345	BEHAVIORAL, ACADEMIC	1/8/2016 9:01 AM
346	too few IRT's for too many identified exceptionalities	1/8/2016 8:41 AM

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347	IRT is being used at my school to help with changing students and taking care of other intense needs when student assistants are absent. If student assistants are absent and substitutes cannot be reached then my IRT services are pulled for the day.	1/8/2016 8:23 AM
348	Currently about 40% of students are diagnosed with an exceptionality with more in progress. There are too many needs to effectively carry out programming for all students.	1/8/2016 8:20 AM
349	Behavioural needs take precedence. Academic needs do not have enough allotted time because of this.	1/8/2016 7:59 AM
350	Too many children with needs cannot be met by irt alone need more support from classroom teachers-they need to take more responsibility for the students with exceptionalities and not designate them as sole responsibility of irt.classroom teachers need more training	1/8/2016 2:34 AM
351	Support is inadequate to address learning deficits and behavioural issues. CST time assigned is infrequent and inconsistent.	1/8/2016 1:44 AM
352	Too many students not enough resources to meet individual needs	1/7/2016 10:24 PM
353	Those kids that are just below or need extra help with reading, writing and math. The high needs trump, and the others get left to the classroom teacher	1/7/2016 9:48 PM
354	New students arriving after allocation with major needs, no additional units provided	1/7/2016 9:40 PM
355	I have two children diagnosed with Autism, behavioural concerns and formalized BMPs and no IRT support. The little the children were supposed to receive has been pulled to meet other needs. No social skills or zones of regulation are being taught with support from IRT.	1/7/2016 9:37 PM
356	IRT's are often pulled out for testing and other reason. Often that leaves me alone to deal with ALL the needs	1/7/2016 9:20 PM
357	many students with learning disabilities and those at risk	1/7/2016 9:05 PM
358	Instructional resource teachers are allocated for the the most severe needs, however the students who just need short term interventions early in their school career are left behind and then fall further and further behind curriculum expectations.	1/7/2016 8:40 PM
359	Children in some cases are getting 2 periods in an 8 day timetable. Students are grouped and pulled out. Some IRTs in our school have 30 to 60 students each on their caseloads. Kids who are not tested are being piggybacked on top of children with diagnosis. Referral process is being delayed by adding a prereferral period. A teacher does not refer without already doing interventions. Academic frustration increases behavior issues. Number of suspensions in our school this year is ridiculous.	1/7/2016 8:15 PM
360	Un ou une élève est parfois laissé(e) sans activité d'apprentissage.	1/7/2016 8:13 PM
361	You name it! My IRT is often pulled from my class for testing or to deal with other issues for students she is responsible for.	1/7/2016 8:08 PM
362	Every year the first thing that is cut in every school is IRT time when the needs of students are increasing all the time. There is not enough IRT to meet the needs of students who need alternate programming/courses (pullout) & provide support in the classroom as well. Students who need Alternate Programming are getting the bare minimum because there is not enough IRT in the schools. Students with various needs are placed in the classroom because of inclusion, however, they are often left behind because there is not enough IRT to come into the classroom with each teacher. If inclusion is going to be successful then more IRT will be needed to help with these kids in the classrooms and to also provide pull out services as well. This is not happening in any schools.	1/7/2016 7:33 PM
363	unfortunately not many	1/7/2016 7:33 PM
364	Inner city schools have extremely HIGH needs both academically and soc/economic issues.	1/7/2016 7:29 PM
365	There are a number of students with accommodations and have SLD that are not being met to their potential. With 3 students who are one on one with an IRT and 7 others in the pervasive needs unit, it makes it difficult to use our other 1.5 units for in class remediation	1/7/2016 6:40 PM
366	IRT is unable to accommodate students due to severity of disabilities. IRT needed from K-12 and scheduling across levels poses problems.	1/7/2016 4:26 PM
367	Students with learning disabilities are not receiving adequate support with reading, writing and Math. High needs children with behavioural concerns get the everything!	1/7/2016 4:24 PM
368	Students with severe behavioral problems.	1/7/2016 4:08 PM
369	IRT time/support is needed for support in class for prevention (generalizing outcomes)and intervention	1/7/2016 3:38 PM

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370	We have over 500 students and there is a shortage of IRT. There are not enough to help met the needs of all of our students. Unfortunately, there is practical zero IRT support for IRT and often a lot of issues go undetected until later grades and it becomes near impossible to have any IRT support.	1/7/2016 3:36 PM
371	Individual alternate courses - no time with covering accommodations to always be implemented.	1/7/2016 3:36 PM
372	students moved into school with identified exceptionalities but no support. IRT teachers helping with student assistant work	1/7/2016 3:35 PM
373	2/3 of our students are on caseload and we simply do not have the resources to accommodate all of students' needs. Teachers have to do testing during prep periods and we are not well enough trained in some of the testing accommodations and techniques or exceptionalities to properly implement the accommodations that the child should be getting.	1/7/2016 3:14 PM
374	behaviours; remedial	1/7/2016 3:09 PM
375	Students with academic needs are often not assisted due to the behavior needs of others	1/7/2016 3:06 PM
376	IRT are often pulled away from their schedules, based upon needs that emerge/change	1/7/2016 3:06 PM
377	In a school with such a young age group, while the students may not have a diagnosed exceptionality, the students often require assistance both in and out of the classroom at all grade levels. The current allocation of IRTs in my school is not enough to effectively help those who need it.	1/7/2016 2:53 PM
378	we need to look at the paraprofessional level	1/7/2016 2:49 PM
379	Far too many needs with far too less IRTs	1/7/2016 2:48 PM
380	Too many students and not enough IRT support	1/7/2016 2:48 PM
381	Some students need IRT or student assistants ALL the time and that is not always provided. There are instances where students are placed in classrooms where they are not getting their needs met during a class/day.	1/7/2016 2:35 PM
382	High school students are forced to do 5 out of 7 courses via CDLI, teaching staff was cut by 20% last allocation 2015.	1/7/2016 2:28 PM
383	High needs students transfer in and we are expected to adjust with resources that were allocated before their arrival.	1/7/2016 2:26 PM
384	We are trying to meet the needs of all learners, but in doing so we are pulling from other areas and overwhelming teachers with multiple responsibilities in the same time slot.	1/7/2016 2:24 PM
385	Many of the IRT periods that are required cannot be met because of the lack of teacher resources.	1/7/2016 2:20 PM
386	We have a student population of 181, approximately 55 are on IEP's, the needs are enormous.	1/7/2016 2:18 PM
387	Too many issues: behaviour, learning, and mental health issues all within the classroom without support for students. Still need to focus on curriculum but some other issues are so severe that curriculum gets placed to the back burner for some students. Addressing some of those severe issues on an individual basis is difficult.	1/7/2016 2:15 PM
388	The needs of students accessing alternate courses and functional curriculum are being met. However, students with exceptionalities in the classroom (accessing either the regular or modified curriculum) do not have the same amount of supports due to allocation.	1/7/2016 2:13 PM
389	Behavioural issues are not being addressed. They have me teaching students grade 6 math and vast majority of the class are unable to complete grade 4 curriculum outcomes.	1/7/2016 2:11 PM
390	Every school requires a full time school guidance counsellor.	1/7/2016 1:57 PM
391	Speech language students and students with diagnosed specific learning disorders.	1/7/2016 1:49 PM
392	time and resources	1/7/2016 1:49 PM
393	Needs are too great	1/7/2016 1:48 PM
394	Children without defined exceptionalities in the primary grades are being left without services while behavioural needs and the needs of children whose parents advocate the most absorb the majority of the resources.	1/7/2016 1:44 PM
395	We have 1 IRT for an entire school. Across my high school students, very few of them have a working relationship with the IRT. Thus co-teaching, 1-on-1 time, and many accommodations are not always being met due to a lack of personnel. Monitored quiet environments are very hard to come by - while technology is usually capable of help assist those in need, it would be amazing to have in-classroom support when you have such a high rate of exceptionalities in your classes.	1/7/2016 1:41 PM
396	More students with needs than IRTs to support them - behavioural needs receive priority over learning needs.	1/7/2016 1:41 PM
397	Not enough student assistants!!	1/7/2016 1:29 PM

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398	need more teachers	1/7/2016 1:27 PM
399	The allocation of IRT's in relation to the number of students with SLD/ID is far from adequate.	1/7/2016 1:25 PM
400	behavior trumps everything as a result those with learning issues often lose their services	1/7/2016 1:24 PM
401	INSANE!!!!	1/7/2016 1:19 PM
402	There is not enough support put into the classrooms to deal with behaviours and needs.	1/7/2016 1:02 PM
403	most	1/7/2016 12:48 PM
404	Too many students in one class with identified need especially if there are behavioural issues to address.	1/7/2016 12:43 PM
405	academic programming, personal care, support during unstructured time	1/7/2016 12:42 PM
406	IRT's are stretched to meet the highest needs but many children who are in need but not causing behavioural problems or falling too far behind, are being over looked. No opportunity for preventative interventions.	1/7/2016 12:36 PM
407	Spreading the students with needs around equally means that the IRTs are spread too thin and none of the students get enough attention.	1/7/2016 12:11 PM
408	There needs to be more inclass support.	1/7/2016 12:11 PM
409	Students who had IRT available every period have a major adjustment when moving to junior high. For example if a child with autism is now only given supports for 50% of his day, life can be difficult for the student and the teacher.	1/7/2016 12:10 PM
410	We have students identified who are not receiving help in the classroom.	1/7/2016 12:09 PM
411	Not enough IRT time to deal with every student effectively.	1/7/2016 12:07 PM
412	Not enough to meet some of the severe behaviour. When needed all Orr have to support so the other students end up missing out on their programming	1/7/2016 12:06 PM
413	Student with LD do not get one on on support they need in class. Need more assistance in the classroom.	1/7/2016 12:03 PM
414	I have a basic class with 85% - 90% exceptionalities but no constant/consistent IRT support	1/7/2016 11:53 AM
415	There are more students with exceptionalities than the current IRT staff can effectively accommodate, especially during testing periods.	1/7/2016 11:50 AM
416	All students are receiving supports, however the amount of time able to spend on the students/needs is not enough to effectively address their needs	1/7/2016 11:42 AM
417	There is a class in my School were 10 out of 27 kids are diagnosed and are on IEP's and BMP's. There is not enough help.	1/7/2016 11:35 AM
418	Many IRTs redeployed to meet more "serious" needs, leaving classroom teacher to deal with several students who no longer have their IRT. These students may need scribing, or may need one on one to cope with the rigours of the classroom. Some of these children suffer from ASD.	1/7/2016 11:33 AM
419	Students have extensive programing and the population of students with identified needs is in great excess of the IRT support available.	1/7/2016 11:28 AM
420	I don't ever see it being enough. The demand always outweighs the supply.	1/7/2016 11:28 AM
421	Not enough student assistant time with a student	1/7/2016 11:28 AM
422	Students are falling through the cracks all the time. Sometimes because they aren't actively engaged but other times the exceptionality is not defined and student cannot receive resources	1/7/2016 11:23 AM
423	too many students, not enough staff to address all student needs,	1/7/2016 11:09 AM
424	Duties of IRT not identified	1/7/2016 10:58 AM
425	cannot administer behavior plans	1/7/2016 10:57 AM
426	struggling students who require assistance - scribing, oral testing, extra time, are usually left out in the demand for student assistance for higher exceptional needs	1/7/2016 10:53 AM
427	The needs of children with High Functioning Autism, ADHD and SLD are not met accurately, nor are those with lower levels of cognition (eg. 70 to 80 plus range). Instead, the children with the severest behaviors, having the most tantrums and struggles with emotional regulation, along with those experiencing significant medical needs, receive supports. The neediest children receive great amounts of support, but the others fall by the way side.	1/7/2016 10:49 AM

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428	There are not enough IRTs in the school to meet the pull-out needs of students (alternate courses, alternate setting for assessments, reading/scribing assessments, etc), let alone provide in-class support. There are a significant amount of behavioural needs at the lower levels in our school. In addition we have a weak grade 1 class not performing at required levels. The IRT units at the school are insufficient to meet the many needs we have.	1/7/2016 10:45 AM
429	students with behavioral and /or psychlogical issues.	1/7/2016 10:43 AM
430	The highest needs students seem to have there needs met and those with significant mental health and behavior concerns; however this results in students with milder exceptionalities not having their needs adequately met.	1/7/2016 10:39 AM
431	All needs are addressed in our school but the amount of time each student receives is not sufficient to meet their needs. There's not enough IRT resources to service all the needs in our school. We do the best with what we've been given.	1/7/2016 10:38 AM
432	medical and mental health	1/7/2016 10:36 AM
433	Functional curriculum, preparing students to leave school	1/7/2016 10:29 AM
434	More support needed for autistic students and alternate programs.	1/7/2016 10:24 AM
435	Simply not enough IRTs to meet both the behavioural and academic needs of our students with exceptionalities. Unfortunately, this means that the academic needs are often put on the backburner.	1/7/2016 10:21 AM
436	It has become the classroom teachers complete responsibility IRT no longer take responsibility thus making workload of classroom teacher much greater	1/7/2016 10:18 AM
437	The needs are being met with the resources we have - team teaching doesn't happen due to the needs that require the services of all our IRTs	1/7/2016 10:16 AM
438	extra support in areas such as mathematics	1/7/2016 10:15 AM
439	We need more student assistants for students who routinely/always take part in regular classroom programming.	1/7/2016 10:14 AM
440	Not enough teachers, class sizes too big	1/7/2016 10:04 AM
441	Our Pervasive Students take the bulk of our IRT and Student Assistant's time leaving very little for others and none at all for those struggling with academics only.	1/7/2016 10:04 AM
442	IRT scheduling is a nightmare and there are simply not enough resources/teachers to effectively meet the needs of all students	1/7/2016 9:58 AM
443	too few IRTs for too many students	1/7/2016 9:51 AM
444	there is simply not enough human resources to mee the need of all stuent	1/7/2016 9:45 AM
445	Students are not given enough support in Language Arts and Math. There should be an IRT present in most classrooms for all Language Arts and Math times to meet individual needs; instead students are not provided the supports needed to succeed.	1/7/2016 9:45 AM
446	Students are not receiving sufficient alternate programming or interventions to meet their needs. Too much extra work is being placed on classroom teachers (accommodations, modified programming).	1/7/2016 9:42 AM
447	Under the Categorical model, students were guaranteed specific time allotments to address their needs with a trained specialist teacher. Further, students were able to be integrated more. Under the inclusive model, the most behaviorally challenging students take up all the time and the instruction for students with LD, Down's etc is minimal now.	1/7/2016 9:41 AM
448	We need more help!! There are many students without diagnosed/on paper challenges that classroom teachers need help with. DI only goes so far. We are wasting time!	1/7/2016 9:40 AM
449	New students coming to Kindergarten are not allocated for with regards to IRT support.	1/7/2016 9:40 AM
450	Behavioral	1/7/2016 9:39 AM
451	LDs, ASD, Emotional/Behavioral	1/7/2016 9:39 AM
452	not enough irt's to deal with all of our needs	1/7/2016 9:38 AM
453	Students who are struggling academically that could benefit from more IRT support on a daily basis rather than simply trying to bandaaid based on IRT allocation. Especially the students who fall in the struggling category but no diagnosed exceptionality.	1/7/2016 9:37 AM
454	Students are not getting enough individual or small group time to learn prerequisite skills. They are falling further and further behind their peers	1/7/2016 9:36 AM

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455	There are just too many students identified with exceptionalities at various grade levels and not enough IRT time. Students with exceptionalities tend to get put in one classroom, leaving a small number of strong students in that class, because that is the only way to maximize resources. We are not including, we are creating special education classrooms with some stronger kids mixed in. Add to that the difficulty of adding students on the functional curriculum to classes, such as music, gym, art, etc where space is limited and there is no resource teacher available to go with them. Student assistants go to try and curb the behavioural issues, but they are unable to instruct.	1/7/2016 9:29 AM
456	Students diagnosed ADHD left with classroom teacher (who is teaching 3 grade levels in the same classroom) with no supports.	1/7/2016 9:27 AM
457	Many students who are struggling but do not have high needs slip through the cracks because the majority of time is allocated to students with very high needs	1/7/2016 9:25 AM
458	students do not receive any inclass support unless during a test	1/7/2016 9:23 AM
459	There are not enough teachers in the system	1/7/2016 9:21 AM
460	There is NO numeracy support for ANY student in my school. There is minimal support for students with needs in French Immersion. When an IRT is in a classroom or has a small group out for learning, there is NO student assistant available for toileting or behavioral needs, therefore the IRT is basically dealing with behaviors as opposed to working with children on academics.	1/7/2016 9:19 AM
461	IRteachers in my school mostly watch students who are aggressive, & who cant always stay in a regular calss due to violent behaviors; This leaves MOST of the identified students with exceptionalities alone in the classroom with the regular teacher;He/she does not have the time to deal with high needs and a regular body of students as well.	1/7/2016 9:18 AM
462	Changes to the diagnostic process has increased the number of students with diagnosable exceptionalities	1/7/2016 9:18 AM
463	Some students with exceptionailities do not have IRTs with them for all classes.	1/7/2016 9:17 AM
464	In my elem school, the IRT is covering off SA time which has a huge impact	1/7/2016 9:15 AM
465	I have support in some of my classes. Most times less than half. Also, if there is testing going on I loose the support and the students who need to be in class miss class to write a test for another subject which puts them behind. These are usually the students who need to be in class!	1/7/2016 9:14 AM
466	Students on our case load do not receive enough support time and our IRT's are used as student assistants on a weekly basis and to consumed with documentation and behaviour issues to teach and see student progress	1/7/2016 9:08 AM
467	students with learning disabilities in academic classes receive little to no support despite our best efforts and this often leads to a transfer to basic. This is unnecessary as most of these students would be successful with additional support.	1/7/2016 9:08 AM
468	need is way too high and IRT are spread too thin	1/7/2016 9:08 AM
469	Students with behaviour needs are not being met	1/7/2016 9:07 AM
470	There are not enough resource people to consistently be present to work with students.	1/7/2016 9:06 AM
471	In-class supports	1/7/2016 9:05 AM
472	One IRT for grades 4-12 is not enough. Students in High School are recieveing little to no support!	1/7/2016 9:04 AM
473	Needs of children with diagnosed learning disabilities	1/7/2016 9:04 AM
474	extra support	1/7/2016 9:02 AM
475	over the years, with many children identified with severe emotional, behavioural, physical, and learning needs, I have never had the supports needed. At most, I have an IRT for about 10% of the time - and they are frequently reassigned without notice.	1/7/2016 8:59 AM
476	75% IRT for K-12 School of 97 students, stretches that teacher too thin	1/7/2016 8:59 AM
477	high number of needs, not enough support available	1/7/2016 8:58 AM
478	Not enough people to provide the amount of supports required for the number of students with exceptionalities.	1/7/2016 8:57 AM
479	I have students who need IRT support in my classroom but because I am not english or math I am get little classroom support.	1/7/2016 8:57 AM
480	Cannot support BMP and some students needs are not met based on students who have assertive parents who complain to the board	1/7/2016 8:57 AM

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481	The IRT support seems fine, but is not adequately used at times. (For. example, when an IRT is not needed in a classroom for a particular period, they should be moved to a classroom where need is high. It's really the demand on classroom teachers that needs to be addressed especially when there is a large number of children in a room who need supports.	1/7/2016 8:47 AM
482	level of need for students vary. to mmet the needs of one student I may not get to meet the needs of another	1/7/2016 8:46 AM
483	programming	1/7/2016 8:41 AM
484	There are not enough of them to help meet the needs of all the students with the exceptionalities causing some of the students to be missed or neglected	1/7/2016 8:39 AM
485	Reading Skills, Writing Skills, Math Skills years below grade placement could be tackled with good quality programming rather than further eroded with excessive intrusive accommodations at a young age. Further, even the best program will not be effective if young people are given the option to refuse to participate.	1/7/2016 8:36 AM
486	Pervasive needs is not sufficiently allocated	1/7/2016 8:36 AM
487	resources are used by high need students	1/7/2016 8:35 AM
488	Some LD children and children with less disruptive needs get fewer resources because as a team we have to address pervasive needs and behavior children first given the limited resources.	1/7/2016 8:19 AM
489	not for non-core classes. We are not considered.	1/7/2016 8:00 AM
490	IRTs have a very heavy case load we need more of them to meet all the needs	1/7/2016 7:58 AM
491	More needs than available time.	1/7/2016 7:58 AM
492	Most of them! Only highest need children, especially behavioural are getting IRT support	1/7/2016 7:57 AM
493	A percentage of a unit of IRT in a K-12 is ineffective. They spend the majority of their time offering testing accommodations instead of their intended purpose.	1/7/2016 7:56 AM
494	Removing services from some students to service those students with higher needs.	1/7/2016 7:52 AM
495	Academic and behavioural challenges	1/7/2016 7:48 AM
496	THere are numerous students with diagnosed disabilities who received little if any service becausethese are not the "highest priority" within the school. Because there are such limited IRT hours the students with the highest needs receive service and others do not.	1/7/2016 7:43 AM
497	Currently not receiving in-class support and have 6 students on IEPs. While they are able to learn in the classroom setting, I do not have enough time to give them the individualized attention they require to succeed to the best of their abilities.	1/7/2016 7:42 AM
498	Students are simply falling through cracks due to silly allocation of resources.	1/7/2016 7:10 AM
499	mental health issues, academic issues, behavioural issues	1/7/2016 7:08 AM
500	The needs for early intervention in reading are not being met.	1/7/2016 4:30 AM
501	IRT support is too thinly stretched that they cannot work with the student to keep up with the class and work with the students. When testing comes around that is their top priority as a result they are not working with the students in the classrooms. And when in the classroom, their time is so spaced out (I have 5 hours of support out of 23) that they cannot effectively work with the student.	1/7/2016 2:54 AM
502	Compared to schools I've be in on the island our school in Labrador has much fewer student assistants and we are much more tolerant of disruptive behaviours than island schools as a result. I have been here for almost 5 years and have seen our district psychologist once, despite having a large number of students needing assessment.	1/7/2016 2:16 AM
503	Every day someone's needs are not being met. It's a daily case of robbing Peter to pay Paul.	1/7/2016 12:57 AM
504	Resources are allocated primarily for behavior concerns, and students in my class with a diagnosed exceptionality are not on the heirarchy of needs.	1/7/2016 12:12 AM
505	We need more IRT to team teach in the classroom - many are used for testing accommodations and cannot be consistently in the classroom supporting student learning.	1/7/2016 12:06 AM
506	More time required to meet the needs.	1/6/2016 11:57 PM
507	I have never seen an IRT in my room with any student. There is a student on all modified programming just sitting in our classroom working out of a binder. She is getting no assistance and so the most needy student in our building has suddenly become an independent learner.	1/6/2016 11:15 PM

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508	More time needed from IRT/not enough IRT support in class.	1/6/2016 11:09 PM
509	Kids with LDs are being left behind. Not getting enough interventions geared toward their specific diagnosis. IRTs are filling the roles of Student Assistants.	1/6/2016 11:08 PM
510	We definitely do not have the a sufficient number of IRT to support my school's needs.	1/6/2016 11:07 PM
511	Students who require social skills courses and not enough in class support	1/6/2016 10:47 PM
512	Pervasive needs students needs not being met as well as several severe behaviour issues are causing strain on Irt resources which in turn negatively impacts programming for struggling students	1/6/2016 10:45 PM
513	There are plenty of IRT support teachers, but it is not addressing the problem. This model is not working	1/6/2016 10:43 PM
514	There are not enough teachers to support the needs of all students.	1/6/2016 10:31 PM
515	We do not have enough IRT time week to week to implement intensive work with students whom are struggling and have multiple exceptionalities	1/6/2016 10:22 PM
516	the ratio of assistants to the number of students with needs	1/6/2016 10:19 PM
517	Due to limited resources, we actually do not have an inclusive school. Students are still grouped in order to allow IRTs to access them.	1/6/2016 10:12 PM
518	I am observing that in some cases in schools with students with high needs, students with lesser needs are not receiving necessary programming.	1/6/2016 10:12 PM
519	Primary students are in process of "labelling" so they are not all on the AGR	1/6/2016 10:10 PM
520	due to very high needs, our students with somewhat lower needs than the high need students use up most of our resources.	1/6/2016 10:07 PM
521	IRTs are spread too thin and are not able to adequately meet the needs of all students	1/6/2016 9:58 PM
522	Alternate courses and students with exceptionalities are not getting the help they need due to not having enough support services in the school for the number of students with identified needs.	1/6/2016 9:47 PM
523	The needs of students who in the past would have been "Remedial" students. The student who is struggling and performs better in a smaller group. Students who have anxiety are never addressed.	1/6/2016 9:39 PM
524	There is not enough IRT time available. Students with exceptionalities need extra support daily.	1/6/2016 9:23 PM
525	More IRT teachers to cover more students are needed the ratio is too low	1/6/2016 9:22 PM
526	Programming is not being effectively delivered due to too high caseloads for IRT's	1/6/2016 9:19 PM
527	Too many students for too few IRTs.	1/6/2016 9:16 PM
528	My school has a great deal of students identified with exceptionalities. It is impossible to meet the needs of all of these students adequately given the lack of resources. My school's allocation was reduced in this area this year!	1/6/2016 9:06 PM
529	Need more student assistant allocations	1/6/2016 9:02 PM
530	The issue is often the use of the time within the school.	1/6/2016 9:02 PM
531	Reading and math difficulties, high functioning autism students, students with hearing difficulties with communication concerns, ESL needing IRT support...throughout all grades in the school. All IRT services are stretched thin	1/6/2016 9:01 PM
532	Students with exceptionalities need support both in the regular classroom and outside the regular classroom. Without support outside the classroom many of my students would not be successful in school. They NEED one-on-one support in a small classroom setting such as a resource room. It is impossible to balance co-teaching and teaching alternate programs in the resource room.	1/6/2016 8:59 PM
533	When students required testing supports, IRT must be pulled from the classroom where they are needed to successfully implement an inclusive framework. This happens on a regular basis to the detriment of students with exceptionalities.	1/6/2016 8:56 PM
534	Cannot cover everything	1/6/2016 8:55 PM
535	The current allocation of teacher resources are insufficient to adequately give the amount of time a child deserves or needs. I have been in a number of schools in the past number of years and the amount of IRT time iis never enough to do justice to the needs of the children. Schools spend a large portion of time appealing the allocation of resources and at times when additional resources are awarded, they are not enough to meet the need identified in appeals.	1/6/2016 8:54 PM
536	Students with exceptionalities have very different needs even if they have the same diagnosis.	1/6/2016 8:52 PM

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537	There are classes that the students who require the assistance of an IRT did not receive in class supports because there was none available.	1/6/2016 8:50 PM
538	Students with severe behavioral needs consume most of the IRT's time. Many with identified needs receive minimal and sometimes no support at all.	1/6/2016 8:47 PM
539	Students with priority push the needs of some students to the back burner. I have students who need support but get it only sporadically because another course offered in the same slot gets priority.	1/6/2016 8:47 PM
540	There are 60+ students with learning disabilities and 10 students with Pervasive needs and 4.5 IRT units cannot adequately address their individual needs	1/6/2016 8:46 PM
541	I have a number of students who are either on pre-referral or have been diagnosed with an exceptionality and I have no in-class IRT Support at all in my classroom. In my school, the only teaching approach used by IRTs are for pull-out instruction only which does not follow the inclusive model.	1/6/2016 8:42 PM
542	Most of the times when I see IRT support is when they are not pulled to deal with behavioural issues elsewhere or are covering for student Assistants	1/6/2016 8:42 PM
543	Two new students came into our school this year, and they had severe exceptionalities. IRT Resources were pulled from students who had already been approved the IRT support. The original students were then left without their IRT supports.	1/6/2016 8:42 PM
544	too many students/not enough time in schedule to adequately meet their needs	1/6/2016 8:31 PM
545	Students with severe behavioral problems. There are too many students with not enough supports. There needs to be more Instructional Resource teachers put into the school system as well a behavioral itinerants.	1/6/2016 8:30 PM
546	While IRTs are often available for core subject areas (Mathematics, English, Science, etc), there are not enough IRTs to serve the needs of some of the students in non-core courses. Furthermore, in order to provide special services to students for school based evaluations (scribing for tests, tests being read for students, extra time, alternate settings,etc), IRTs are sometimes not available to serve the classroom needs of the students.	1/6/2016 8:28 PM
547	The numbers for literacy and numeracy are too large to implement an effective course to build on their existing skills.	1/6/2016 8:17 PM
548	the amount of time allocated to students with exceptionalities is the lowest I have seen it in my 17 years of experience. Classroom teachers are pretty much left on their own to meet regular curriculum and alternate programs, modified courses. It is becoming increasingly difficult to provide accommodations, such as 'reading of assessments', 'alternate space for assessment', etc., due to insufficient IRT time.	1/6/2016 8:10 PM
549	Students are not receiving supports prescribed as there are not enough teaching allocations for IRT.	1/6/2016 8:01 PM
550	Often students come from Elementary without plans/programs. It is done in grade 7 with no extra resources to take care of this. Students move in, and normally they are the ones that need IRT time. Students with behaviour issues get one on one and that leaves students who are struggling in a class of 30 with a teacher who can not help everyone and deal with behaviour issues.	1/6/2016 7:58 PM
551	Our services are spread very thin with students getting the bare minimum of time in a seven day cycle.	1/6/2016 7:57 PM
552	Not enough in-class support teachers	1/6/2016 7:53 PM
553	Medical needs, behavioural needs	1/6/2016 7:52 PM
554	Academic and behavioural needs	1/6/2016 7:50 PM
555	Students on IEP can only receive help in certain times in the schedule since the teachers have so many students.	1/6/2016 7:47 PM
556	Students with behavioural issues	1/6/2016 7:37 PM
557	There are not enough resources in my school. We need more student ass and irt . The Irt do not have the time to be taking out children with autism to do social stories and so on. We don't have enough student ass to prevent crisis situations which is occurring in my classroom everyday. The one student ass can't split herself in two when the two students are in crisis.	1/6/2016 7:34 PM
558	There are no IRT's availed/alloted for French Immersion students, with or without exceptionalities. The IRT's in our school are stretched very thin.	1/6/2016 7:31 PM
559	Not enough allocations... Teachers are being spread thin and are unable to provide in class support.	1/6/2016 7:30 PM
560	Not enough teachers & student assistants to cover the number of special needs students in the school	1/6/2016 7:29 PM
561	There is not enough hours of IRT assigned in my school. There are students that get very little time since the teacher has to go into the classroom and they can't be grouped together. Also because noi enough student assistant time is allocated then the TRT is doing the student assistant's job.	1/6/2016 7:28 PM

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562	The needs far outweigh the resources. Bottom line.	1/6/2016 7:24 PM
563	there are over 60 students with identified needs and less than a third are receiving services, with only 4.0 IRT units and under 30 SA hours	1/6/2016 7:23 PM
564	My school has too many students needing help for 1 IRT teacher to deal with	1/6/2016 7:18 PM
565	There are not enough IRT hours for the number of needs	1/6/2016 7:11 PM
566	Students with specific learning disorders	1/6/2016 7:10 PM
567	Behaviour, Mental Health as well as remedial needs in core subject areas. We need more IRT to deliver remedial help in math and English	1/6/2016 7:07 PM
568	Literacy and numeracy and behavioral concerns	1/6/2016 7:07 PM
569	Not enough support for those who need it. Alternate courses not able to be delivered while I'm teaching another course at the same time.	1/6/2016 7:05 PM
570	IRT's are often not in the classroom due to testing periods. Nor do they participate in the teaching duties...they are seen more as a teacher's aid and not an IRT.	1/6/2016 7:04 PM
571	Both behaviour and academic needs are not being met	1/6/2016 6:57 PM
572	Support in class when an experiment/activity or testing is taking place it is very difficult to get support.	1/6/2016 6:55 PM
573	i have 8 children with exceptionalities- i have an irt for 150 minutes a cycle- 75 min for math 75 for la- thats one period of math and one for la a cycle- i have to do it on my own for the other periods- those 8 kids deserve more- the 15 remaining deserve more of me too- based on the time i get- it is just as well to not have an irt	1/6/2016 6:54 PM
574	SA shortages. Kindergarten students with significant needs are not addressed. Students with LD, anxiety / OCD, mild ASD, kids needing social thinking programming, kids who need alternate settings throughout the day to cope with being overwhelmed in larger groups.	1/6/2016 6:48 PM
575	On-going behavioural issues often take resources from other students. Also, more IRT time is DEFINITELY required to effectively deliver curriculum to struggling students.	1/6/2016 6:47 PM
576	Not spread evenly to all subject areas. Areas other than math and science are frequency neglected.	1/6/2016 6:46 PM
577	Some students do not receive adequate support in some academic periods, often science and social studies, where they fail to meet objectives without support	1/6/2016 6:43 PM
578	We have classes in lower elementary wherefore than half are reading well below grade level. And have very limited resources to address that	1/6/2016 6:40 PM
579	No time for in class support, programming is too sporadic to be truly effective	1/6/2016 6:39 PM
580	There are several students in our classrooms with learning needs and the IRT teachers do not have enough time to adequately assist these students. And classroom teachers are stretched too thin.	1/6/2016 6:36 PM
581	High needs and not enough irt support to meet all needs effectively all the time	1/6/2016 6:36 PM
582	Students often left to their own devices due to extreme lack of human resources.	1/6/2016 6:35 PM
583	Sometime there are 5 or 6 students with exceptionalities and high needs in a class of 30 with 1 IRT. It is very tough to meet the individual needs of these students in this format.	1/6/2016 6:35 PM
584	There is only 1 IRT to cover Grade 4 - 12 with 66 students who have been diagnosed and identified exceptionalities	1/6/2016 6:29 PM
585	IRT's do not have adequate time to spend with the various students needing help.	1/6/2016 6:29 PM
586	We have so many students with extreme needs and it is very difficult to address those needs as some students require one to one support and if the irt is dealing with one student we usually have two more requiring direct intervention at the same time	1/6/2016 6:28 PM
587	The number of IR teachers does not match with the large number of severe behavior issues in my school. Since the behavior challenges are so high, it is difficult to be proactive and prevent some issues from arising.	1/6/2016 6:28 PM
588	Programming for children with exceptionalities is important. There should be more small group instruction and more one on one instruction. Keeping everyone in the same room does not work. Please start using the "least restrictive environment" to help students learn. And provide enough instructional resource teachers to spend adequate time with students. i.e Two twenty minute stints a couple of times a week is ridiculous. You're setting people up for frustration.	1/6/2016 6:26 PM
589	not enough resources to meet the needs of ALL our students.	1/6/2016 6:24 PM
590	There is not enough manpower! It is insane what they are expected to do.	1/6/2016 6:24 PM

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591	System can never be implemented with current resources	1/6/2016 6:24 PM
592	Many kids not getting enough and those not "diagnosed" don't always get the attention they need	1/6/2016 6:23 PM
593	We have several students in primary who are not yet identified with an exceptionality (other than DD) and require much attention however we have others who have high needs and require attention. These yiu g students may not hqve diagnoses but are currently in referral stage and will likely get a diagnosis but bc of the lengthy referral waitlist at Janeway we could be waiting months or years. Teachers are stressed, resources are thinned and other students education suffer. We had 4 students transfer in since October who aall have needs and we are working with the irt support we were given after last years agr results.	1/6/2016 6:18 PM
594	We could defiantly use more IRT time to meet the growing demands of students.	1/6/2016 6:12 PM
595	Allocations and class size needs to be more reapers enraptured of needs.	1/6/2016 6:10 PM
596	Students last year who were getting support had that suport taken away from them do to IRT cuts	1/6/2016 6:08 PM
597	Students with higher needs are priority. Therefore many other students do not get sufficient time. the	1/6/2016 6:06 PM
598	Children with reading and writing disabilities are not getting enough support. There are children not in my class who are not getting the supports they need but I am not able to comment or be specific as I do not know their IEP. We have been cut off services so I know children who received support in the past are not getting the help and support they need this year even though their needs are the same and the curriculum is getting more challenging for them.	1/6/2016 6:00 PM
599	Time allotted per student (and grouping to save time) reduces effectiveness	1/6/2016 5:58 PM
600	IRT allocations have been cut without a change in student needs. Also, IRT teachers are being used to cover off classes for administrators and as a result the students are not receiving their support periods.	1/6/2016 5:57 PM
601	Students with pathway two programs but who require pathway four support are not getting, or get limited, alternate programming.	1/6/2016 5:53 PM
602	Needs are being met, just not consistently. If there's a test in another class I lose my IRT support.	1/6/2016 5:51 PM
603	Plain and simply, not even close to the required number of hours needed for irt time, both in the high school and primary/elementary with the number of academic exceptionalities in the school	1/6/2016 5:48 PM
604	Several students with very high needs receive most of the services while those who require academic supports sometimes miss out on irt time due to behavioural issues with those of high needs.	1/6/2016 5:48 PM
605	too many needs	1/6/2016 5:48 PM
606	Primary	1/6/2016 5:44 PM
607	not enough teachers for the students with identified needs.	1/6/2016 5:43 PM
608	In class support; one teacher with same behaviorally challenged student year after year!	1/6/2016 5:40 PM
609	Not enough IRT's	1/6/2016 5:39 PM
610	Not enough irt's, slps, etc to address concerns. Too much is having to be done by the classroom teacher,	1/6/2016 5:37 PM
611	All the needs of autistic children are not met in order for these students to achieve to full potential.	1/6/2016 5:36 PM
612	One IRT stretched between K-12 results in inconsistency as jr & high school takes priority	1/6/2016 5:36 PM
613	No needs are being fully met.	1/6/2016 5:33 PM
614	A lot of needs with lack of needed support.	1/6/2016 5:31 PM
615	need fewer IRT and MORE CLASSROOM TEACHERS	1/6/2016 5:30 PM
616	behaviour problems, academic focus problems, no support from IRT, No French aid available.	1/6/2016 5:27 PM
617	We have several students who require one on one support, however extra resource personnel were not granted to our school. Therefore, many students who used to have several periods of support now have none.	1/6/2016 5:26 PM
618	The gray area students, high academic, basic students	1/6/2016 5:26 PM
619	behaviour needs	1/6/2016 5:22 PM
620	There are not enough resources, including personnel and time, to deliver the program as required under inclusive education. We are losing prep periods to provide test supports. This is on top of all the correcting, planning, copying, and other tasks that we are required to do. And it is still not enough.	1/6/2016 5:21 PM
621	Not all accommodations can be implemented because of a lack of IRTs and some students with more severe needs are not having their needs met.	1/6/2016 5:20 PM

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622	Students with learning disabilities need more than an hour or two of support per week.	1/6/2016 5:20 PM
623	Virtually no gifted students' needs are addressed. Testing and instructional needs are largely unmet due to having only one IRT across k-12 with a multitude of varied needs	1/6/2016 5:16 PM
624	Math programming and in class support	1/6/2016 5:12 PM
625	Many students are not receiving any support since one or two students with extreme level of need consume most IRT time in school. French language gets no support at all, despite having students who require service. IRT is limited to ELA and Math for a couple of periods per cycle. No opportunity for team teaching or planning. The burden falls on classroom teacher to do all planning, prep, and correcting. This system is very ineffective and creates unfair work load imbalances.	1/6/2016 5:11 PM
626	Resources spread too thin to be effective	1/6/2016 5:10 PM
627	I think that there students who do indeed need support but are undiagnosed.	1/6/2016 5:08 PM
628	Understaffing!	1/6/2016 5:06 PM
629	Being pulled in different directions in regards to inclusion	1/6/2016 5:06 PM
630	need more IRTs!	1/6/2016 4:57 PM
631	support within the classroom to allow students to avail of differentiated instructional strategies	1/6/2016 4:55 PM
632	More are needed	1/6/2016 4:55 PM
633	Three classes out of eight is not enough time for classroom IRT	1/6/2016 4:54 PM
634	There are not enough IRTs to effectively meet the academic needs of students with exceptionalities.	1/6/2016 4:53 PM
635	Some students with severe behaviour concerns or learning needs take up most time and the rest are left with very little. We need more student assistants for sure...a lot more.	1/6/2016 4:45 PM
636	Behavioral	1/6/2016 4:45 PM
637	The children in my class who are identified for IRT support on the average get to work with the IRT less than 7 minutes every second day. The IRT is not able to see the children for math support at this time (although I do have one slot scheduled in a 7 day cycle).	1/6/2016 4:44 PM
638	Not enough allocation to properly address needs of students.	1/6/2016 4:42 PM
639	We just did a review for more IRT a time based on the large number of students that have been diagnosed within the last year	1/6/2016 4:39 PM
640	More alternate programming and the gifted end of programming.	1/6/2016 4:35 PM
641	People to scribe and read for exceptional students	1/6/2016 4:34 PM
642	There seems to be changes every year with who is able to access IRT or special Ed. The criteria has changed so much that less children can get help. All the kids are lumped together it's difficult than to meet the needs of everyone because of this. When we used the categorical method it seemed to work better,	1/6/2016 4:28 PM
643	Individuals with ASD need full time pervasive needs teachers to provide an alternate learning environment. Children who are able to function in the regular classroom still require 1:1 daily, academic support.	1/6/2016 4:27 PM
644	Soooo many needs not enough IRT support	1/6/2016 4:25 PM
645	More students with severe behavioural issues who require most the IRTs time, so the academically struggling and mild behavioural issues that would be helped with minimal support, do not get the time they could benefit from.	1/6/2016 4:20 PM
646	Behaviour needs to be dealt with in a more effective manner. Students with Autism need a better set up.	1/6/2016 4:15 PM
647	They are spread between Pervasive Needs and Non-Categorical. It's ludicrous! The teachers are spread way too thin. Expected to do way too much with very little!!!	1/6/2016 4:14 PM
648	New student transfers have increased IRT resource time in our school and have increased class size.	1/6/2016 4:11 PM
649	In the classroom there are too many children with needs therefore it is impossible for 2 teachers to support everyone during only one or two classes per cycle.	1/6/2016 4:10 PM
650	Several students with learning disabilities have no additional support. Our school does not have an IRT.	1/6/2016 4:08 PM
651	The hierarchy of needs is great and those at the lowere end of the spectrum are not receiving more asttention than good teaching by the classroom teacher	1/6/2016 4:08 PM

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652	Many times during the day I am covering SA breaks. During this time I am supposed to be delivering academic program. Very difficult to do. Students who need academic support only are not getting there needs met!!	1/6/2016 4:05 PM
653	More teachers needed	1/6/2016 4:04 PM
654	The needs of the student with the pervasive of course gets the resources and it is leaving less for the classroom. Grow of needs around ASD is huge. Students are often in academic classroom with no support. Teachers, at the HS level have very little training in supporting theses learners. Ability to do programming around thier exceptionalality and still maintain the time in class for academics.	1/6/2016 4:03 PM
655	A student has to be diagnosed with only a few specific "exceptionalities" in order to qualify for IRT help. Many could greatly benefit from extra help but they do not have that specific diagnosis. Those at the "top end" of the exceptionalities scale receive NO challenge at all.	1/6/2016 4:00 PM
656	Students who have exceptionalities but who pose no physical risk to others often get no service because we have to provide service to the highest needs first. There is never any "leftover" time for those who are not at risk of harming self or others.	1/6/2016 3:58 PM
657	too many exceptionalities and not enough teachers	1/6/2016 3:58 PM
658	The students in my class who are on the IRT caseload get to see the teacher less than about 7 minutes every second day	1/6/2016 3:56 PM
659	The IRT does not have sufficient time to do all of the suggested special programming as often as is suggested by exceptionality report recommendations.	1/6/2016 3:56 PM
660	IRT often do the job of student assistants and there is currently no IRT support for FI.	1/6/2016 3:55 PM
661	IRTs often do the job of student assistants and there is currently no IRT support for French Immersion.	1/6/2016 3:55 PM
662	learning needs and behavioural needs - not enough resources	1/6/2016 3:54 PM
663	There is a lack of Student Assistants	1/6/2016 3:50 PM
664	Most severe behaviors and/or exceptionalities use up all IRT / SA time. Many other diagnosed students avail of little or no support / service due to demand of a few.	1/6/2016 3:49 PM
665	Not enough IRT to provide students with the services they need. IRT teachers are based on school population and not need. This is a problem.	1/6/2016 3:48 PM
666	Most resources are being used with behavioural students	1/6/2016 3:48 PM
667	Students who have dyslexia are not being identified and receiving evidence-based interventions.	1/6/2016 3:47 PM
668	No IRT	1/6/2016 3:47 PM
669	not enough rts, too many needs. all students arnt getting the support they deserve and require to succeed	1/6/2016 3:46 PM
670	more need than avilabe teachers	1/6/2016 3:45 PM
671	Many students . . . too many students require help . . . some don't need it, rather it makes them dependent on IRTs.	1/6/2016 3:44 PM
672	adequate time for inclass support for students with identified exceptionalities	1/6/2016 3:44 PM
673	Students with LD and SLD are not being services....too busy dealing with behaviors and severe diagnoses (i.e. Autism)	1/6/2016 3:43 PM
674	I do not receive IRT support in all my ELA classes (3/7-day cycle there is support). No IRT support in Sciences Humaines or Français or Core French. No IRT support in all non-core courses as well.	1/6/2016 3:42 PM
675	Each year I share an IRT with 3 to 6 other classrooms which means IRT about 4 periods in a 7 day cycle. Then when the schhol is short of Student Assistants for some reason or for Kinderstart days or fieldtrips that IRT accompany different classes I loose those days. The delivery of IRT DOES NOT work	1/6/2016 3:40 PM
676	I teach a class of 17 in which there are 2 identified reading issues and 5 more who need to be identified but time and resources does not allow for this. I have no one come into ANY of my classes as support. I teach 95% of the over 100 students in the junior and senior high with no support.	1/6/2016 3:37 PM
677	no time/help/guidance/ support for classroom teacher to learn and identify and research methods to helpe need children. t	1/6/2016 3:37 PM
678	38% of our student population or 104 of 276 are identified by teachers as below grade level expectations (at risk students)	1/6/2016 3:35 PM

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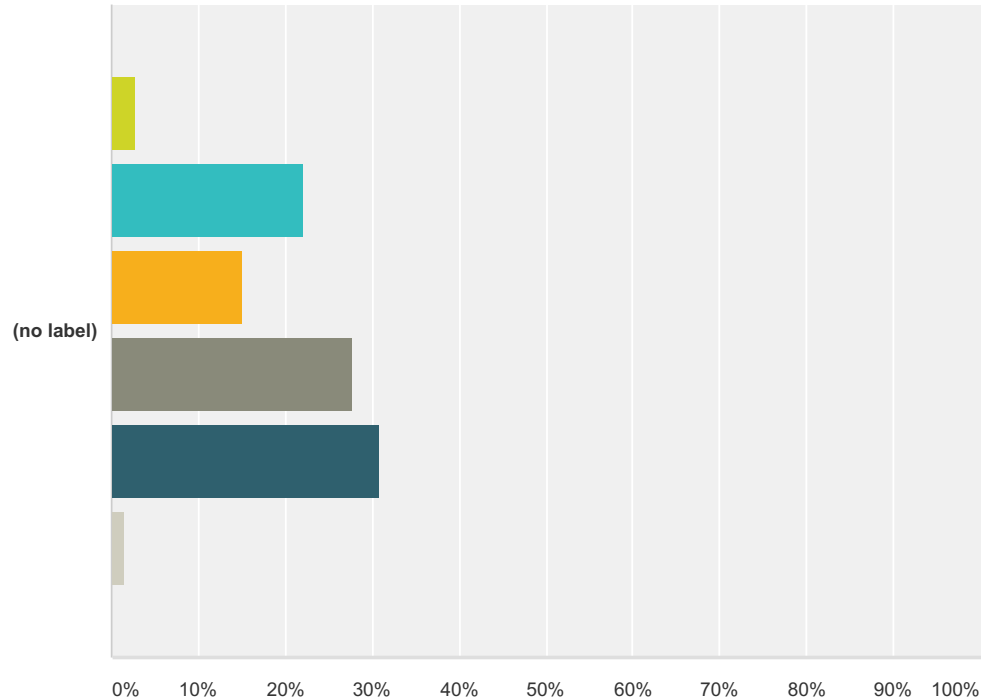
679	IRT allocation is assigned based on a cascade model and students with safety and behavioral needs are taking away time from inclusionary practices within the classroom.	1/6/2016 3:35 PM
680	The pyramid scheme is not working. The children that could be successful are left out while the higher needs are being dealt with. Some of those higher needs are draining the resources from all the students. There should be additional and separate units available for those higher needs cases and the regular IRT children should not suffer	1/6/2016 3:34 PM
681	More IRT time required to address programming needs and for students with BMP's.	1/6/2016 3:34 PM
682	Autism, Specific Learning Disorder, behavior concerns with no diagnosed exceptionality	1/6/2016 3:33 PM
683	The needs of the learning disabled or developmentally delays are not adequately met due to resources allocated to high need behavioural issues.	1/6/2016 3:33 PM
684	Behavioural interventions for students with autism, instructional resource time for struggling students with identified exceptionalities	1/6/2016 3:31 PM
685	The students who were identified last year are not getting the same attention this year because we lost a unit and the IRT is now teaching math in senior high as dictated by the school board.	1/6/2016 3:31 PM
686	Servicing students with learning disabilities, modified programming, mild cognitive needs, mental health issues	1/6/2016 3:31 PM
687	Learning and behavioural	1/6/2016 3:30 PM
688	The IRT teachers seem to be overwhelmed with the number of students and the great differences in their needs - both academic and behavioral.I	1/6/2016 3:29 PM
689	When assigning IRTs it seems that the board looks at total number of students not total number of students with disabilities, this is incredibly impractical.	1/6/2016 3:29 PM
690	behavioural issues in classrooms or in basic courses - not enough teacher hours to support all students who need it	1/6/2016 3:29 PM
691	I have students at the junior high level who receive no in class support in math or science.	1/6/2016 3:29 PM
692	one-on-one support for students in mathematics	1/6/2016 3:28 PM
693	My IRT spends all of her time dealing with behaviour issues of a student whose student assistant time had to be piggybacked with another student due to lack of resources.	1/6/2016 3:26 PM
694	Too many behaviours to deal with to be able to meet all of the academic needs	1/6/2016 3:23 PM
695	I believe that there are far more needs than can be reached given current allocations.	1/6/2016 3:19 PM
696	IRT time is mostly taken up with the highest needs children and those with severe behavioral difficulties.	1/6/2016 3:18 PM
697	everybody get's a little support, but nobody get enough	1/6/2016 3:16 PM
698	they are not available enough time	1/6/2016 3:15 PM
699	We don't have enough IRTs to deal with all of the needs of our students.	1/6/2016 3:14 PM
700	They are too busy to attend to all needs	1/6/2016 3:13 PM
701	students with exceptionalities are not getting enough support	1/6/2016 3:12 PM
702	There is never enough help for all the needs	1/6/2016 3:11 PM
703	Students are only receiving testing support.	1/6/2016 3:09 PM
704	The current model for allocation of time does NOT work for high needs schools.	1/6/2016 3:08 PM
705	In order to most effectively help all students there needs to be more teacher support both inside and outside of the regular classroom.	1/6/2016 3:08 PM
706	Students are only receiving 3-4 periods on the 14 day cycle for alternate programs. Some students on alternate courses have to remain in class due to lack of IRT time.	1/6/2016 3:06 PM
707	There are not enough IRTs to support the number and needs of students effectively	1/6/2016 3:03 PM
708	General Accomodations	1/6/2016 2:59 PM
709	Increase in number of students with defined exceptionalities since the utilization of DSM 5. No increase in IRT units.	1/6/2016 2:56 PM
710	Those students with SLD's are not being met in the classroom. IRTs are used mostly with students who have severe global delays.	1/6/2016 2:53 PM
711	In class support, Kindergarten and Gr. 1 intervention for early literacy and numeracy skills, counselling needs,	1/6/2016 2:51 PM

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712	The current issue is that there are not enough human resources to meet the needs of all students. The main point is that all needs are not being met for every student.	1/6/2016 2:49 PM
713	Due to the current formula used to allocate IRT time, schools with a high number of need, but a low number of student population lack the necessary support to meet the needs of the students.	1/6/2016 2:36 PM

Q19 The current allocation of Guidance Counsellors in my school is sufficient in meeting the identified needs of students.

Answered: 1,564 Skipped: 346



■ Strongly Agree
 ■ Agree
 ■ Neither Agree or Disagree
 ■ Disagree
■ Strongly Disagree
 ■ N/A

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	N/A	Total	Weighted Average
(no label)	2.75% 43	22.19% 347	14.96% 234	27.75% 434	30.95% 484	1.41% 22	1,564	3.63

#	If answer is disagree or strongly disagree please indicate what identified needs are not being met.	Date
1	If we have a guidance counsellor, I've not seen him/her.	1/21/2016 7:35 AM
2	one guidance counsellor cannot adequately provide for the needs of three schools.	1/20/2016 11:08 PM
3	Our counsellor is spread over multiple schools. She works full time dealing with the emotional/social needs of students as well as with testing and referrals. There is little time left for guidance services in the form of career/post secondary counselling. There have been crises where she was unavailable and staff are not trained to deal with these situations.	1/20/2016 11:07 PM
4	There is a definite increase in child mental health issues - depression, anxiety, etc. One guidance counsellor in a school of 570 children cannot possibly meet identified needs and see them on a regular basis.	1/20/2016 7:48 PM
5	We share a Guidance Counsellor with many schools in the area. Although he/she is very dedicated, time is limited by the workload, and, thus, there may be a longer wait time before discussing the identified needs of students.	1/20/2016 6:55 PM
6	Children are on the waitlist for a long time.	1/20/2016 6:34 PM
7	Too many needs for one Guidance Counsellor	1/20/2016 5:23 PM

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8	My current school has one counsellor who is fantastic but it is a large school. She is always available for me but there are so many challenging behavioural needs in my school that she is more often then not dealing with multiple issues at one time.	1/20/2016 5:00 PM
9	our school has only been allocated three visits from the regional guidance counsellor. Thus, any student with an exceptionality is unable to build rapport and benefit from this service. As well, students in high school are unable to access guidance services to discuss mental health issues or post secondary choices.	1/20/2016 4:40 PM
10	Very few students have access to the GC who is shared between 2 schools.	1/20/2016 4:09 PM
11	They are underwork. I leave at 5 and work evening. Can they same be said of them?	1/20/2016 3:06 PM
12	Our school has over 200 students and we have a Guidance Counsellor for 3 days a week. With the number of issues arising on a daily basis and the increase in mental illness amongst youth as well as the increased expectations for the scope of the guidance counsellor, we need a counsellor full-time in our school. On the two days without the Guidance Counsellor, other staff members who are not trained are dealing with guidance issues. The ratio for Guidance is unreasonably high which means that students who need the service is not able to avail of the service. If a student who is mentally unstable comes looking for the Guidance Counsellor on a day when she is not scheduled to be here, it is highly unlikely that the student will say, "okay I will put my mental instability to one side and let it resurface when the Guidance Counsellor is here."	1/20/2016 1:47 PM
13	2 guidance counsellors for 920 students is insufficient.	1/20/2016 12:18 PM
14	sharing a guidance counselor with another school is unacceptable at a high school level. Students don't have emotional/guidance questions only on Mondays, Wednesdays and Fridays. Students feel they have to wait until the counselor is here to about an issue the student feels is urgent.	1/20/2016 12:03 PM
15	The increasing demands on guidance counsellors as well as the increased demand for mental health needs is just too much for 500 students. In addition, with students ranging from ages 5 - 17 and so many different classes, even providing guidance programs is quite difficult.	1/20/2016 11:52 AM
16	In smaller schools, Guidance Consellers have to take on teaching roles as well. It is impossible to fulfill all the demands of both positions.	1/20/2016 11:34 AM
17	Only an itinerant councillor, 1/4 of the month.	1/20/2016 11:31 AM
18	Almost daily, there are concerns with anxiety and stress among my students. The Guidance Counsellors cannot always be available to meet the needs of these students, especially when they are assigned to classroom teaching as well.	1/20/2016 10:51 AM
19	Guidance counsellors don't seem to have much time to "council" they have assessments to complete that consume much of their time. As an IRT teacher, I feel that we spend much of our time counselling students and "putting out fires" so to speak. I feel that his is a job for the guidance but they are often times tied up with other responsibilities	1/20/2016 9:59 AM
20	The guidance counsellor has an extremely large work load and puts in many hours of overtime. There should be more counsellors in the schools in our province (especially in high schools)	1/20/2016 9:29 AM
21	The number of children being assessed has increased and those students with the greatest needs are highest on the priority list because of this. Students who may have medium to mild learning disabilities are not being serviced as time is not available.	1/20/2016 9:09 AM
22	Guidance Counsellors are very valuable and our students are in need of more counseling time, they ask for it, counsellors are very busy and are being pulled in all directions	1/19/2016 10:20 PM
23	One guidance counsellor for three schools is far too little time per school to meet student needs; assessments, daily needs, observations, etc.	1/19/2016 10:04 PM
24	The high number of depression/anxiety that exists cannot be met in terms of counselling with the current allocation of guidance at my school.	1/19/2016 10:02 PM
25	only 33% unit - only in school 1-2 times per week	1/19/2016 8:38 PM
26	The guidance counsellor is at our school once every two weeks.	1/19/2016 7:54 PM
27	They are stretched to thin. Too many responsibilities	1/19/2016 7:53 PM
28	Allocation is too large. Counsellors are shared between several schools which is ineffective. Counselling and assessment are two large and varying roles. Needs to be separated. Counsellors and assessors.	1/19/2016 7:39 PM
29	not only do we have guidance issues - mental health issues are exponentially rising in our school	1/19/2016 7:39 PM
30	Counsellor spends too much time on behaviour issues and not on counselling	1/19/2016 7:03 PM
31	There should be a full time guidance counsellor in every school.	1/19/2016 6:52 PM

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32	The numbers of students who are now requiring guidance support has essentially exceed their capacity to cope. I have never seen in my career the number of students who are exhibiting mental health concerns, hence the need for more guidance councillors.	1/19/2016 5:54 PM
33	too many needs	1/19/2016 3:20 PM
34	Our guidance counsellors have to many duties. They spend most of their time completing assessment and dealing with behaviour issues. This does not give them enough time to counsell our students.	1/19/2016 3:11 PM
35	He comes to school 2-3 times per year. We have a schedule, but students have to meet him using technology, not in person.	1/19/2016 1:06 PM
36	Although a greater majority of our students are primary aged, the guidance should be full-time to assist teachers with the social, behavioural, parental, academic, etc., etc., etc., daily issues that come through our door. This is all besides the necessary day-to-day paperwork guidance has to complete.	1/19/2016 12:58 PM
37	Our counsellor needs more time to add clients and follow them meaningfulluy... suicide is a big issue up here along with other mental health needs ie. anxiety, self mutilation, etc.	1/19/2016 12:15 PM
38	The needs of students who require actual counselling are not being met. Our guidance counsellor spends all of her time managing behaviors and doing paper work. If a child needs counselling, they are told to seek outside support.	1/19/2016 11:04 AM
39	Our guidance counsellor does not have the opportunity to "counsel" students or implement any developmental counseling programs because she has to deal with administering medication, pit out fires with behaviour (step in as SA or IRT often). She also does not have the time to complete 30 plus assessments a year!	1/19/2016 10:27 AM
40	We are sharing a guidance counsellor with other schools. Therefore, it is difficult for her to meet these needs when she is not always present here.	1/19/2016 10:13 AM
41	Our Guidance Counsellor is shared between two schools and with the population and needs present at both schools, the counsellor is unable to meet all the needs of each student.	1/19/2016 9:47 AM
42	There needs to be far more counselling services available.	1/19/2016 9:27 AM
43	Guidance allocation does not directly impact the planning and meeting the daily programming for my students.	1/19/2016 9:24 AM
44	We have more guidance issues that the allocation of guidance time does not allow the guidance counsellor to deal with. Again the higher priority cases get seen to but the others are not	1/19/2016 8:51 AM
45	1 counsellor for 550 who is swamped, a youth mental health outreach worker who is swamped.	1/19/2016 8:32 AM
46	Only here 1 day a week	1/19/2016 8:27 AM
47	Behaviour and mental concerns	1/19/2016 8:05 AM
48	We are in an area that has a large number of students that come from low income families. They do not have the parental support and they many of them come with a multitude of social issues.	1/19/2016 7:53 AM
49	Our guidance teacher is way over worked. Does not have time to be proactive. It's always damage control. Would be nice if the students who need guidance time could see our guidance counsellor on a regular basis.	1/19/2016 7:41 AM
50	We are seeing greater examples of anxiety in younger learners coming to school. The guidance counsellor is not available for these students, other than talking about them in a meeting.	1/19/2016 7:20 AM
51	With the great number of behavioural needs and testing required for exceptionalities, he is rarely available.	1/18/2016 11:07 PM
52	I feel that all schools, not just mine, are allocated an insufficient amount of Guidance Counsellors time which impacts the quality of a school wide guidance program and also impacts the assessment and identification of specific student learning needs.	1/18/2016 11:05 PM
53	There is a large wait list of students who need assessments done	1/18/2016 10:09 PM
54	We have many students with behavioral concerns who should be availing of counseling. However, we only have 25% guidance position.	1/18/2016 10:03 PM
55	Our guidancecounsellor is shared between three schools. She has an enormous workload that seems to multiply.	1/18/2016 10:03 PM
56	Students requiring counselling not always able to be seen as fen as needed due to overload on guidance counsellors	1/18/2016 10:01 PM
57	Our guidance counsellor has a very full plate...she is excellent but I fear she will get burned out	1/18/2016 9:59 PM
58	Our guidance counsellor is servicing 4 schools in my area.	1/18/2016 9:50 PM

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59	Increase need for Mental health awareness and interventions, increase demands placed by new initiatives. No time for classroom support, increased afresh ice behavioural issues demanding guidance support and follow up. Increased student testing and pre-referrals. Etc!	1/18/2016 9:42 PM
60	Needs are too high in my school. Not enough guidance, they are pulled in all directions.	1/18/2016 9:06 PM
61	Assessments.	1/18/2016 9:03 PM
62	Guidance counsellor are too busy doing administrative duties and do not get enough time to actually counsel the students!	1/18/2016 8:57 PM
63	We have 1 guidance counsellor to work with almost 600 students and still be expected to find time to complete assessments. Its not possible to counsel, put out fires daily, deal with parents AND complete testing.	1/18/2016 8:40 PM
64	Assessments and emotional well-being	1/18/2016 8:34 PM
65	Many small schools with high percentages of students with special needs do not have full time guidance counsellor	1/18/2016 8:04 PM
66	individual, group counselling, classroom initiatives, other programming needs	1/18/2016 7:56 PM
67	Guidance taken up with over demanding queue for assessment. Counselling services get pushed aside. Special teaching assignments get neglected as a result of backlog. Sad...not their fault.	1/18/2016 7:52 PM
68	Too many students with exceptionalities and behaviour issues for the Guidance to adequately service.	1/18/2016 7:47 PM
69	The ever inceasing mental health needs	1/18/2016 7:44 PM
70	Absolutely no time available for counsellor to be available for consultation with staff members when new concerns/issues arise. Much counselling time is spent dealing with students experiencing mental health issues therefore leaving little to no time to deal with everyday issues which arise.	1/18/2016 7:38 PM
71	Our guidance counsellor wears too many hats and would not have the time needed to devote to all identified needs on our school.	1/18/2016 7:31 PM
72	Stident to guidance ratio.	1/18/2016 7:30 PM
73	past school	1/18/2016 7:18 PM
74	I have a guidance counsellor for 3 out of 7 days. She works hard but she can't do justice to guidance and student support services with 3 days a cycle	1/18/2016 7:07 PM
75	testing is slow to complete due to volume, meetings are intermittent due to commitent to 2 schools	1/18/2016 6:50 PM
76	We have a half time counsellor which is unable to meet the many needs to students	1/18/2016 6:45 PM
77	More time needed to get assessments completed.	1/18/2016 6:38 PM
78	There should be a counsellor is every school!	1/18/2016 6:29 PM
79	We have a counsellor once a week (and not every week)	1/18/2016 6:26 PM
80	We have 2 counsellors for nearly 1000 students. Counsellors are spending increasing amounts of time testing and reporting which translates into less time counselling. Children need adults to talk to. We simply don't have enough resource time for children to deal with what is happening in their little lives.	1/18/2016 6:23 PM
81	As the online issues of society creep into schools, we are overwhelmed with needing guidance available at all times...	1/18/2016 6:03 PM
82	A lot of students with emotional, behavior needs and family problems that need counselling and support. These needs are not being met. Our school has over 400 students and one guidance counsellor who also does assessments which takes a great deal of her time. More and more students with problems yet not more support	1/18/2016 5:52 PM
83	guidance for post-secondary	1/18/2016 5:44 PM
84	The more serious problems are being met.	1/18/2016 5:30 PM
85	500+ students many CYFS needs and learning issues w assessment needs as well.	1/18/2016 5:20 PM
86	Counseling. Assessment. Preventative programming	1/18/2016 5:09 PM
87	Guidance is shared between 3 schools and is not necessarily available when needed. Often required to deal with guidance issues due to lack of availability.	1/18/2016 5:00 PM
88	Councilling.	1/18/2016 4:55 PM
89	There is not enough of a presence to help students prepare for post-secondary, there are emotional needs at the high school level that need a guidance counsellor that are not being met. We are lucky if we see a guidance counsellor once a week.	1/18/2016 4:50 PM

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90	Guidance counsellors are use mainly to help children who have behavioural issues / disruptive in classroom and not enough time for counselling	1/18/2016 4:43 PM
91	Our Guidance Counsellors is shared with two other schools.	1/18/2016 4:10 PM
92	Not enough ppl to do appropriate guidance counselling plus testing/assessing	1/18/2016 4:03 PM
93	We have a counselor designated for 1 day per week, not enough for 90+ students	1/18/2016 3:56 PM
94	Many of our inner city school students have high emotional needs which spreads our guidance counsellor too thin. The needs are great and the severity of what many of these students have to deal with at home is more dire than most people ever have to experience. Many of these students need more guidance support.	1/18/2016 3:44 PM
95	Our Guidance Counsellor often deals with behavioural needs and is behind in the assesment and classroom guidance stratwgies she is responsibl for.	1/18/2016 3:17 PM
96	Lots if emotional needs here and guidance counsellor is here two days a week.	1/18/2016 3:03 PM
97	well being of all children especially those who are hidden	1/18/2016 2:57 PM
98	One person cannot do both the jobs of the ed psych and guidance counsellor, as well as run the Special Services department.	1/18/2016 2:41 PM
99	too busy putting out fires to implement any guidance programs	1/18/2016 2:38 PM
100	Our guidance counsellor never stops. She is so very busy.	1/18/2016 2:25 PM
101	We have a very high percentage of students with behavioral and mental health needs. We previously had a counsellor and on-site social worker.	1/18/2016 2:15 PM
102	individual learning disabilities	1/18/2016 2:14 PM
103	one person cannot meet the needs of students	1/18/2016 2:06 PM
104	More and more of our time is in dealing with mental healt issues, as a result other things are difficult to get to.	1/18/2016 2:02 PM
105	One day a week is not sufficient for timely assessments, there is not enough time for needed consultation on student issues.	1/18/2016 1:56 PM
106	I feel we need a full time guidance counsellor.	1/18/2016 1:52 PM
107	Too much time is being eaten up with immediate mental health concerns of students. Other counselling (career, academic, group, etc) are not getting done. Classroom presentations, talks etc are all but impossible. The time is taken with assessments and growing,pressing mental health needs.	1/18/2016 1:39 PM
108	full time would be better...we share with another school	1/18/2016 1:39 PM
109	not sufficient time for all students	1/18/2016 1:25 PM
110	Guidance counsellor is also IRT and workload is too heavy. Assessments are not getting completed.	1/18/2016 1:13 PM
111	Not even close,450 students and 75% guidance. With all of the mental illness this doesn't even come close to meeting all months needs.	1/18/2016 1:08 PM
112	Way to many mental health issues coming out in K-6 schools plus more troubles at home on the rise. Sad when the guidance counsellor is off covering breaks and lunches or doing extra duties and their is no one in the office.	1/18/2016 1:01 PM
113	In the schools I service, I see the Guidance Counsellors roles being a reactive one with respect to responding to behaviours. This impacts their ability to deliver other programs and perform assessment. They seem to be pulled in many directions at once.	1/18/2016 12:56 PM
114	1/2 time Guidance does not meet the level of need we have	1/18/2016 12:52 PM
115	Although I disagree with this statement, if resources were to be put in place to alleviate the stress and anxiety of the students, I believe more IRT services would be more beneficial, not an extra Guidance Counsellor. That is for an elementary school.	1/18/2016 12:51 PM
116	Too Complicated an answer for this space	1/18/2016 12:51 PM
117	More guidance time is needed to support a large school	1/18/2016 12:48 PM
118	They are so busy dealing with assessments and behaviour issues, they don't have enough time to properly counsel students	1/18/2016 12:42 PM
119	guidance counsellor is shared between 4 schools and is doing half time guidance + half time assessment	1/18/2016 12:35 PM
120	Counseling takes a cut when guidance personnel are doing assessments	1/18/2016 12:34 PM

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121	Counseling for severe behavior needs and individual one on one support	1/18/2016 12:16 PM
122	Large population, not enough guidance councillors means that students may not be accessed for a long duration.	1/18/2016 12:11 PM
123	Schools DO NOT need more counsellors. We need more teachers, and the ration lowered every time a student on an IEP is enrolled in your class.	1/18/2016 11:58 AM
124	30% of school population has identified exceptionalities	1/18/2016 11:57 AM
125	Most needs aren't being met, especially required assessments for most referred students.	1/18/2016 11:54 AM
126	Shared guidance with another school - not always available.	1/18/2016 11:49 AM
127	Too many students for her to deal with.	1/18/2016 11:41 AM
128	We share a counsellor with another school and our kids could easily benefit from a full unit for a counsellor in our school.	1/18/2016 11:39 AM
129	Our students require a full-time guidance counsellor but we have a partial allocation for one. Our students have need for more than half a counsellor, especially after the loss of a fellow student this past summer.	1/18/2016 11:36 AM
130	Too many needs to be meet by one or two therefore falls on classroom teacher	1/18/2016 11:27 AM
131	with the rising instances of mental illness issues in children we are struggling to balance their needs with the guidance plan for the whole school; i.e. preventative measures	1/18/2016 11:27 AM
132	We have a half time counsellor and unfortunately students don't get to choose when issues or break downs occur. A full time councillor should be in every school.	1/18/2016 11:23 AM
133	not enough time to see kids especially when situation arises during a day	1/18/2016 11:22 AM
134	mental health issues (frequency and intensity) are becoming a major concern. This often does not allow time for career counselling,or preventative counselling for stress management, time management, group counselling to address esteem issues, leadership opportunities, etc.	1/18/2016 11:18 AM
135	Guidance counsellor is not actively engaged in any component of schoolin.	1/18/2016 11:17 AM
136	NOT ENOUGH INVOLVEMENT	1/18/2016 11:14 AM
137	Guidance counsellor is wonderful, however unit allotment means he/she is not in the building for the students as often as they need guidance services (such as spontaneous emergencies).	1/18/2016 11:13 AM
138	Allocation is less than national / international standard	1/18/2016 11:13 AM
139	Students are not getting the counseling sevices I feel they need. Even our students on BMPs rarely get to see the counsellor for counselling sessions.	1/18/2016 11:07 AM
140	testing is often slow and there is very little time to offer support programs that might make for a better adjusted and safer school environment	1/18/2016 11:03 AM
141	There are so many issues that a GC is responsible for that assessments get pushed back over and over.	1/18/2016 10:58 AM
142	anxiety, generalized school phobia, poor parenting - parents need to know how to promote responsible kids	1/18/2016 10:50 AM
143	We have a population of 460 students with .80 guidance allocation and we have a high percentage of students with exceptionalities and BMP's	1/18/2016 10:49 AM
144	They entertain things that are really not necessary	1/18/2016 10:39 AM
145	Assessment needs	1/18/2016 10:38 AM
146	Mental health	1/18/2016 10:38 AM
147	200 students - 40% counsellor is not enough	1/18/2016 10:37 AM
148	Student mental health, stress management, and not a priority and the primary cause for bad behavior and lack of academic success.	1/18/2016 10:31 AM
149	too many needs and not enough time	1/18/2016 10:27 AM
150	we do not have a full time Guidance Teacher	1/18/2016 10:21 AM
151	Our school shares a guidance counsellor with two other schools. She is only in our school 1-2 days a week.	1/18/2016 10:21 AM
152	We share a guidance counsellor with another school. If problems arise, we have to wait until the next day the GC is available.	1/18/2016 10:18 AM

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153	The number of children who require assistance far exceed the number of guidance we have	1/18/2016 10:17 AM
154	Too much time spent assessing with the new model. Not enough counselling taking place. Most council lung is going to those whose parents are the most vocal.	1/18/2016 10:06 AM
155	My school has almost double the 15% of school population with needs, more guidance is needed. Allocations should not be based on population but on a school-by-school basis looking at the needs in that school	1/18/2016 10:00 AM
156	It is very difficult to provide group counselling and other guidance programs due to the extensive mental health needs that are being dealt with on a daily basis. I feel that I am constantly dealing with crisis management.	1/18/2016 10:00 AM
157	B/c of confidentiality I am not privy to exactly what identified needs are being met, but I do understand there to be many holes.	1/15/2016 7:31 PM
158	There are too many students with identified needs and not enough counsellors and psychologists. Counsellors are unable to focus on counselling as they have so many other duties unrelated to their training.	1/15/2016 6:33 PM
159	Testing takes too long to get done and other issues in the school are not being addressed because the time is spent on testing.	1/15/2016 3:01 PM
160	Their time is used for mostly assessment which leaves little time for meeting the needs of students.	1/15/2016 2:59 PM
161	Guidance is split with IRT	1/15/2016 1:05 PM
162	Just the mental/emotional wellness piece is enough to occupy a full time counsellor. We share a counsellor between four schools.	1/15/2016 9:22 AM
163	Guidance does not have proper time to council, support academically and assess based on number of students with need, especially considering the high number of mental health issues	1/15/2016 6:30 AM
164	We get less than a day a year, BAHABA, a joke	1/14/2016 10:39 PM
165	We have a population of 600+ and one GC is not sufficient to handle the needs of our students based on demographics.	1/14/2016 9:39 PM
166	We have one guidance counsellor for 300 plus students.	1/14/2016 6:54 PM
167	Our two guidance counsellors are extremely busy every day with a growing list of issues to deal with. My classroom is just outside the guidance office and I regularly witness students being unable to get to the counsellor because he is so busy.	1/14/2016 4:18 PM
168	Since our counsellor is here half time, she is not accessible many at times, when needed.	1/14/2016 4:16 PM
169	Many social/emotional and behavioral needs	1/14/2016 12:56 PM
170	We have 0.15 guidance. She is there 1 day in a 7 day cycle. It is not enough. We have many students who need the help of a counsellor. We should have at least 0.5 guidance. Then perhaps that position could be coupled with 0.5 IRT additional time. Then I think we would be where we need to be.	1/14/2016 12:15 PM
171	Our wonderful Guidance Counsellor is not able to meet the needs of the students when she is spread so thin.	1/14/2016 11:08 AM
172	Assessments take long time; guidance teachers as well; reactive vs. proactive work	1/14/2016 9:03 AM
173	We need more staff	1/14/2016 8:30 AM
174	Our Guidance counsellors have very minimal time to actual counsel children due to the testing and troubleshooting that is required to simply survive the day; they are understaffed and overworked given the workload in our school	1/13/2016 10:10 PM
175	The guidance counsellor spends all his time dealing with behavior issues and is constantly interrupted when carrying out assessments to deal with these behavior issues mostly at the primary level. He has very little time to perform many of the duties of a guidance counsellor.	1/13/2016 9:32 PM
176	our school has many students requiring the need of guidance and oftentimes our counsellor cannot meet all the needs	1/13/2016 8:20 PM
177	We never see them because they spend all their time testing	1/13/2016 8:01 PM
178	None of them are met adequately.	1/13/2016 6:36 PM
179	many issues (ie, counselling) are not happening due to urgent issues that come up and are attended to by guidance	1/13/2016 1:00 PM
180	Testing consumes much time in addition to other duties and responsibilities.	1/13/2016 11:45 AM
181	paperwork is being done, assessments etc, but it appears counselling needs are not generally being met	1/13/2016 10:29 AM
182	not enough counseling	1/13/2016 9:46 AM

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183	Guidance is continuously dealing with programming and academic concerns. Guidance is not able to address growing concerns pertaining to mental health, such as anxiety. Anxiety is a growing concern due to changing social and family dynamics in society.	1/13/2016 9:37 AM
184	Same as above. Too many students with needs....nowhere near enough support. Students are suffering for it immensely and are in no way reaching their maximum potential.	1/13/2016 9:05 AM
185	Guidance counsellors are also scheduled for IRT support but often have to deal with other issues at this time.	1/13/2016 8:04 AM
186	One person can not handle the ever growing need for guidance, especially in the area of mental health.	1/12/2016 10:02 PM
187	Despite being an excellent counsellor, we still have a huge assessment waiting list.	1/12/2016 8:48 PM
188	Children that suffer from different forms of anxiety may not be on the priority list due to there not being enough of an allocation for your school.	1/12/2016 7:54 PM
189	The school in in needs a full time guidance counsellor. Students needs, especially in mental health are increasing.	1/12/2016 6:17 PM
190	Too many assessments having to be done by one guidance counsellor and very long getting diagnosis of students with issues.	1/12/2016 5:32 PM
191	School is k12 so there are varying needs best idea would be to have one guidance counsellor for each level.. k6 and then 7-12	1/12/2016 4:30 PM
192	We have 2 guidance counsellors and over 900 students. Not sure how many have identified needs but they are many.	1/12/2016 1:27 PM
193	He can't assess and intervene effectively or counsel because of the high needs in the school	1/12/2016 11:57 AM
194	not even close, in any school I have worked in	1/12/2016 10:29 AM
195	One half-time guidance counsellor is insufficient given the amount of testing alone which needs to be done.	1/12/2016 9:42 AM
196	Testing	1/12/2016 9:32 AM
197	They have to spend their time is spent testing - no time for social programming,	1/11/2016 9:01 PM
198	Again, we are a large school of primary aged students, many of whom are not yet diagnosed due to age. A lot of assessment is needed, not enough time nor personnel to complete it.	1/11/2016 6:15 PM
199	We are a very high need school with only a half time guidance position. Students rarely have access to her.	1/11/2016 3:43 PM
200	Although some pull out periods are still in place we no longer have IRT support and I am expected to meet all the identified needs in my classroom as well as the needs of the students not identified with exceptionalities. The level of need in my junior high class is such that I feel I am unable to do this sufficiently.	1/11/2016 2:54 PM
201	50% travel translates to 50% of time unavailable to meet needs of students.	1/11/2016 2:43 PM
202	We need a Guidance COunsellor for our school. Currently we are sharing with another school, in another community. Travel, weather, accommodations, and personal responsibilities all interfere in our ability to access services for our students.	1/11/2016 2:29 PM
203	Lots of needs, never enough time for one guidance counsellor.	1/11/2016 1:43 PM
204	Many children in this school could avail of Guidance, however most of the guidance time is allocated for assessments as there are so many children performing below grade level.	1/11/2016 1:16 PM
205	The increased amount of identified mental health issues such anxiety, BPD, consume time that limits proactive strategies, career counselling.	1/11/2016 1:00 PM
206	we' re drowning here. Help.	1/11/2016 11:45 AM
207	If there's anything that should be taken from this survey it is this: WE NEED MORE GUIDANCE COUNSELORS!!!!!!	1/11/2016 10:46 AM
208	there needs to be stronger supports.	1/11/2016 10:31 AM
209	We have only 1/2 time Guidance...not enough!!	1/11/2016 10:11 AM
210	In a school of more than 400 students, the allocation is 75%. Many needs are not being met including on-going counselling, preventative programs, etc.	1/11/2016 9:55 AM
211	The assessment/counseling has an imbalance. In order to program effectively we need assessments which ensures that counseling practices fall to the bottom of the priority.	1/11/2016 9:54 AM
212	For a school this size (436) a 75 guidance counsellor is hardly sufficient	1/11/2016 9:43 AM
213	they have too much to do, we need ones that are committed to counselling and others that are only for assessment	1/11/2016 8:52 AM

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214	Our GC works diligently, however the needs in our school are UNREAL (inner city). He is required to spend far too much time assessing/testing and cannot deal with mental health issues, counselling, PBS and so on. The man is run ragged.	1/10/2016 9:04 PM
215	Between addictions, anxiety, and family/personal issues, there is just not enough assistance available to our student population.	1/10/2016 8:22 PM
216	We have a guidance counsellor 2 days a week, and there is very little time for anything except testing when he is there	1/10/2016 7:52 PM
217	The guidance counsellor is doing the work of IRTs in many cases and their own work is suffering.	1/10/2016 7:51 PM
218	All schools need at least one counsellor for 350 students.	1/10/2016 6:57 PM
219	those who need counselling on a regular basis are not able to receive it due to other needs	1/10/2016 2:46 PM
220	Students in crisis or otherwise are unable to access the part-time counsellor when they need to. I end up working double and triple time to just keep up. The allocation needs to change...FAST!!!	1/9/2016 10:42 PM
221	We have one counsellor for three schools	1/9/2016 8:32 PM
222	forget allocations by numbers there should be at least one in every school - more in larger schools	1/8/2016 7:02 PM
223	Our guidance counsellors are both part time guidance, part time classroom. They both need to be full time to accommodate the needs of our students. They need more time for comprehensive assessments of students with exceptionalities as well as post secondary counselling. Many students wait long periods of time before assessments can be done because of large number of needs.	1/8/2016 6:42 PM
224	Our Guidance Counsellor does not live in our community	1/8/2016 5:08 PM
225	more than ever in our school community and society in general, we are experiencing a crisis of mental health issues caused by a variety of known and unknown reasons. Some children are becoming aggressive at a younger age. Canada's suicide rate amongst student's (especially male students) is at an all-time high. We have a problem that requires much intervention at a younger age.	1/8/2016 3:08 PM
226	services spread too thin	1/8/2016 3:06 PM
227	We only see the guidance counsellor once a month, and during meetings where they are required to attend. I am unsure of the counsellors name.	1/8/2016 2:53 PM
228	Proactive Interventions & Assessments- Always dealing with Crisis	1/8/2016 2:46 PM
229	The workload is too high for one human being. To be able to adequately reach the needs of all students and support all teachers and Guidance Counsellors, there should be more Guidance Counsellors at each school.	1/8/2016 2:33 PM
230	There are a lot of students experiencing mental illness, and anxiety who require the support of the Guidance Counsellor who is also required to test students who have learning needs within the school. They do not have sufficient time to perform all of these tasks.	1/8/2016 2:22 PM
231	Needs of students with Mental Health issues are not being met due to lack of Guidance time. Counselling time is very short. In the high school there needs to be a career counselor, a mental health worker, and another to work with issues surrounding inclusion and counselling.	1/8/2016 2:16 PM
232	Extreme amount of needs for one person to deal with	1/8/2016 2:11 PM
233	Yes but the allocation in our school is better than most. The 1 to 500 allocation is not enough to effectively meet the needs of all students who need help.	1/8/2016 1:57 PM
234	Guidance counsellors time is bogged down doing paper work and assessments. Very little time, if any is left for counselling.	1/8/2016 12:57 PM
235	Allocation should be based on student enrollment in correspondence with needs, not a 1 size fits all formula	1/8/2016 12:35 PM
236	Because of delivery of IRT services, not IRTs available to assist with assessment needs	1/8/2016 12:14 PM
237	One Guidance counsellor for 5 schools spread across 4 regions	1/8/2016 12:01 PM
238	Every school needs a full time guidance counsellor.	1/8/2016 11:35 AM
239	Seeing more of a need of students with anxiety and other issues who need some sort of counseling	1/8/2016 10:47 AM
240	My school is only allocated 1 guidance counsellor based on it's population, however, the mental health needs within our building are surpassing the time allocation for our guidance. There needs to be more counsellors available to students on a daily basis. Many counsellors either do not have enough time to provide sufficient counselling hours because they are too busy completing comprehensive assessments or they have to pull from IRT class time to complete the assessments, therefore other students are losing out on learning opportunities.	1/8/2016 10:20 AM

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241	We have many behavioural issues that cannot be address as we only receive the services of Guidance once every 3 weeks.	1/8/2016 9:37 AM
242	the wait time for testing is too long and completely unacceptable	1/8/2016 9:35 AM
243	But I know it will be reduced and that is not a good thing.	1/8/2016 9:31 AM
244	Mental health issues are presenting themselves more and more in my Grade 5 classroom. Guidance Counselors should be available to provide programming in the classrooms such as Roots of Empathy or Friends for Life. This year we do not have these programs at our school as our guidance counselors are busy with our large school population in other areas.	1/8/2016 8:23 AM
245	Guidance is only available to our school one day every two weeks, it is insufficient in dealing with needs.	1/8/2016 8:20 AM
246	The workload for guidance is extreme-one counsellor simply cannot meet the needs of our school	1/8/2016 2:34 AM
247	Have requested interventions, and social emotional planning for students with identified exceptionalities however, none has been put in place.	1/8/2016 1:44 AM
248	a K-12 school has many different issues, guidance is most often reactive no time to be proactive.	1/7/2016 10:24 PM
249	Guidance is often already disposed when I require assistance for some of my behaviourally challenging students - students throw chairs, hit me, kick me and there is no one besides administration to assist.	1/7/2016 9:37 PM
250	Most issues are put back on the classroom teacher to address with parents.	1/7/2016 9:20 PM
251	There are more and more students who are requiring support from Guidance counsellors and there is not enough time in their schedules to meet those students effectively,	1/7/2016 8:40 PM
252	In addition to being understaffed, due to medical concerns, we have a counsellor who is not working full time. There are not enough resources in counselling for 911 students.	1/7/2016 8:15 PM
253	Le conseiller en orientation devrait être à l'école en personne occasionnellement et non seulement à distance.	1/7/2016 8:13 PM
254	We have two. We do not need more guidance counsellors.	1/7/2016 8:08 PM
255	Guadance teachers are overwhelmed by students with depression and many other social/emotional concerns to many to mention.	1/7/2016 8:04 PM
256	Guidance Counsellors are often only available for assessments. With the increase of anxiety, bullying, drugs, etc., Guidance Counsellors time is needed to deal with these issues, not just for completing assessments.	1/7/2016 7:33 PM
257	The guidance counsellor in my school is in the school 2 1/2 days in a 6 day cycle. Many times when students come to me asking to se her, she is at the other school. Students who are in need of regular counselling do not get consistent meetings because our counsellor is stretched to the limit.	1/7/2016 7:29 PM
258	Mental health issues at our inner city school is very serious and on the rise. Not enough counselling can and is being done	1/7/2016 7:29 PM
259	Roles and responsibilities and number of schools assigned to current guidance counsellor is limiting her time in the school. Mental health needs, support with interventions, academic advice etc can not be met adequetely, if at all.	1/7/2016 4:26 PM
260	Received extra - so with additional allocation it is much better.	1/7/2016 4:08 PM
261	supporting all students with time for mental health intervention prevention	1/7/2016 3:38 PM
262	One guidance counsellor for over 500 students is not enough to help identify the needs of all of our students. I feel especially in French Immersion, the students cannot really avail of any of their services to the extent they should be able to due to the lack of staffing.	1/7/2016 3:36 PM
263	1 counsellor for 450 junior high kids? Enough said.	1/7/2016 3:36 PM
264	Guidance Counsellor work load very heavy	1/7/2016 3:35 PM
265	There is a greater need in Labrador	1/7/2016 3:29 PM
266	Academic testing is often not completed until later Elementary due to her working with children with emotional and behavioral needs	1/7/2016 3:06 PM
267	we need to look at the paraprofessional level	1/7/2016 2:49 PM
268	The needs are varied and many and oftentimes no counselor is available because they are split between one or more schools so kids are left to suffer on their own or administrators are being expected to take on mental health issues they aren't trained to deal with	1/7/2016 2:48 PM
269	We are a small school and recieve 2-4 visit per school year.	1/7/2016 2:28 PM

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270	Half time for 260 students is not sufficient.	1/7/2016 2:26 PM
271	There is not enough time in the day to complete assessments, provide counselling, implement classroom initiatives such as Roots of Empathy etc, and carry out the many other responsibilities that are being assigned to school counsellors. In addition, when there are not enough IRT's in a school, they generally have to be deployed for teaching students with exceptionalities, while the guidance counsellor is left to complete level B assessments and take on a larger role in service delivery.	1/7/2016 2:24 PM
272	Only half time guidance when full time is required for counselling as well as for testing.	1/7/2016 2:20 PM
273	Our GC is shared among 4 schools, career counselling, counselling services....testing , you name it.	1/7/2016 2:18 PM
274	One or the other has to give. Cannot address all the counselling needs and still do justice to assessment and programming issues, behavioural issues, parental concerns etc. High levels of anxiety and mental health concerns within the school system.	1/7/2016 2:15 PM
275	The children with the most severe needs are being met leaving out the students who may some help from the Guidance Counsellors	1/7/2016 2:15 PM
276	We don't need more guidance counsellors. We need to get rid of inclusive schooling. Because of this I have many disruptive students in my class and I am being asked to teach grade 6 outcomes to students who do not have the skills to complete the task. I basically have a huge special education that I am not trained to deal with . I am not a special needs teacher. Many of the students in my class can only achieve success if they have constant one on one assistance. 6 or 7 of my students would have more success if they were not in an all inclusive environment.	1/7/2016 2:11 PM
277	The school population is relevant, however the mental health needs and number of assessments and need for intervention are also important factors that are not considered.	1/7/2016 1:57 PM
278	2 guidance counselors for 900+ students	1/7/2016 1:49 PM
279	There needs to be much more focus on the needs of these students	1/7/2016 1:48 PM
280	GC is at my school every 3rd day. It is difficult to offer consistent/regular counselling in this model.	1/7/2016 1:30 PM
281	need more guidance in our school	1/7/2016 1:27 PM
282	we have numerous anxiety/depressed students that are very needy	1/7/2016 1:25 PM
283	So much of a counsellors time is taken up with the comprehensive assessment process that there is not enough time to be proactive with counselling initiatives.	1/7/2016 1:25 PM
284	There are many students who have mental health concerns around anxiety that need more support from the guidance counsellor. Our Guidance counsellor is wonderful at accommodating the needs in our school (i.e. implementing programs and assessing students needs), however, there are so many students who are struggling with anxiety and other mental health issues that it is difficult to reach this population and offer the support that is needed.	1/7/2016 1:23 PM
285	Our school is assigned only a half time Guidance Counsellor.	1/7/2016 1:23 PM
286	CHILDREN DO NOT GET WHAT THEY NEED!!!!	1/7/2016 1:19 PM
287	This person does not have enough time to address the constant rising needs	1/7/2016 1:13 PM
288	The GC is unable to support all students needs because they are not allocated enough time	1/7/2016 1:02 PM
289	Don't know the allocation	1/7/2016 12:43 PM
290	No counsellor for 2/7 days. Difficult because a teacher, SA or admin ends up having to intervene in situations that would be better dealt with by a GC.	1/7/2016 12:36 PM
291	Allocation is not enough. 500 students in the school with one counsellor.	1/7/2016 12:11 PM
292	We have a K-12 school with a population of over 400 and only one guidance counsellor.	1/7/2016 12:09 PM
293	Counsellor has assigned teaching duties. Need to stop with formulas when allocating counsellor time and just have 1 per school. Also, more IRT time and again do away with formulas.	1/7/2016 12:07 PM
294	shared with another school and when in the other school on that day. Seems that things may go wrong and guidance needed on that day.	1/7/2016 12:06 PM
295	Students have high needs - mentally and academically. Guidance too busy with a handful of severe cases to address the needs of others.	1/7/2016 11:53 AM
296	Mental Health Issues	1/7/2016 11:48 AM

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297	Where to begin. Mental health issues such as anxiety and depression seem to be on the rise. There is so much expected of a school counsellor (assessment, career counselling, preventive programs, interventions) that the ability of counsellors to address these needs or to help those students in crisis.	1/7/2016 11:33 AM
298	Our counsellor covers multiple schools. In general the role of the guidance counselor, is too broad to meet all of the counselling and assessment needs.	1/7/2016 11:28 AM
299	We have large number of students and only one guidance counsellor, it's not enough because sometimes his/her time is monopolized by a student that really should be in alternate school and isn't and therefore he/she can't deal with an issue that may arise during the day	1/7/2016 11:23 AM
300	Only have 50% Guidance. Assessments, Individual counselling, group counselling and preventative teaching is not happening as it should be due to time.	1/7/2016 11:00 AM
301	career development is not met	1/7/2016 10:58 AM
302	programming for counselling - follow-up follow-through for mental health issues. At best can only react to each crisis, there is little direct help day to day to alleviate or prevent issues from reaching crisis stage. wait time for academic testing is too long. too many students are being identified as needing assistance only when they reach high school (in areas where they should have been seen to and taken care of at an earlier grade) and it often becomes too little too late to be effective. Not enough time to focus on test anxiety / study preparedness etc.	1/7/2016 10:53 AM
303	As the full time guidance counsellor in an all primary school with 686 students, the amount of anxiety, behavior problems, unidentified needs and undiagnosed SLD's is enormous. I can't get to the pre-referrals on my desk for behavior/anxiety or the students on the assessment list, because my office is like a revolving door with parents, teachers and students coming through struggling with managing anxiety and behaviors. The half time guidance counsellor does soley assessments, but we still aren't doing justice to the amount of children who need regular counselling for either anxiety or family problems. This is our reality in spite of our employers telling us we need to make assessments our first priority.	1/7/2016 10:49 AM
304	Maybe guidance counsellors could spend more time in the classroom.	1/7/2016 10:43 AM
305	Due to the increasing number of students with anxiety and mental health concerns, as well as behavioral concerns it is difficult for counsellors to complete all they are required to do. There is also an increasing number of students with learning needs who require educational assessments that take up a significant portion of time.	1/7/2016 10:39 AM
306	Our guidance counsellor is also a teacher so he is often not available to deal with issues at a time when they arise. Guidance counsellors in big schools need a flexible schedule.	1/7/2016 10:38 AM
307	Counselling and Assessments	1/7/2016 10:24 AM
308	Our Guidance Counsellor's time is completely taken up with assessment that counselling is often not done. This is not the fault of the individual, however because there is so much assessment needed. We need a smaller counsellor to student population ratio.	1/7/2016 10:21 AM
309	working in 3 schools stretched to thin	1/7/2016 10:18 AM
310	needs such as mental health issues	1/7/2016 10:15 AM
311	We have 1 G.C. with a population of just under 700. This is not sufficient.	1/7/2016 10:14 AM
312	Too many needs for one person	1/7/2016 10:04 AM
313	With Mental health issues becoming more and more prevalent their time is stretched thinner and thinner each month.	1/7/2016 10:04 AM
314	We need more time for educational assessments to be completed. More guidance is necessary ... it should be based on the identified needs in a school ... not numbers.	1/7/2016 9:42 AM
315	I believe every school should have a designated Guidance Councillor. A transient who visits once a year is not good enough. Guidance Counselling is not something that can always be planned.	1/7/2016 9:40 AM
316	Completing assessments and daily counselling initiatives.	1/7/2016 9:40 AM
317	Addictions	1/7/2016 9:39 AM
318	our school has high needs despite our population	1/7/2016 9:38 AM
319	Assessments cannot be completed in a timely manner.	1/7/2016 9:36 AM
320	Guidance counsellormonce are so busy with dealing with daily concerns of students that it leave little room for the tasks they must complete, such as educational assessment	1/7/2016 9:29 AM
321	Our guidance counsellor is extremely busy with the needs of our students	1/7/2016 9:25 AM
322	1 for more than 500 is not enough	1/7/2016 9:23 AM

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323	Our assessment waitlist is extremely long. Our guidance counselor is working with multiple children every day for counseling, behavioral support, and running counseling programs. There is not enough IRT time for a team assessment approach.	1/7/2016 9:19 AM
324	Counsellor spend an inordinate amount of time with 'administrivia" and coordination of special services issues, leaving less time for one to one contact with students	1/7/2016 9:18 AM
325	With increased guidance issues (eating disorders, anxiety, gender issues) the guidance counsellor does not have enough time to adequately deal with everything.	1/7/2016 9:17 AM
326	Many students have more problems than in previous years	1/7/2016 9:17 AM
327	Two schools - 540 (roughly) students. Not enough time	1/7/2016 9:15 AM
328	This is always ongoing. There is always a need for more guidance to meet the diverse needs of students today.	1/7/2016 9:14 AM
329	We are in survival mode. Our guidance is consumed with assessments and does not have time to offer emotional counselling to students	1/7/2016 9:08 AM
330	There is a very high level of mental health needs in our school 1.25 guidance counsellors is not nearly enough to meet the needs of 650 students, many of whom are dealing with complex issues.	1/7/2016 9:08 AM
331	she is unable to complete assessment on time because she is dealing with behaviour concerns	1/7/2016 9:08 AM
332	mental health issues are not being addressed	1/7/2016 9:07 AM
333	The problem is the role of counsellors. They are no longer counsellors but testers.	1/7/2016 9:06 AM
334	2 weeks a month or less for a community with strong substance abuse, mental disorders and a high suicide rate is not enough!	1/7/2016 9:04 AM
335	Wait list for testing is too long	1/7/2016 9:04 AM
336	Counselling and assessments	1/7/2016 9:02 AM
337	I am unable to avail of assessment for students experiencing difficulties on a consistent basis	1/7/2016 8:59 AM
338	We only see guidance once a week	1/7/2016 8:59 AM
339	The guidance counsellor is spread across too many schools. They simply aren't physically in our school enough to adequately provide the supports needed by students.	1/7/2016 8:57 AM
340	We are shared with another school. Our counsellor identifies herself with the other school and we don't always get the services I feel we should.	1/7/2016 8:57 AM
341	used for portering, bathroom breaks, and IRT	1/7/2016 8:57 AM
342	Individual meeting time with students is limited, particularly by being slotted for classes at particular times and having to turn students away.	1/7/2016 8:50 AM
343	It takes way too long for student referrals to be assessed because the list is so long and manpower is so limited. It's not reasonable that a student should have to wait longer than a year to be assessed once a referral has been made. This is lost time without supports that would be critical for student success. Testing, along with the day to day demand on guidance for dealing with student mental health issues appears to be daunting.	1/7/2016 8:47 AM
344	Something/someone always suffer. Mostly counselling issue/mental health problems etc	1/7/2016 8:46 AM
345	not enough time for meeting with students	1/7/2016 8:41 AM
346	It would be if I didn't have a student population with such high counselling needs	1/7/2016 8:39 AM
347	With high expectations and a safe and secure learning environment, students would develop better coping skills, more competence in academic skills and greater respect for themselves; hence the allotment seems fine. A healthy functional environment is key.	1/7/2016 8:36 AM
348	proactive programming	1/7/2016 8:35 AM
349	There is no guidance counsellor in my school.	1/7/2016 8:29 AM
350	Counselling time is difficult to do as the Guidance Counsellor is doing testing, working with behavioral children and dealing with crisis.	1/7/2016 8:19 AM
351	We have more issues than ever before--but lack of support.	1/7/2016 8:00 AM
352	40% guidance is not sufficient in any environment. Most of the counselling falls to Admin who are not trained in this area.	1/7/2016 7:56 AM

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353	Increased mental health issues require more counselling	1/7/2016 7:48 AM
354	counselling & programming needs -- our Guidance counsellor is here only 50% of the time	1/7/2016 7:47 AM
355	I cannot make a comment regarding the current situation and remain professional so I will say nothing.	1/7/2016 7:10 AM
356	mental health issues, academic issues, behavioural issues	1/7/2016 7:08 AM
357	The need for timely assessments is not being met. The guidance counsellor has a large backlog.	1/7/2016 4:30 AM
358	Case load is too much for one person.	1/7/2016 2:54 AM
359	We share a guidance counsellor with another school and it is not enough to meet the needs of our students.	1/7/2016 2:16 AM
360	With so many behavioural and mental health needs, there are often days that guidance counsellors do nothing but put out fires. There's no time to be proactive in managing issues.	1/7/2016 12:57 AM
361	One counsellor shared between 3 different schools is stretching it thin. The role of Counsellor is all about "completing assessments". More students diagnosed - but no resources to accomodate the growing needs.	1/7/2016 12:12 AM
362	The mental health needs of our population has skyrocketed	1/7/2016 12:06 AM
363	Only have a part time guidance counsellor and with the increasing number of students with mental health issues this is not sufficient.	1/6/2016 11:57 PM
364	We have a teaching GC...not efficient in meeting any needs.	1/6/2016 11:08 PM
365	Only one for our whole school	1/6/2016 11:08 PM
366	Due to the insufficient IRT our Guidance Counsellors are doing the best they can, but are being torn too many ways with extremely overworked work loads	1/6/2016 11:07 PM
367	Testing/ support for teachers and students / counselling services	1/6/2016 10:45 PM
368	Guidance counsellor is not at our school often enough. Wait times for assessment is too long.	1/6/2016 10:31 PM
369	Due to the allocation of the position it makes it difficult to address all of the needs in the school be that counselling/ mental health or academic	1/6/2016 10:22 PM
370	We rob Peter to Pay Paul...if the student does not have a behavioral issue or are likely to run, they are more than likely not to have an assistant because the behavioral needs are monopolizing all the assistants time.	1/6/2016 10:21 PM
371	The ongoing concerns of the typical adolescent. Not sure if testing is done in a timely manner.	1/6/2016 10:12 PM
372	Our Guidance Counsellor has more duties in our school besides guidance. Therefore, she is spread too thin as well.	1/6/2016 9:58 PM
373	Guidance having to complete assessments is taking away from their ability to provide effective guidance services.	1/6/2016 9:47 PM
374	Too many needs...not possible to manage the work load.	1/6/2016 9:46 PM
375	I never see the guidance counsellor as she is always busy testing students. Never around to deal with behaviour, stress or anxious students. Not there to monitor students who have yet to have a diagnosis. Not near enough support.	1/6/2016 9:39 PM
376	The guidance counsellor has other responsibilities and is not always available when needed.	1/6/2016 9:23 PM
377	Reactive services occur, but virtually no preventive services. Caseloads are far too high to effectively meets students' needs.	1/6/2016 9:19 PM
378	Need counsellor in our school 100% allocation.	1/6/2016 9:16 PM
379	The allocation of Guidance Counsellors in my school is insufficient. She services other schools and therefore is not always available.	1/6/2016 9:06 PM
380	It seems students do not get the time required to deal with their issues because to current demands on guidance resources. These counsellors are not getting to do the counselling needed for children without problems. Career exploration and graduation requirements or scholarships. Time constraints to do these things well	1/6/2016 9:02 PM
381	Many students with behaviour issues, mental health issues	1/6/2016 9:01 PM
382	The rising number of students with mental health needs makes it impossible for the guidance counsellor to provide career education and personal counselling.	1/6/2016 8:59 PM
383	Assessments can barely be met which prevents other needs from being addressed	1/6/2016 8:56 PM
384	Seems like the same few gets all the time and they're not the most neediest.	1/6/2016 8:52 PM

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385	With the increasing numbers of students with emotional and behavioural disorders, along with substance abuse in younger ages there is not enough time for the guidance counsellor to deal with assessments and other regular duties such as curriculum and academic programming for each student, post-secondary education, scholarships and credit recovery.	1/6/2016 8:50 PM
386	minimal counselling occurs in my school and is typically unavailable to students. Assessments are very difficult to complete in the time available	1/6/2016 8:47 PM
387	We have a half time counsellor with students with full time needs!!	1/6/2016 8:47 PM
388	.75 of a unit cannot adequately address the needs of approximately 400 high school students	1/6/2016 8:46 PM
389	The guidance counsellor has too many roles within the school setting and not enough time to carry them out alone.	1/6/2016 8:42 PM
390	We are large school with many many needs and our counsellor is constantly dealing with family issues, protection issues, social workers, behavioural needs, students requesting counseling, parents seeking counseling, doing comprehensive assessments, scheduling student assistants etc...	1/6/2016 8:42 PM
391	Time needed to counsel students in need is not available to the guidance counselor (she should be able to meet with students more often than she can).	1/6/2016 8:42 PM
392	With the plethora of mental health issues, substance abuse issues, career counselling issues, etc that we are seeing in schools today, the demands on the school guidance counsellor is huge.	1/6/2016 8:28 PM
393	Two GC for 700+ students is insufficient. They cannot get to everyone who needs assistance, children are increasingly needing guidance more often than previous years for so many reasons. Those who do not have severe needs sometimes suffer as a result.	1/6/2016 8:21 PM
394	Seems learning/behavioural assessments are slow to be carried out.	1/6/2016 8:17 PM
395	The role of the Guidance counsellor in our school is that of an 'assessor'. Very little time is used to help meet identified needs - especially in the areas of mental health, behaviour issues, social issues, etc.	1/6/2016 8:10 PM
396	Too many students with serious health issues and not enough counsellors available	1/6/2016 8:01 PM
397	we do not have one, or access to one to address students with emotional/behavioural concerns	1/6/2016 8:00 PM
398	I think all schools need a full time counsellor, they tend use some of their guidance time as IRTs thus reducing time to counsel students and perform assessments and followups	1/6/2016 7:57 PM
399	Not enough time for her to spend time in classrooms observing or helping teacher deal with issues	1/6/2016 7:52 PM
400	Testing, counselling, meeting attendance	1/6/2016 7:50 PM
401	The guidance counsellors job requires many different aspects. There is not enough counsellors for the number of students who need to be counselled. There also needs to be social workers in schools.	1/6/2016 7:37 PM
402	Our Guidance counsellor goes above and beyond to try to meet all the needs of the students but it is not humanly possible to stretch herself that far to meet the needs of 60+ students. There are many primary/elementary students dealing with anxieties that are hard to see as there are so many behavioural and academic issues. It is unfair to students who do not obviously stand out with issues to send them on from primary/elementary school without addressing their many issues.	1/6/2016 7:31 PM
403	Unable to meet the demand of student needs with current resources	1/6/2016 7:29 PM
404	Our guidance councillor services 3 schools which are 1 hr apart. We have a guidance councillor for 1 or 2 days a week.	1/6/2016 7:28 PM
405	Not every child who needs access to guidance services is able to receive what they need. Guidance time is taken up with assessments and there is very little time for anything else.	1/6/2016 7:24 PM
406	our school has approx 300 students with high need and only 0.75 guidance.	1/6/2016 7:23 PM
407	we have a guidance teacher that is suppose to be in our scholl 50% of the time. That does not happen.	1/6/2016 7:18 PM
408	All those previously identified in item 20!	1/6/2016 7:07 PM
409	Counselling piece	1/6/2016 7:07 PM
410	Lack of resources leads to constant bad behaviours. students who need immediate attention take over the delivery of curriculum. Too many needs and not enough units to assist	1/6/2016 7:05 PM
411	Too many kids with stress, anxiety, and mental illness issues	1/6/2016 7:04 PM
412	Both behaviour and academic	1/6/2016 6:57 PM

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413	too much time spent on the anxiety and counselling to get assessments for lds done- i mean they are overworked and kids needing assessments have to wait - prolonging iep's etc	1/6/2016 6:54 PM
414	To be able to adequately support teachers and their students.	1/6/2016 6:48 PM
415	Needs are TOO MANY for one guidance Counsellor to meet needs.	1/6/2016 6:47 PM
416	Always need more guidance support. In large schools, 1-2 guidance does not suffice. Should be closer to 1/200 ratio to meet all service needs.	1/6/2016 6:46 PM
417	Assessment is backed up Students with behavioural needs need more interventions	1/6/2016 6:40 PM
418	Guidance cannot possibly do what is expected of them.	1/6/2016 6:35 PM
419	If we had a full time guidance yes, but we only have 1/2 time and travel cuts that down to 1/4 or less.	1/6/2016 6:29 PM
420	The guidance counsellor is mostly IRT and as a result the students with counselling needs outside of behavior do not receive much, if any, counselling.	1/6/2016 6:28 PM
421	I don't really know but I suspect with the number of behavioural issues I am seeing, more counselling of children with violent tendencies would benefit the whole school environment	1/6/2016 6:26 PM
422	She is split between two schools.	1/6/2016 6:26 PM
423	Paperwork sometimes takes a while. No time for guidance to come to classrooms to chat with students on a casual basis.	1/6/2016 6:25 PM
424	1 person per 300+ students is comical at best.	1/6/2016 6:24 PM
425	Too many issues especially those around mental health, that are not being handled due to lack of resources ie teachers.	1/6/2016 6:24 PM
426	Needs are to great for 1 gc	1/6/2016 6:24 PM
427	Kids need more programming that a counsellor could offer. Many kids in our area are on a wait list for mental health. Increased counsellors could help with that	1/6/2016 6:23 PM
428	50% guidance 50% irt for 250students is not near enough . Educ psych not assigned so no relief for assessment duties. Allocation is nnot near nexessary for the	1/6/2016 6:18 PM
429	It would benefit students if we had a full time guidance teacher at the school.	1/6/2016 6:12 PM
430	High level of anixety issues and drug related issues and only 1/2 unit of guidance and so other personnel in school have to take up the slack.	1/6/2016 6:08 PM
431	Guidance counsellors can not complete all work that is expected from them..	1/6/2016 6:06 PM
432	Often it is very difficult to get a child in to see a guidance counsellor if the situation is not an immediate concern. They are often very busy and occupied with other students/ tasks.	1/6/2016 6:02 PM
433	Too many students with identified needs to be adequately served by one counsellor	1/6/2016 5:58 PM
434	Based on the needs of our school and testing required, we have a guidance counselor who is present 2 days a week as she is shared with 2 other schools.	1/6/2016 5:57 PM
435	Guidance Counsellor is only in our building half time. Schedule is sporadic. Teachers don't know if she's in school or not. Ineffective in my mind. Much better when our guidance counsellor was also teaching in our school half time. At least he was in the building. Unqualified teachers are following the role of counsellor in her absence.	1/6/2016 5:51 PM
436	We have a guidance counsellor who is shared between 3 school. Spends about 8 hours a week at our school	1/6/2016 5:48 PM
437	Again, guidance time is mostly spent on a very few extremely high needs students.	1/6/2016 5:48 PM
438	too many needs	1/6/2016 5:48 PM
439	Paperwork, groups and clubs , one on one counselling	1/6/2016 5:44 PM
440	I don't even know where she finds the time for assessment!	1/6/2016 5:40 PM
441	Student assessment and counselling	1/6/2016 5:37 PM
442	increasing mental health issues, even at lower grade levels.	1/6/2016 5:33 PM
443	High needs for our population and grade distribution.	1/6/2016 5:31 PM
444	Our Guidance counselor is excellent but there are so many needs it's hard to get to everyone.	1/6/2016 5:27 PM

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445	With the needs of the students now, and the lack of coping skills, and the reality of parents who do not parent their children leaves us as teachers with an impossible job, and leaves guidance counsellors with an overwhelming workload.	1/6/2016 5:26 PM
446	Enough time to council, enough time to assess, enough time to help set up programming, enough counsellors	1/6/2016 5:26 PM
447	assessments, classroom support, teacher support, student support, family support	1/6/2016 5:22 PM
448	The psychological needs of students are not being met my guidance counsellors who are spending all of their time doing tests for LDs etc. We have serious mental health issues, that lead into addictions and crime. Yet, there are not enough staff to manage the problems our students are experiencing.	1/6/2016 5:21 PM
449	Virtually no gifted students' needs are addressed. Testing and instructional needs are largely unmet due to having only one half Guidance across k-12 with a multitude of varied needs	1/6/2016 5:16 PM
450	There is not enough guidance time for the increasing need for support in the mental health issues that are arising	1/6/2016 5:14 PM
451	No time for counselling, parent contact not being made as needed, limited availability to confer with staff.	1/6/2016 5:11 PM
452	high need for guidance services - one student may take hours from an already blocked schedule	1/6/2016 5:10 PM
453	We need more!	1/6/2016 5:06 PM
454	students with anxiety disorders and problems with socializing appropriately	1/6/2016 4:55 PM
455	Guidance services are being monopolized by the few children with behavioural issues there's no time to deal with issues which may come up unexpectedly during the day and time to provide testing and counselling as needed	1/6/2016 4:54 PM
456	There is not enough time for testing. When testing is being done, there is little time for counselling, which is especially important given the needs of students emotionally, etc.	1/6/2016 4:45 PM
457	not sure, I never see them - they are always run off their feet. They don't even eat lunch with the staff.	1/6/2016 4:44 PM
458	1 counsellor per 500 students is ridiculous.	1/6/2016 4:42 PM
459	I feel that each year there are more students who require these services but only have access to 1/2 time and need for a full time	1/6/2016 4:39 PM
460	Classroom presentations, group counselling more intensive individual counselling. Seem to be doing more referring for counselling.	1/6/2016 4:35 PM
461	Guidance counsellors are required to provide counselling, complete educational assessments - across multiple schools in most cases.	1/6/2016 4:27 PM
462	Half time guidance with IRT, all service goes to IRT because of the nature of the needs in many of the students.	1/6/2016 4:20 PM
463	There are a lot of students on her workload. She needs a lot of help with testing and identifying children with needs	1/6/2016 4:15 PM
464	A Guidance Counsellor should have only one school... What happens if shes at the other school and something bad goes down. Emergency situations can happen in both schools at the same time.	1/6/2016 4:14 PM
465	Right now it is very difficult for the GC to find time to assess everyone when the student needs to be assessed. It usually takes two years which in my opinion is too late to significantly help the student.	1/6/2016 4:10 PM
466	We share a guidance counsellor with other schools, her time is limited.	1/6/2016 4:08 PM
467	Not enough time for important things like whole school programming like Roots and Fun Friends etc. And not enough time for counselling around positive mental wellness and other needs as they arise	1/6/2016 4:08 PM
468	How can you complete when you no longer have IRT helping with achievement testing because they are too busy. The GC has to do daily student assistant schedules, plan positive programs. They are only one person.	1/6/2016 4:05 PM
469	More time needed	1/6/2016 4:04 PM
470	This is a critical shortage in Senior. The best wat to prevent students from arriving at th emergency room of the Janeway is to guide students school based. Guidance is swamped in ediucaional assessment and IRT management along with Admin. There needs to be a Special services Dept Head for that role, assessors for the psycho-educational assessment, so that guidance counsellor can work with students to resolve problems. The Dept has brought in the Safe and Caring policy and laid the social and emotional management, educationa dna ploicing onto the laps of guidacne and admin with our a single extra hour of resources. I could write a disertation here.	1/6/2016 4:03 PM
471	We have one Guidance Counsellor for 600 plus students. We need one more to meet the needs of all students.	1/6/2016 4:00 PM

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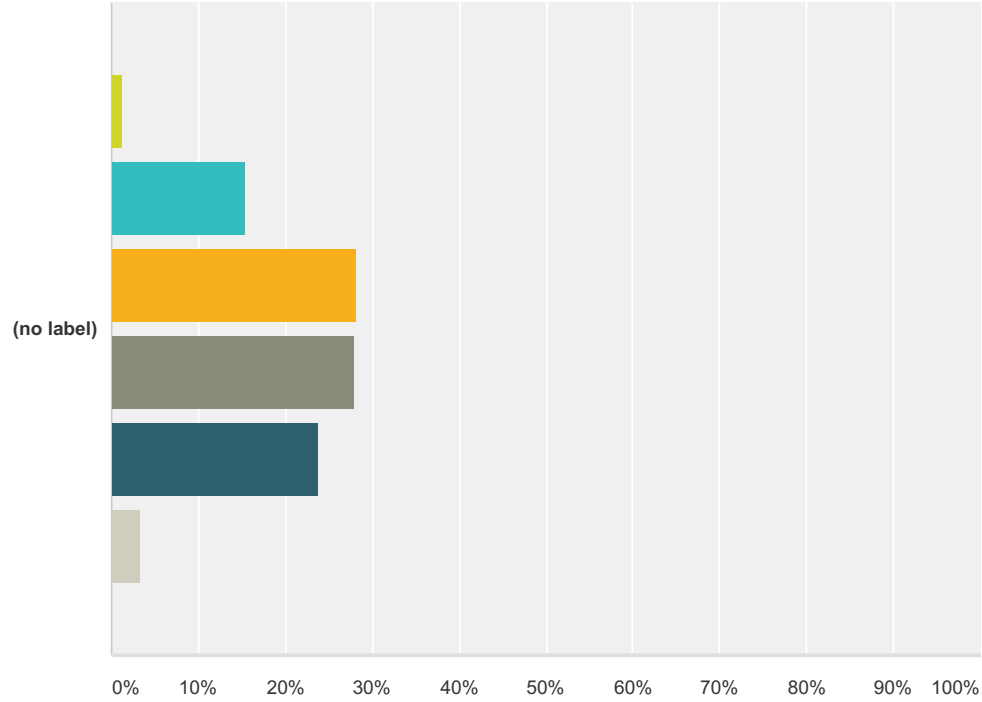
472	Students who are in need of counselling often are neglected because testing for exceptionalities becomes the priority in order to get personnel resources allocated. Additionally, behaviors are so extreme that they occupy too much of the counsellors time. Working on proactive programming such as character education is often left by the wayside.	1/6/2016 3:58 PM
473	part-time, shared between schools, may not be in building when needed	1/6/2016 3:58 PM
474	not sure- too busy in my class	1/6/2016 3:56 PM
475	students are taking too long to be assessed and there is not enough time to help students who may need counselling	1/6/2016 3:54 PM
476	Difficult to have comprehensive assessments completed in a timely manner	1/6/2016 3:50 PM
477	Career Counselling has been out the window for 3-4 years now; individualized counseling is minimal as well.	1/6/2016 3:49 PM
478	With more and more social and mental problems found in youth today, GC's need to be visible in all schools and all times. In our region, our GC is absent half of the time. This is an injustice to our students.	1/6/2016 3:48 PM
479	We have a guidance counsellor assigned to our school 1 day out of 14. This is just not sufficient.	1/6/2016 3:48 PM
480	Not enough resources for programming.	1/6/2016 3:48 PM
481	Long waiting lists as I understand.	1/6/2016 3:47 PM
482	None	1/6/2016 3:47 PM
483	more need than what is available	1/6/2016 3:45 PM
484	Behavioural, anxiety/depression issues. More students suffer from this than there is being allocated to deal with the issues	1/6/2016 3:42 PM
485	Due to influx of students with identified mental health issues and growing administrative responsibilities in that role, many students are not getting individualized help/attention	1/6/2016 3:37 PM
486	we have one counsellor for a 250+ population. They are swamped with guidance and are expected to teach on top of this.	1/6/2016 3:37 PM
487	more kids every year go on caseload, yet no increase in guidance allocation, or allocation is shared with other schools, while smaller isolated schools often receive no guidance support at all.	1/6/2016 3:37 PM
488	mental health issues need so much attention. they are over taxed!	1/6/2016 3:35 PM
489	More and more students are being identified with mental health issues and more guidance time is needed to fulfill the assessments and supports needed within the school.	1/6/2016 3:35 PM
490	Work load to too much for a large population even without students with exceptionalities	1/6/2016 3:33 PM
491	Mental health issues (such as anxiety, anger control, depression) social skills instruction, LGBT acceptance	1/6/2016 3:33 PM
492	Mental health issues are on the rise and also the need for assessment has increased, therefore it is impossible to do both with limited resources.	1/6/2016 3:33 PM
493	Mental health, behavioural issues	1/6/2016 3:31 PM
494	Another half unit would help with students with anxieties and mental issues	1/6/2016 3:30 PM
495	They are difficult to track down as they are always so busy	1/6/2016 3:29 PM
496	The current allocation merely allows time to address greatest level of need currently being presented. Little to no time is available for preventative psychoeducation within the classroom for the entire student body(i.e., developing greater sense of identity, understanding healthy relationships, healthy lifestyles, understanding anxiety, the power of goal setting, etc. Little time for post-secondary planning, focus/support on scholarship opportunities, etc. High increase in assessment pressures on top of increased mental health issues (with students and families) which can take up all a counsellor's time and keep them in their office.	1/6/2016 3:28 PM
497	We are a center city high need school and most of the time the guidance counsellor is dealing with crisis management and has no time to see students who need to talk and work out problems, also assessment time has to slow due to the high need for crisis management.	1/6/2016 3:26 PM
498	Need more time	1/6/2016 3:23 PM
499	many students with regular issues not having access due to time dealing with other programming cases	1/6/2016 3:20 PM
500	There are long assessment waitlists and numerous counselling needs. Unfortunately, GCs must prioritize what needs to be done. I feel as though it is challenging to implement as many preventative measures as a GC that I would like! I personally believe that each school should have its own guidance counsellor given the need.	1/6/2016 3:19 PM

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501	Guidance counselors spend all their time with assessment and very high needs kids - again those with behavioral needs. Often those with milder mental health needs are not able to be accommodated. Except for Roots of Empathy, very little classroom or preventative programming able to be done.	1/6/2016 3:18 PM
502	With the increased demands of Guidance to support mental health issues with students, anxiety, behaviour issues, family issues, etc.... there's never enough time to get assessments complete and to meet the needs of others.	1/6/2016 3:16 PM
503	Our counsellor is shared among many schools.	1/6/2016 3:14 PM
504	They are too busy to attend to all needs	1/6/2016 3:13 PM
505	We have the worst allocation in north america, of course it is not enough for all the issues in school; too many behaviour problems bogging down the focus on what a GC SHOULD be doing	1/6/2016 3:11 PM
506	2 for 750 certainly not enough. Too many issues at junior high level.	1/6/2016 3:09 PM
507	We have 1 guidance counselor that is shared between 3 schools. Our school has a high need for a guidance counselor.	1/6/2016 3:08 PM
508	I am split between three schools. Therefore, not only am I not in the building at all times, based on my allocations, two of my schools only have me present for one day a week. I often have to deal with crisis situations days or even a week after they occur. I do not have much time for classroom or preventive initiatives. As well, it is often a great struggle to balance assessments with counselling. I definitely do not feel that I adequately meet the needs of my schools. I often rely on other teachers (in particular the IRTs) to help with my position to complete tasks that are not supposed to be under their responsibilities.	1/6/2016 3:06 PM
509	There are 500+ students and 1 guidance counsellor, with the mental health issues on the rise it is not meeting the needs of the students in our school.	1/6/2016 3:03 PM
510	Testing - Student Counselling	1/6/2016 2:59 PM
511	Those students who can get by without Guidance, but the need is still there. Guidance is mostly for the students with severe needs.	1/6/2016 2:53 PM
512	Our guidance counsellor is unable to meet the counselling needs in our building due to the amount of paper work and assessment. Assessment has to be supported by district to fulfill the need.	1/6/2016 2:51 PM
513	My concern is of the support available in the classroom for children with identified needs.	1/6/2016 2:49 PM
514	Again, due to the formula used to allocate Guidance counsellors, she does the best she can, but time does not permit effective support.	1/6/2016 2:36 PM

Q20 The current allocation of other district level professionals (Educational Psychologists/Speech Pathologists etc) is sufficient to meet the identified needs of students.

Answered: 1,564 Skipped: 346



■ Strongly Agree
 ■ Agree
 ■ Neither Agree or Disagree
 ■ Disagree
■ Strongly Disagree
 ■ N/A

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	N/A	Total	Weighted Average
(no label)	1.28%	15.35%	28.13%	28.07%	23.85%	3.32%	1,564	3.60
	20	240	440	439	373	52		

#	If answer is disagree or strongly disagree please indicate what identified needs are not being met.	Date
1	Too far away.	1/21/2016 7:35 AM
2	One person cannot do all that is required. Necessary standardized testing sometimes takes a long time to get completed due to heavy workloads.	1/20/2016 11:08 PM
3	We have a speech pathologist?!	1/20/2016 11:07 PM
4	Those with language concerns should be seen more often	1/20/2016 9:44 PM
5	One SLP in our area is not enough for our three schools	1/20/2016 9:03 PM
6	Our speech Pathologist has her time spread out over 3-4 different schools. Every school should have their own full time speech pathologist to meet the needs of the number of children with speech/language issues.	1/20/2016 7:48 PM
7	We did not have a speech pathologist in our area at the beginning of the school year, the position has been filled, still waiting to receive resources for students. Also, there has been difficulty in obtaining reports that would help in gaining SLP services for students.	1/20/2016 6:55 PM

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8	I have been in schools that could use their own Ed Psyc on staff	1/20/2016 5:23 PM
9	Same reasons as stated previously for guidance allocations.	1/20/2016 5:00 PM
10	a student has been waiting since kindergarten to be assessed by SLP, student is now in grade 2. Recently appointed SLP has to wait until Ed. Psych can complete a CA in order to do SLP assessment. These professionals' caseloads are exhausted and students are not receiving the educational programs in a timely fashion in order to provide them with the best educational plan possible.	1/20/2016 4:40 PM
11	Our students have not received services this year for SLP and we have a number of students who qualify and are approved for support. We have a guidance counsellor who can do all the assessments of an Ed Psyc so we may not see such a person from the district.	1/20/2016 1:47 PM
12	Not all behavioural issues can be addressed by appropriate personnel. The stressed student does not have the personnel to speak to immediately. There are wait times of several months to see the appropriate personnel.	1/20/2016 12:33 PM
13	There needs to be more to deal with the many needs. Students are not getting assessed by the Educ Psyc soon enough. They should not be going to Grade 4 and still not have been assessed.	1/20/2016 12:18 PM
14	Our school has a HIGH need for these professionals and due to lack of resources some students are being seen on biweekly basis. This is due to the sharing of one speech/pathologist for 4-5 schools.	1/20/2016 12:03 PM
15	We need more of these professionals! SLP's have huge caseloads and deal with a variety of issues. They are such a valuable resource for both students and staff. Educational Psychologists need to be doing less assessing and more counselling.	1/20/2016 11:34 AM
16	I think these professionals are spread too thin to do justice to a particular school.	1/20/2016 9:59 AM
17	Speech/ language	1/20/2016 9:36 AM
18	alternate course programming and accommodations of students	1/20/2016 9:12 AM
19	Rarely see Ed. Psych.	1/19/2016 11:07 PM
20	Current number of students requiring slp service only receive service once per week, with short one on one sessions.... Not enough!	1/19/2016 10:04 PM
21	The resources do not exist, there are so many students falling through the cracks.	1/19/2016 10:02 PM
22	Seeing a speech therapist for 20 minutes once a cycle is pointless	1/19/2016 9:03 PM
23	unavailable because of their many responsibilities	1/19/2016 8:38 PM
24	There is a wait list for students to be diagnosed.	1/19/2016 8:17 PM
25	The speech pathologist has been to our school once this year so far.	1/19/2016 7:54 PM
26	Spread among too many schools	1/19/2016 7:39 PM
27	can't get the allocations - ones who need it - LONG wait time	1/19/2016 7:39 PM
28	Speech/ language needs are increasing but number of SLP's are not	1/19/2016 7:03 PM
29	Presently there is one speech language pathologist to service all of the Burin Peninsula schools. There are only two educational psychologists. This is insufficient.	1/19/2016 6:52 PM
30	I don't have enough exposure or interaction on this level to comment but it would seem logical that if more guidance counsellors as required, then the same would be true for Educational Psychologists.	1/19/2016 5:54 PM
31	Our speech pathologist has WAY too many kids on her list and can only see each student once per month. She cannot do justice to any of her programming.	1/19/2016 3:41 PM
32	There are a higher number of students with identified needs or on prereferral programs that are not able to get testing in an adequate amount of time as the professionals have too many students to work with.	1/19/2016 3:17 PM
33	We have not had much support from our Educational psychologist this year. She serves many schools.	1/19/2016 1:57 PM
34	We need an Educational Psychologist, none available.	1/19/2016 1:06 PM
35	With the increasing amount of mental, social, and behavioural issues coming into our classrooms each year, these professionals are spread too thin across the district. As well, with the increase of speech language issues swamping our SL's to the point that their work load over past year or so has been doubled!	1/19/2016 12:58 PM

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36	They do their best but the case load is incredible	1/19/2016 12:15 PM
37	rarely see the ed. psych in our building	1/19/2016 11:46 AM
38	Only meeting needs of primary kids not elementary students	1/19/2016 11:15 AM
39	Our speech pathologist sees my students once every 3 weeks...not enough. I have one student who is barely understandable. His parents are not able to pay for private speech therapy.	1/19/2016 11:04 AM
40	The Speech Lang. Pathologist is responsible for too many schools, and with the high number of needs, students are not always receiving the services they require.	1/19/2016 9:47 AM
41	SLP's are consistent but there are many students who are discontinued or who do not receive services and follow is expected by classroom teacher to monitor. Wait time for assessments is quite long.	1/19/2016 9:27 AM
42	Insufficient intervention to make any significant impact	1/19/2016 8:05 AM
43	any time I refer students it is taking up to 2 years before programming is in place often to do with testing not being completed because of wait lists	1/19/2016 7:53 AM
44	Such personnel only have time to complete testing and rarely addresses behaviours.	1/18/2016 11:07 PM
45	Same as above. Our schools need more Educational Psychologists to work more closely with our schools on a wide range of issues and student needs, as well as, assist with a high need of assessments and documentations.	1/18/2016 11:05 PM
46	More ESL and SLP support is needed, especially ESL now with the greater influx of refugees.	1/18/2016 10:09 PM
47	If we are waiting weeks on end to see an SLP, for example, then needs are not being met.	1/18/2016 10:03 PM
48	Again, they have a very full plate and service 5 different schools, each with a full case load	1/18/2016 9:59 PM
49	Minimal time with students due to being spread thin	1/18/2016 9:42 PM
50	students are only being seen every 2 weeks (speech)/ not enough time	1/18/2016 9:14 PM
51	Not sure.	1/18/2016 9:03 PM
52	Especially in the area of assessment! Need more professionals for assessment.	1/18/2016 8:57 PM
53	None get the chance to properly work with the children on their caseloads anymore. Children with mild speech impediments do not get serviced, but get home programs which parents do not know how or have time to do. Only see the highest needs and not regularly enough.	1/18/2016 8:40 PM
54	Speech and emotional/social concerns	1/18/2016 8:34 PM
55	Most primary/elem. schools need a full time SLP	1/18/2016 8:27 PM
56	There is little equity between the school assignments of educational psychologists in terms of number of students and number of schools	1/18/2016 8:04 PM
57	length of time waiting for assessments to be completed, delay in consults	1/18/2016 7:56 PM
58	There is such an increasing number of students with exceptionalities, behaviour and anxiety issues for them to service.	1/18/2016 7:47 PM
59	The direct service to students given by guidance counsellors is critical. Ed. Psych. need to be in the schools.	1/18/2016 7:44 PM
60	Reluctant to say "NO" to this one as we need more front-line resource personnel in each classroom where specific needs arise. District professionals, while serving an important role, are not able to assist students and teachers with the day to day realities of the classroom.	1/18/2016 7:38 PM
61	We need more psychologists to deal with an increasing number of mental health/emotional issues.	1/18/2016 7:31 PM
62	Students are not getting assessed. Stidents with possible giftedness are put on the back burner to "deal" with students who are struggling to pass.	1/18/2016 7:30 PM
63	ed psych - long wait times for testing of suspected needs.	1/18/2016 7:18 PM
64	Very difficult to reach people, wait times to see them are long, they pop in for a consult for an hour here and there then they are off to another school.	1/18/2016 7:07 PM
65	wait time to receive assistance is too long	1/18/2016 6:50 PM
66	Again, more time needed to get students assessed at an earlier age rather than be on a waiting list.	1/18/2016 6:38 PM
67	Rarely see them at the school.	1/18/2016 6:26 PM

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68	If there were enough Ed Psychs, Guidance wouldn't have to do the testing they are being required to do. There are too many children being referred in elementary because we are not implementing an early intervention program. There would be less children referred in elementary if we could help the children effeciently in primary. Since this is not happening, Ed. Psych is overburdened (this is one of many examples).	1/18/2016 6:23 PM
69	The waiting time for a referral is too long. Many of our at-risk students are falling through the cracks.	1/18/2016 5:57 PM
70	We should have more Ed psychologists to take over the testing/assessments being done you our guidance counsellor so she can use her time to "counsel" and help students	1/18/2016 5:52 PM
71	The students are not been seen often enough. Services are spread thin.	1/18/2016 5:30 PM
72	Not enough to address assessment needs etc.	1/18/2016 5:20 PM
73	Never available. Won't say. Impossible to get definitive answers.	1/18/2016 5:09 PM
74	Very little resources available.	1/18/2016 5:00 PM
75	Not for the students coming to school in 2016	1/18/2016 4:10 PM
76	Too many kids are not being serviced due to long lists and too few professionals	1/18/2016 4:03 PM
77	Our Ed Psych is spread far too thin and worked way too hard, we don't see her in our school/area enough due to this	1/18/2016 3:56 PM
78	I continue to hear of students who are supposed to be receiving programming/support from the speech pathologist who have still not seen her all year. Clearly they are spread too thin. While I understand that Kindergarten students take priority, older students should not go without when they are supposed to be receiving services and have serious speech impediments.	1/18/2016 3:44 PM
79	Given the number of children and their needs in both speech and language development in this school a full time SLP is required	1/18/2016 3:36 PM
80	We have many SLP needs that are not being met as out SLP is only here two days a week. We have 4 children in kindergarten that we still don't understand their conversation.	1/18/2016 3:17 PM
81		1/18/2016 3:03 PM
82	School District resources personnel are split between too many schools, needs and students. Even arranging consults can be very challenging.	1/18/2016 2:57 PM
83	Need an Ed Psych in each school.	1/18/2016 2:41 PM
84	We have a high number of students with Language exceptionalities who are unable to avail of direct support.	1/18/2016 2:15 PM
85	individual psychiatric needs	1/18/2016 2:14 PM
86	all children are not being seen	1/18/2016 2:03 PM
87	We can use the assistance of our educational psychologist more often	1/18/2016 2:02 PM
88	We see a SLP once every 2 weeks; it is not enough to meet the needs of 2 students who are diagnosed severe speech delay and others who need direct service.	1/18/2016 1:56 PM
89	Ed Psychs are seen as assessors only.	1/18/2016 1:39 PM
90	I think the need is in the classroom...not bureaucratic intervention.	1/18/2016 1:35 PM
91	wait time for assessments too long	1/18/2016 1:25 PM
92	school does not have one or when they did it was only 0.5	1/18/2016 1:13 PM
93	I'm not sure	1/18/2016 1:08 PM
94	not enough time provided for students	1/18/2016 1:05 PM
95	With respect to SLPs, they are the communication experts, yet they are not able to spend enough time with many students who require programming in this area. Many students especially who present with ASD are not able to receive direct programming in areas of communication and social skills/social thinking. Also, some students with severe speech would benefit from more sessions weekly and this is not doable for many SLPs.	1/18/2016 12:56 PM
96	District personnel refuse to travel	1/18/2016 12:52 PM
97	The resources are spread much too thin for the problems facing todays students.	1/18/2016 12:51 PM
98	Too long wait time on assessments	1/18/2016 12:51 PM

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99	SLP in particular does not have enough support allotted in elementary grades to support students that were being followed in primary	1/18/2016 12:48 PM
100	child with speech language concerns had three sessions with a SLP last academic year (2014-2015) and none so far this academic year (2015-2016)	1/18/2016 12:35 PM
101	Too many students on caseload to do justice to some individuals who require more intense supports	1/18/2016 12:34 PM
102	need them to do more formalized assessment	1/18/2016 12:27 PM
103	No more people at board level. Classroom teachers is what we need, and lower the pupil teacher ratio in every class per P2 enrolled (ie: P2 student = two students, so if you have 6 P2 students, you have 6 students less than the cap). Classroom teachers have the knowhow to help, the need this type of support.	1/18/2016 11:58 AM
104	30% of school population has identified exceptionalities	1/18/2016 11:57 AM
105	We rarely see these professionals. They are spread out among too many schools	1/18/2016 11:55 AM
106	Not sure; haven't seen one in a while	1/18/2016 11:43 AM
107	can only get to the school a half dozen times a year	1/18/2016 11:37 AM
108	The Ed psych comes only so often and the SLP comes twice a week. Some students with speech problems only get seen once every few weeks. This is not enough to help a student get over a serious speech problem.	1/18/2016 11:23 AM
109	I HAVE YET TO SEE ONE HERE	1/18/2016 11:14 AM
110	Allocation is less than national / international standard; they have unique skill sets and should be used for preventative services as well. Not enough of them!!	1/18/2016 11:13 AM
111	time allotment for assessments	1/18/2016 11:08 AM
112	It takes years to get comprehensive assessments completed at my school. Students are wait listed year after year because we do not have the human resources to get them assessed. Students rarely get reassessed before grade 12 because so many students have not even had an initial assessments. Some parents have choosen to get assessments done privately due to the extremely long wait list. Our students rarely receive direct intervention from the SLP whose office is a work days drive away.	1/18/2016 11:07 AM
113	More EP SLP personnel could help the Guidance with issues such as behaviour and mental health concerns.	1/18/2016 10:58 AM
114	Waiting lists are too long	1/18/2016 10:50 AM
115	Our ed. psych is only half time which limits their ability to address the needs in our school along with other schools in their assignment	1/18/2016 10:49 AM
116	We VERY rarely see our ed psych. I've heard the same from many schools.	1/18/2016 10:47 AM
117	Our speech/language pathologist is assigned to far too many schools. She feels as though she is unable to provide both therapy and assessments to so many students. Students are not being seen regularly due to her being stretched too thin.	1/18/2016 10:46 AM
118	Competition of assessments in a timely manner	1/18/2016 10:38 AM
119	Long waiting lists especially for testing.	1/18/2016 10:38 AM
120	Students with speech problems need more time with SLP.	1/18/2016 10:34 AM
121	Exceptionalities are not a priority otherwise allocations, money, and time would be a priority.	1/18/2016 10:31 AM
122	Same as above. We have such high need at my school.	1/18/2016 10:17 AM
123	I am not a trained Ed. Psych/Speech Path, but I'm given instructions on what I should do with students. I am doing those students a dis-service.	1/18/2016 10:06 AM
124	See comments above	1/18/2016 10:00 AM
125	Most students with speech language challenges need to practice these skills weekly and sometimes daily. IRT's are expected to fill the gap of service from SLP. This takes away from service from other students. Language is a very important skill that needs to have a greater priority.	1/18/2016 9:58 AM
126	Assessment lists are too long as there are not enough professionals to get the job done in a timely fashion.	1/15/2016 6:33 PM
127	Not enough services for the long list of students who need help.	1/15/2016 3:01 PM
128	Not enough time.	1/15/2016 2:59 PM
129	Again, I assume the guidance councillor deals with the district.	1/15/2016 9:22 AM

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130	We finally got an SLP in the past month after HOW LONG?	1/14/2016 10:39 PM
131	Students need more time with speech pathologist to overcome their difficulties and students with learning difficulties need to be diagnosed sooner in order to put a plan in place to help them overcome or work to the best of their ability. Often students are left, when with a little intervention they can be on their way to handle the curriculum expected of them, instead of waiting and having them fail and become frustrated. Finally, by the time you get to some these students it's too late. If we know a person has cancer, do we leave them until they're almost dead before they are given treatment?	1/14/2016 4:16 PM
132	I feel that the criteria for SP to place students on their case load very confusing.	1/14/2016 1:37 PM
133	I don't know enough about this to provide a response	1/14/2016 11:08 AM
134	too many children need assessment and not enough professionals to administer them	1/14/2016 10:10 AM
135	We just got our SLP for this year - already 1/2 year behind in an already stretched schedule	1/14/2016 9:03 AM
136	Again more staff	1/14/2016 8:30 AM
137	Our school could use a full-time Ed Psych and a full time speech pathologist just for our student body alone; if these professionals were in our building on a daily basis we may be able to get through some of the backlog of workload with which we are faced.	1/13/2016 10:10 PM
138	Students in need of assessments have to wait inordinate amounts of time to be assessed and there are not enough speech pathologists to meet the needs of students. They need more intensive support.	1/13/2016 9:32 PM
139	certainly not, there are too many needs to be met with the time allocated	1/13/2016 8:20 PM
140	We need more specialists	1/13/2016 8:01 PM
141	SLP is stretched too thin; no OT; no PT; we have to wait too long for assessment	1/13/2016 6:36 PM
142	Schools need more SLP time. Some SLPs have large caseloads. I feel that a full time SLP is necessary at some schools.	1/13/2016 11:45 AM
143	not enough counselling and consultation on behaviour and mental health	1/13/2016 9:46 AM
144	The case load of our SL is double the prescribed number & climbing with the observed needs our incoming Kdgtn students.	1/13/2016 8:47 AM
145	Only the most severe get seen by these professionals. We are missing the boat with others.	1/12/2016 7:54 PM
146	Extra time is needed to help with testing.	1/12/2016 6:17 PM
147	Often these professionals are stretched very thin and their ability to work with students is often very limited .	1/12/2016 5:49 PM
148	Most students not receiving enough time to make sufficient progress	1/12/2016 4:30 PM
149	Not enough student assistant and IRT time. Not even close. Most children are NOT getting the supports they have been outlined as needed in their IEPs. I could say 90 percent in our school.	1/12/2016 1:29 PM
150	speech and psychologists are in short supply and will admit they are unable to mee thte needs of studennts	1/12/2016 10:07 AM
151	We recently lost the support of a speech pathologist and now IRT resources are consumed by one student.	1/12/2016 9:42 AM
152	it takes too long to get testing done because they have a too big a workload	1/11/2016 10:27 PM
153	One qualified SLP for our region is just not sufficient. The second SLP for our region is a teacher, not a trained SLP.	1/11/2016 10:06 PM
154	High number of students needin SLP services and only get to be seen every few weeks	1/11/2016 9:57 PM
155	Not enough time to give kids with high needs intensive support.	1/11/2016 8:51 PM
156	We have a severe under allocation of speech pathologistsin a desperate need for occupational therapists, particularly for those students diagnosed with ASD.	1/11/2016 6:15 PM
157	One speech pathologist per 4 schools per 2 days a week means hardly ever being seen.	1/11/2016 5:05 PM
158	They are helpful when you contact them. But they do not have the time to meet with students/teachers on a regular ongoing basis.	1/11/2016 4:06 PM
159	Reviewing files, consultations, planning.....everything!	1/11/2016 3:32 PM
160	We have a guidance councillor shared between 3 schools and when a student is identified as needing testing it is often the full school year before the testing can be done. We are not quick enough to identify these needs and respond to them appropriately.	1/11/2016 2:54 PM

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161	One of my schools has 32 students waiting for Educational Psychologist assessment. This exceeds the allocation for a full time Ed Psych or Itinerant Assessor.	1/11/2016 2:43 PM
162	We rarely see the other specialists. Maybe once a year.	1/11/2016 2:29 PM
163	With many needs, comes many assessments. There's one Educational Psychologist for 7 schools. Some of these schools are very high need. Also, with a large number of speech exceptionalities, one SLP is not enough.	1/11/2016 1:43 PM
164	In Lab West, we currently do not have a registered Ed Psych and never have for the 16 years I have been here. The position title has to be changed to itinerant Ed assessor. There are definitely not enough SLPs to address the issues in Lab West either. I have been saying this for years and have been trying to advocate for more service for my students. Right now we do not have a ratio for SLP s in this province. I have asked as high up as Jeff Thompson and he replied there wasn't one. If one, does the math and divide the amount of Slps in the province with the student population it works out to be approximately 1 SLP for 1450 students. Ten percent of Canadians have a communication Disorder. That means each SLP has on avg 145 students. My current caseload is closer to 200. I feel in order to be effective I should see my students similar to how an IRT is scheduled. Would a school give an IRT 145 students to service. I think not. This amount is totally unacceptable. And is a band-aid service at best.	1/11/2016 11:55 AM
165	We are drowning.	1/11/2016 11:45 AM
166	These people need to be working in the schools as counselors, not trucking all over God's green acre trying to be everybody's everything. Hire more of them and assign them to work out of the school buildings. They need to be at the ready when challenges arise (not a half hour drive away.)	1/11/2016 10:46 AM
167	Number of students who require extensive assistance has increased.	1/11/2016 10:31 AM
168	We do not have an Ed Psych available after January 21, 2016. Our current Ed Psych has retired and cannot work past this date. We have a SLP assigned, but we have not seen her this year.	1/11/2016 9:55 AM
169	There needs to be a stronger presence of Ed Psych's within each school.	1/11/2016 9:54 AM
170	Student need is at all time high. We need more educational psychologists, counsellors and such to deal with the array of problems.	1/10/2016 8:22 PM
171	They do their best, but have to go to so many schools that the consistency is not there for the students.	1/10/2016 7:52 PM
172	The testing of students takes a long time before the process finally begins.	1/10/2016 7:51 PM
173	Presently, we need a full time speech language pathologists. We need more unit allocation of Ed Psych. for our building.	1/10/2016 6:57 PM
174	due to high numbers our slp is not able to service students in kindergarten until mid-late year and other students as well. Numbers are high and this is not a reflection on the individual.	1/10/2016 2:46 PM
175	having someone drop in does not allow for understand of the whole picture of issues for student or the teachers/school	1/10/2016 10:48 AM
176	These personnel should be IN the school not at district office. We should have a full-time SLP and an OT in our building	1/10/2016 10:44 AM
177	with the rising number of mental health issues, there isn't enough resources to manage all it it properly.	1/9/2016 10:42 PM
178	Again needs are being met somewhat but due to such a high number of students requiring services, students are not receiving enough support in these areas.	1/9/2016 9:11 PM
179	I may have seen the Psychologist and Pathologist two or three times since September.	1/9/2016 8:32 PM
180	Speech Pathologist is spread too thinly. Caseload prevents her from spending enough time with nonverbal students.	1/9/2016 4:32 PM
181	Assessments, counselling for students with emotional problems or behaviour issues	1/8/2016 11:02 PM
182	Irregular visits, monthly if lucky.	1/8/2016 9:13 PM
183	Our school educational psychologist is extremely busy. It would be beneficial for more supports in this area to speed up assessment processes.	1/8/2016 6:42 PM
184	Where do i begin?	1/8/2016 5:09 PM
185	academic needs have to be put second to extreme behavioural issues because of insufficient personnel to deal with needs.	1/8/2016 3:16 PM
186	Have a student who is to see a SLP asny has not been seen by anyone since school has started.	1/8/2016 2:53 PM

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187	Since I have been a counsellor, I have never really understood what it is that they do on a daily basis! We often ask for help but they nevere seem to be available (they often have only a few schools)! Need to reallocate the positions to the schools- they need to be Psychometrists like in other provinces.... not sure of their defined role! Frustrating!	1/8/2016 2:46 PM
188	There is a major work load and number of students who could be seen on a more regular basis if more professionals were at each school.	1/8/2016 2:33 PM
189	We have an S-LP in our building once per week...there are many language needs at our school	1/8/2016 2:24 PM
190	Students are waiting to long to have testing for disabilities completed. More speech pathologists needed in the younger grades. This would help with issues of self-confidence as well.	1/8/2016 2:16 PM
191	As above.	1/8/2016 1:57 PM
192	Resources need to be increase accross the board. Wait list for assessments and supports are too long. It is an unjustic to the students and compromises their learning.	1/8/2016 12:57 PM
193	Psychologists limited in their availability to provide service/support to schools	1/8/2016 12:14 PM
194	It is improving	1/8/2016 12:01 PM
195	We only have 1 SP and 2 EP so we can only see them one every week or two depending on issues and workload through out the province.	1/8/2016 11:35 AM
196	need more Speech/Language time	1/8/2016 10:51 AM
197	Wait lists for assessments	1/8/2016 10:47 AM
198	Most of the district level professionals are so highly in demand schools and students are waiting weeks and even months to see them. The referrals lists are continually increasing and we do not have the staff to meet the demands. These professionals also do not have sufficient amounts of time to supply each school so when they do come in for an observation or metting it is quick and does not allow them to get the full picture of the student's needs within the school	1/8/2016 10:20 AM
199	Again, these professionals have too big of a caseload to proved direct services when needed and it is often left to the IRT to attempt to provide and sometimes implement the supports needed.	1/8/2016 9:37 AM
200	These professionals have so many schools to take care of, that they can only stretch themselves so far.	1/8/2016 9:32 AM
201	I do not know the current allocation levels.	1/8/2016 8:23 AM
202	SLP rarely visits our school even when needs have been identified.	1/8/2016 8:20 AM
203	No qualified Ed psych in the area-the current person filling in is not qualified and is not able to work fast enough for number of kids waiting for assessment	1/8/2016 2:34 AM
204	Assessment of students takes far too long	1/8/2016 1:44 AM
205	not enough time for speech pathologist in our school!	1/7/2016 11:28 PM
206	Students with anxiety need people IN THE BUILDING as I am not trained to deal with their needs.	1/7/2016 9:20 PM
207	There are so many students who are struggling and the district level professionals are overwhelmed with the amount of testing that needs to be done for students.	1/7/2016 8:40 PM
208	I have seen written on SPL assessments that the child will not get support due to workload. not because they did not need support.	1/7/2016 8:15 PM
209	The problem is not district or administration-level positions. The problem is if inclusion is expected to work, the class sizes must be lowered radically, which requires more classroom teachers.	1/7/2016 8:08 PM
210	E.d Psychs that I have worked with float from school to school unable to have any impact due to being spread way to thin and tge same goes for speech as well.	1/7/2016 8:04 PM
211	Students with diagnosed speech language impairments are not getting enough services because there are not enough Speech Pathologist in our area. Mainy are only seen once every couple weeks for about 30 minutes. Once again the students are provided with the minimum.	1/7/2016 7:33 PM
212	Only major incidents/students are dealt with through district because their is lack of staff. I'm not saying we need more at the district level (because we don't).	1/7/2016 7:29 PM
213	Children that need SLP services are on waiting lists due to lack of SLP time allotted to our school	1/7/2016 5:00 PM
214	SLP just recently hired for our area. Have not been receiving services this year.	1/7/2016 4:26 PM

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215	SLPs have students that need to be monitored rather than worked with. Students with small stutters, nodes... do not receive enough support. Classroom teachers do not have access to staff to ask questions which would allow us to offer extra support ... (for example I child struggling with auditory processing - simple tips or ideas would be great. Instead teachers have to consistently reinvent the wheel!	1/7/2016 4:24 PM
216	articulation concerns are being shelved for increasing caseload of language assessment	1/7/2016 3:38 PM
217	SLP	1/7/2016 3:09 PM
218	we need to look at the paraprofessional	1/7/2016 2:49 PM
219	In my area we see these professionals very sparingly because they are expected to meet the needs of a staggering number of students in a number of schools spread across great distances	1/7/2016 2:48 PM
220	Nobody hired!	1/7/2016 2:26 PM
221	We would certainly benefit from more time with a Speech Pathologist, as well as from the Educational Psychologist.	1/7/2016 2:24 PM
222	More needed to meet the need of testing and diagnosis.	1/7/2016 2:20 PM
223	We have a dire need for testing...only 2-3 students per year get tested.	1/7/2016 2:18 PM
224	There are too many students whose needs are not been met because there is not enough Ed Psycs and Speech Pathologists to do their job properly.	1/7/2016 2:15 PM
225	Needs are met however there is a waiting period and often times a "priority list" as opposed to an inclusive list.	1/7/2016 1:57 PM
226	We only have a half time slp in our part of the district which does not meet the needs of some of our students who need speech language help.	1/7/2016 1:49 PM
227	I don't know. I hardly see any of these professionals.	1/7/2016 1:31 PM
228	Currently a halftime SLP services our school. SLP visits are fewer than last year however, the case load in practically unchanged.	1/7/2016 1:30 PM
229	need more resources	1/7/2016 1:27 PM
230	I do not feel enough time is available for speech language pathologists to work with students. Educational psychologists do not interact with students other than in a testing situation. Their expertise could be so much more valuable if they had time to be more involved with teachers and individual students program planning	1/7/2016 1:27 PM
231	They are responsible for such a large geographical area and number of schools, they are unable to effectively assist counsellors and form meaningful relationships with staff.	1/7/2016 1:25 PM
232	In particular, I feel that we could use more support from our Educational Psychologist in that they need to be more available for meetings, recommendations and help with assessment.	1/7/2016 1:23 PM
233	We have a significant number of students with such issues and services may be received every two weeks since that professional is also assigned to a number of other schools.	1/7/2016 1:23 PM
234	more mental health care professionals are needed	1/7/2016 1:13 PM
235	not enough support to meet needs	1/7/2016 1:02 PM
236	Seems like it takes a long time to get a meeting arranged	1/7/2016 12:43 PM
237	Takes time to get needs looked at.	1/7/2016 12:36 PM
238	Assessments take too long to happen, caps on numbers allowed to be assessed in a given year are unnecessary, since not everyone can be seen. Gifted students are never addressed or tested because the focus is on those who have exceptionalities on the other end of need.	1/7/2016 12:11 PM
239	We don't see them at are schoolvery often or at all.	1/7/2016 12:07 PM
240	Mental health and anxiety issues need more support	1/7/2016 11:48 AM
241	Check out the wait lists. Geography and case load mean that many students do not receive the regular help they need.	1/7/2016 11:33 AM
242	Our Ed Psych and SLP both have very large case loads, a number of schools and significant travel.	1/7/2016 11:28 AM
243	Our school is at experiencing at least a two year wait on assessments.	1/7/2016 11:28 AM
244	Too many students, not enough time	1/7/2016 11:28 AM
245	It takes a long time to receive help from these specialists, I beleive their caseloads are too heavy	1/7/2016 11:09 AM

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246	testing, psychological counselling for depression, anxiety, ongoing mental health issues. wait times for services outside of school is atrocious 2 years or more	1/7/2016 10:53 AM
247	Didn't hear from or see them much during my career even though I have had students with severe needs in my class yearly	1/7/2016 10:43 AM
248	Large and increasing number of needs and requests for such services. Interventions are not able to be consistently met or students are not able to be seen enough to truly impact their area of need for improvements to be noted, in most cases.	1/7/2016 10:39 AM
249	We are not able to get assessments done in the timely manner that we would prefer. Parents find this very hard to understand. The school recognizes that the student is having trouble and may have an exceptionality but by the time he/she is assessed and diagnosed the students becomes even more behind. This process often takes years.	1/7/2016 10:38 AM
250	Assessments	1/7/2016 10:24 AM
251	never see them the have too large of an area to cover to make a real impact	1/7/2016 10:18 AM
252	SLP is overworked - hard to do justice when you're the only one with so many children requiring the service	1/7/2016 10:16 AM
253	We have yet to have a S.P. meet with our students this year.	1/7/2016 10:14 AM
254	Too many needs, not enough personel	1/7/2016 10:04 AM
255	Our SLP's have more than a full caseload as well and the services student's need to move forward is often not enough. As far as I can tell, our Ed Psych only shows up in an emergency.	1/7/2016 10:04 AM
256	The itinerant teachers are on a schedule of meeting the needs in several schools. I have two hearing impaired students and one support peronel assigned hasnt been our or in contact or replying to emails since before Halloween.	1/7/2016 9:45 AM
257	Educational testing, severe behaviour supports	1/7/2016 9:42 AM
258	The rates of ASD and other developmental disabilities is increasing daily but the actual allocations to school has decreased. Further, because of the changes in the model, the students with moderate to severe language disorders are limited in the intensity of programming that can be provided by the IRT. The needs most times are so delayed in comparison to the other students in the class, it is next to impossible for a classroom teacher to provide the supports needed. The inclusive model in NL does not take into account that the S-LP services at school are the only services these students receive. In other provinces, i.e., AB/ BC/ ONT, students have more intense school services through the use of specialized classrooms, S-LP assistants, specialized and/ or limited scope caseloads and grants to access outside S-LP services. Our model makes assumptions that severe language delays can be worked on by people just talking to you and that's a FARCE.	1/7/2016 9:41 AM
259	When we have students we need to have seen by someone in order to create a Program for them, and the specialist only comes once a year, we are failing these children.	1/7/2016 9:40 AM
260	More SLP support is required at the school level to address needs of students with ASD.	1/7/2016 9:40 AM
261	They do not get anywhere near the servicing and/or therapy they require. Too many students on caseload for speech and kindergarten students don't usually get picked up until after Christmas.	1/7/2016 9:37 AM
262	I have a child into class who has not received services yet this year and he has a severe speech impediment that interferes with his academic progress.	1/7/2016 9:36 AM
263	the time you have to wait to meet with these professionals is not acceptable.	1/7/2016 9:22 AM
264	We have a high degree of SLP need.	1/7/2016 9:19 AM
265	Too many kids needing services; No one to turn to	1/7/2016 9:18 AM
266	When more Ed Psych resouces can be allocated, these professionals can spend more time invovled with students with behavioral issues (ongoing work) rather than assessment across multiple schools	1/7/2016 9:18 AM
267	She helps with some assessment. Would like to see her more	1/7/2016 9:15 AM
268	Ed psych may have come 4 partial days between sept-jan. Slp is great support	1/7/2016 9:08 AM
269	There needs to be more access to professionals for things other than assessment.	1/7/2016 9:08 AM
270	same as both above	1/7/2016 9:07 AM
271	I've been at the school going on 2 years and the EP has yet to visit the school.	1/7/2016 9:04 AM
272	Don't know as don't know how much time supposed to be at our school as hardly see them	1/7/2016 8:57 AM

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273	Due to limited resources, it is difficult to even get assessments completed by Speech Pathologists at the high school level. It is even more difficult to get observations completed or consultations about specific students needs. In addition, there is a need for occupational therapists in the school system. There are many students diagnosed with Autism and other disorders with major sensory needs that teachers are not trained to understand or deal with.	1/7/2016 8:50 AM
274	I don't have any need to deal with people at this level so cannot comment.	1/7/2016 8:47 AM
275	services in general are watered down ...its terrible	1/7/2016 8:46 AM
276	unknown	1/7/2016 8:44 AM
277	Lack of support for ESL stdents	1/7/2016 8:41 AM
278	my school only has an ed psych for a portion of the yaer, and the SLP isn't here nearly enough	1/7/2016 8:39 AM
279	Rural schools do not see them enough because of travel time and not enough of them to cover large areas	1/7/2016 8:39 AM
280	ESL - some provided, more is necessary	1/7/2016 8:38 AM
281	some schools can't get weekly visits despite needs	1/7/2016 8:35 AM
282	Testing is not being done, hence students who need a diagnosed exceptionality for service are not getting it!!	1/7/2016 7:57 AM
283	We have had an Ed Psych "as needed" since the beginning of this year. No one has been specifically assigned to this school.	1/7/2016 7:56 AM
284	Assessment numbers are extremely high and additional supports would help alleviate this stress on the individual school professionals	1/7/2016 7:48 AM
285	Our SLPs caseload is extremely high and even when she groups students there isn't enough time for students to be seen. Many of them only recieve a session once every 3-4 weeks.	1/7/2016 7:43 AM
286	Kids wait too long to see anyone.	1/7/2016 7:10 AM
287	mental health issues, academic issues, behavioural issues	1/7/2016 7:08 AM
288	They are responsible for too many schools for the amount of needs.	1/7/2016 2:54 AM
289	Getting tired of saying the same things...see above	1/7/2016 2:16 AM
290	More students are requiring more counselling time.	1/6/2016 11:57 PM
291	There are many students with speech issues in our building and they see a speech pathologist once or twice a month. Also, we have had several honours students not graduate in the past couple of years but there has been no interventions to assist them in getting to school.	1/6/2016 11:15 PM
292	Why are you allowing SLPs to go on deferred salary when there is nobody to replace them?	1/6/2016 11:08 PM
293	Unsure	1/6/2016 11:07 PM
294	Students do not always receive services they need	1/6/2016 10:47 PM
295	SLP being shared between schools means many students are missing out on service. Some on functional curriculum and non-verbal are not being serviced	1/6/2016 10:45 PM
296	The speech pathologist is not at our school enough.	1/6/2016 10:31 PM
297	We have one speech pathologist and one individual who works with students directly, whom is shared between 12 schools. This makes it very difficult to provide intensive work and services that would be beneficial to students whom have exceptionalities in this area	1/6/2016 10:22 PM
298	There are to many needs to list.....these people are stretched way pass there limits.	1/6/2016 10:21 PM
299	As a classroom teacher I have never met these professionals in my allocation	1/6/2016 10:19 PM
300	They seem only able to partially put out fires rather than be proactive in dealing with student issues (Ed Psychs).	1/6/2016 10:12 PM
301	As a speech pathologist I am feeling extremely stretched in terms of the services I am able to provide to the students on my caseload.	1/6/2016 10:12 PM
302	I'm aware of the caseload	1/6/2016 10:10 PM
303	speech pathologists, hearing itinerants, other itinerants. No need for more educational psychologists from my expeience.	1/6/2016 10:07 PM
304	There is not enough of these people to adequately meet the needs of students who require their services.	1/6/2016 9:58 PM

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305	Students with speech issues are seen for 10-15 minutes probably one a month???? Have never seen an educational psychologist.	1/6/2016 9:39 PM
306	We see the slp once every couple of weeks. I haven't seen an Ed psych in our school this year.	1/6/2016 9:23 PM
307	high caseloads mean infrequent and less effective interventions and Speech Language therapy services. It would be more valid and consistent for more Ed. Psych's to be hired and assigned comprehensive assessments.	1/6/2016 9:19 PM
308	Need more support to get referrals, etc. completed more timely.	1/6/2016 9:16 PM
309	The Speech Pathologist makes few visits to my school because of her caseload. She has too many students in such a large area.	1/6/2016 9:06 PM
310	High number of students with speech and language difficulties....only the most severe get seen. SLP consults with IRT on language and communication difficulties, but they are the experts yet not delivering the service. IRT doesn't have the time to offer support needed for students with these delays. The support is inadequate.	1/6/2016 9:01 PM
311	We have one speech pathologist for 1000 students. There is very rarely provision of direct service beyond primary school.	1/6/2016 8:59 PM
312	Assessments take too long to get done.	1/6/2016 8:52 PM
313	students see speech once a week, many more students are identified than are able to be seen effectively. Educational ps	1/6/2016 8:47 PM
314	Again, there are too many needs and not enough professionals to meet those needs.	1/6/2016 8:42 PM
315	given the high numbers of needs being seen in schools especially primary grades before a formal diagnosis is given these resources as well as OTs, etc... need to be in place	1/6/2016 8:42 PM
316	Counseling for students with emotional needs is needed, at all grade levels.	1/6/2016 8:42 PM
317	more needed because of large number of students with speech language issues/large area to cover on the Burin Peninsula	1/6/2016 8:31 PM
318	There are not enough S-L P's to meet the needs of the students	1/6/2016 8:30 PM
319	You have to get to the students who need this supports as early as possible and as often as possible. This would increase the chance of success in future grades.	1/6/2016 8:17 PM
320	As of January 6th, we have not seen an Ed. Psyc. in our school this year. We have seen a SLP once.	1/6/2016 8:10 PM
321	Long wait times to see professionals mean most needs are not being met.	1/6/2016 8:01 PM
322	It is my understanding that we do not have an Educational Psychologist assigned to our school.	1/6/2016 7:59 PM
323	Many students are waiting on testing, diagnoses, meetings, and programming - current wait list time is unacceptable	1/6/2016 7:50 PM
324	ESL	1/6/2016 7:39 PM
325	The number of speech pathologist and educational psychologists is insufficient to meet the demands of our school populations. Students do not get enough time with these professionals. Some students may see a speech language professional once a month which is not sufficient for meeting their needs of improving speech. Some students with certain exceptionalities do not respond well to change and a regular schedule of a professional would eliminate anxiety when asked to go out with these professionals.	1/6/2016 7:37 PM
326	I have 3 children in my class who are receiving SLP services. This is January and our SLP has been in my room twice since September.	1/6/2016 7:24 PM
327	She rarely comes to our school because of child care problems. When she does come it can take months to get the report on the students tested	1/6/2016 7:18 PM
328	We need more Ed Psycs to help with the overwhelming assessment lists!	1/6/2016 7:07 PM
329	Support	1/6/2016 7:07 PM
330	Recommendations for district school, Janeway, other mental assessments.	1/6/2016 7:05 PM
331	not enough time for pathologist to meet the needs of the students needing service	1/6/2016 6:57 PM
332	time that these professionals get to spend with these students is not enough for students to gain success quickly. Also if there's a storm or other interruption that could mean a student may have to wait double the amount of time to recieve their services.	1/6/2016 6:55 PM

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333	Students who are on functional curriculum or students with pervasive needs are not getting adequate SLP support. Students who require social language programming are not getting much of this type of programming. Stuttering and voice programming are most effective when seen at least two times a week, this does not happen. Because work load continues to grow and # of SLPs has not increased students are getting less and less service. IRTs and SDTs in general need a lot of support from SLPs in developing programming and assessment. Not enough time to do this adequately and provide effective services to students.	1/6/2016 6:48 PM
334	Again, people are spread so thin that effectiveness and therefore students suffer.	1/6/2016 6:47 PM
335	Not seeing enough of these individuals in my school	1/6/2016 6:36 PM
336	As per previous response. More counselors are needed.	1/6/2016 6:35 PM
337	Refusal to travel, refusal to cooperate with school based staff to meet the current needs	1/6/2016 6:29 PM
338	There are long waiting periods between request for testing and receiving services. More human resources would surely address this.	1/6/2016 6:26 PM
339	how about social workers? they could play a key role within our schools.	1/6/2016 6:24 PM
340	They only visit periodically, not nearly enough and the wait list for testing is outrageous!	1/6/2016 6:24 PM
341	Testing process is slow while waiting for people to come in town	1/6/2016 6:23 PM
342	Position was filled for a short time in october but reposted december and she is not even aware if she is still out educ psych as of January 4th. She has visited the school once this year! Not near enough educ psych time.	1/6/2016 6:18 PM
343	SLP	1/6/2016 6:10 PM
344	I have a child with SLP needs on my classroom, he rarely sees the SLP. I will estimate he has probably had 2 sessions with her in past 3 months. I haven't had any one on one interaction or conversations with the ED psych - I find this part of the question difficult to answer as I haven't been involved with her at all for any of my students or work in general.	1/6/2016 6:00 PM
345	Rarely see them!	1/6/2016 5:58 PM
346	too many needs	1/6/2016 5:48 PM
347	In order to get identified students get placed on a wait list so students who are in need of graduation requirements get servicing first while students in lower grades (i.e. Grade 8) have to wait to get assessed, oftentimes missing out on needed services.	1/6/2016 5:44 PM
348	not enough	1/6/2016 5:37 PM
349	SP visits are limited in rural schools	1/6/2016 5:36 PM
350	See #19.	1/6/2016 5:33 PM
351	Example: There is a crisis in this province with children being diagnosed with ASD. These children need daily SLP intervention to target needs in the area of communication. The last I read.... There were 250 plus students at preschool level with ASD and a 1000 plus at school level. I believe in inclusion but feel strongly these children need a different learning environment and approach. The IRT supports are spread too thin. It's so unfair to these remarkable children.	1/6/2016 5:32 PM
352	more and more students, less and less professional	1/6/2016 5:26 PM
353	assessments take a while to complete	1/6/2016 5:22 PM
354	I have no idea what they do at the district. I never see them.	1/6/2016 5:21 PM
355	Too few appointments	1/6/2016 5:16 PM
356	Resources spread too thin	1/6/2016 5:10 PM
357	Also understaffed	1/6/2016 5:06 PM
358	We are seeing children with a multitude of problems when services are provided to schools only on certain days then needs cannot be met. In reality we need someone from child protective services, an ed psych a behaviour management specialist and a psychiatrist on staff to meet the needs of the children with whom we work.	1/6/2016 4:54 PM
359	Need more ed. psychs and speech itinerants to deal with needs. There are fewer and fewer and they are being given greater numbers of schools to deal with. How can they be effective? It's ridiculous.	1/6/2016 4:45 PM
360	Time for them to visit schools	1/6/2016 4:45 PM
361	There is a long wait for assessments. There are major needs that they need to meet too.	1/6/2016 4:44 PM

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362	Mental health issues are a significant concern and allocations are my sufficient.	1/6/2016 4:42 PM
363	Slp has seven schools and only usually see her for one day in a cycle..we have many children with sland the numbers are rising	1/6/2016 4:39 PM
364	Limited services for elem- high school for Slp. Ed. Psyc's focus more on behaviours and little time for other things	1/6/2016 4:35 PM
365	Assessments are identified as 'needing to be completed' however, there is not enough support to actually implement the programs and provide support to IRT and PN teachers. Children will not make improvements when they are only provided with 1-5 therapy sessions a year.	1/6/2016 4:27 PM
366	Dropping by for an hour on day 7 - is outrageous (for example) not enough support for student or classroom teacher.	1/6/2016 4:25 PM
367	We have enough students in our school with speech challenges that a full time slp would be required to fully meet the needs.	1/6/2016 4:20 PM
368	I would like to see the Educational Psychologist more frequently.	1/6/2016 4:15 PM
369	We need another guidance counsellors in our scgool	1/6/2016 4:15 PM
370	Our School is so behind on testing. Students are failing and sinking , drowning in the regular classroom because they have disabilities but have no diagnosis to receive supports. Maybe there needs to be something in place whereby students get supports while waiting for testing.	1/6/2016 4:14 PM
371	More Speech Language Pathologist and Hearing Itinerant time is required. Not sufficient to meet student needs.	1/6/2016 4:11 PM
372	There's not enough support for each school. Some schools have no support.	1/6/2016 4:10 PM
373	Time is limited for these professionals to visit our school.	1/6/2016 4:08 PM
374	Caseloads are large and minor problems are not addressed by direct service- they can become large problems if not addressed	1/6/2016 4:08 PM
375	Ed psychologiest time is being eaten up with paper management and meetings around half time days. If they could take on a turly significant role as assements this could take some of th burden from guidance.	1/6/2016 4:03 PM
376	Especially at the younger levels (K-6) there is a huge lack of EP/SP.	1/6/2016 4:00 PM
377	There needs to be more Educational Psychologists at District level who are able to visit schools for follow-up more frequently.	1/6/2016 4:00 PM
378	One educational psychologist assigned to a multitude of schools means meetings with teachers to devise programming is impossible.	1/6/2016 3:58 PM
379	There are several students who do not speak English- they may see someone for 1/2 hr per cycle.	1/6/2016 3:56 PM
380	formalized testing	1/6/2016 3:55 PM
381	In the last few years, I have had students with a variety of academic needs. Many of the students who should have been assessed throughout the year were not due to the demand of the guidance councilor and speech Language teachers. Referring students for help with special services is a waste of time. As the year progresses the team is unable to take on any other students. It is easier to handle the issues within the class, which in most cases is to the detriment of the student or the class.	1/6/2016 3:53 PM
382	Students with Language Deficits (not articulation) get very little direct service.	1/6/2016 3:50 PM
383	The EP's and SP's are expected to provide a service to an abundance of schools and multiple students and it is impossible to fulfill their job requirements. Students are being squeezed through the cracks. Again, a disservice to the students that need these resources. Teachers are being mandated to provide services that they are unqualified for because the resourcing of our specialists is atrocious.	1/6/2016 3:48 PM
384	None	1/6/2016 3:47 PM
385	uncertain	1/6/2016 3:44 PM
386	Need more SLP services!	1/6/2016 3:43 PM
387	Isolated area. No one comes	1/6/2016 3:43 PM
388	I do not know the allocations	1/6/2016 3:37 PM
389	allocation is not sufficient or travel and visits to schools get lost in the paperwork of the job and thus school end up not recieveing any support from this group at all.	1/6/2016 3:37 PM
390	SLP is ok. Ed Psyc are very busy with risk assessments, often find it hard to visit schools for assessments or advice / meetings	1/6/2016 3:35 PM

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391	Many of the Speech Lang outcomes required by students with exceptionalities are being passed down from the SLP to our IRTs to include in their programs as the SLP does not have sufficient time to commit to their identified students.	1/6/2016 3:35 PM
392	Not aware of allocation.	1/6/2016 3:33 PM
393	More SLP units are needed as children entering primary school are demonstrating more frequent and complex needs.	1/6/2016 3:33 PM
394	Students are not receiving enough (in some cases any) SLP time	1/6/2016 3:31 PM
395	There is still a significant wait time for students who need testing. SLP takes students from same grade in groups even when they have different issues, I personally am not seeing improvement from such a method.	1/6/2016 3:29 PM
396	Not enough of either to meet the assessment needs present in the district.	1/6/2016 3:28 PM
397	In primary SLP's shouldn't be worn thin to spend time with students. This is a time of intense growth and speech services should be readily available.	1/6/2016 3:26 PM
398	Same. Caseloads too high.	1/6/2016 3:18 PM
399	again, everyone gets a little, but no one gets enough	1/6/2016 3:16 PM
400	The district professionals for our school are shared among many schools and we are often waiting on them to progress with student educational plans.	1/6/2016 3:14 PM
401	More assistance is always needed	1/6/2016 3:11 PM
402	Same as above	1/6/2016 3:09 PM
403	Students with severe disabilities need more time allocated for therapy time...can't be left up to pervasive needs teacher	1/6/2016 3:09 PM
404	allocation of SLP's is another area that does not work in an high needs school	1/6/2016 3:08 PM
405	I RARELY have time to actually meet with my educational psychologists (I have two between the three schools) and I definitely never have time to meet with my SLP. Most of our consulting is done through email or the phone, which often makes me feel unsupported in my day-to-day dealings (which is definitely not their fault).	1/6/2016 3:06 PM
406	I am unsure because the Ed Psyc assigned to our school does not have much involvement with our school that I'm aware of.	1/6/2016 3:03 PM
407	SLPs are expected to assess and provide therapy so they are stretched more than educational psychologists	1/6/2016 3:01 PM
408	Time to do diagnostic assessments	1/6/2016 2:59 PM
409	Increased number of needs over the past few years	1/6/2016 2:56 PM
410	My concern is of the support available in the classroom for children with identified needs.	1/6/2016 2:49 PM

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Q21 In your opinion what are the strengths in the Inclusive Education Initiative? (Please limit response to 200 words)

Answered: 1,359 Skipped: 551

#	Responses	Date
1	it is important that students feel they belong to their peer group. There are many things they can learn from being in the classroom, both socially and academic.	1/21/2016 7:40 AM
2	Strengths include teaching students acceptance, compassion, empathy, tolerance, teamwork, etc.	1/21/2016 7:38 AM
3	None.	1/20/2016 11:38 PM
4	On paper the program looks great. Every child deserves to contribute and feel good about themselves. The goals of the program are sound.	1/20/2016 11:14 PM
5	It is good for the social development of children with exceptionalities to be included in the regular classroom not segregated and often forgotten about s part of the school community.	1/20/2016 11:14 PM
6	An opportunity for students to be together.	1/20/2016 10:35 PM
7	Everyone is included and a chance for all to interact with their peers	1/20/2016 9:51 PM
8	In theory it sounds great but is not always possible	1/20/2016 9:05 PM
9	meeting the needs of all students	1/20/2016 8:55 PM
10	Opportunity for all children to interact, play and learn together. At times it may not be as simple as it sounds but it sets the foundation for acceptance and understanding of the challenges children face today whether academically, socially, emotionally, etc.,.	1/20/2016 8:50 PM
11	The Inclusive Education Initiative has changed the way that other students view students with exceptionalities in a positive way. It makes them aware that these children do have capabilities and can benefit from group activities. It helps develop empathy, leadership skills, and positive attitudes towards others. Children with exceptionalities sometimes learn to work and play with others, and view appropriate behaviors being modelled.	1/20/2016 7:57 PM
12	The strengths in the Inclusive Education Initiative is that it allows all students to be a part of the classroom environment without being segregated and, thus, they benefit from the social aspect. By using differentiated instruction, students can learn using their own learning styles and at their own pace without feeling the pressures of not meeting this one "so called" expectation set out for all students. Students have a greater sense of belonging and it creates an atmosphere where students want to learn, no matter what stage of learning they may be in.	1/20/2016 7:07 PM
13	That every student has the opportunity to socialize with age appropriate peers. As well experience modelling through desirable behaviours as well as how undesirable behaviour is dealt with.	1/20/2016 6:45 PM
14	Sorry I don't have time to answer this question.	1/20/2016 6:37 PM
15	addresses needs of exceptional students	1/20/2016 5:43 PM
16	There are very few. I find that many students are falling through the cracks especially due to having to deal with behavioral concerns.	1/20/2016 5:30 PM
17	Co-teaching strategies, implementation of DI strategies	1/20/2016 5:12 PM
18	No opinion	1/20/2016 5:07 PM
19	I consider that the Initiative enables students to become more compassionate to the diverse individuals in our communities. It enables students to benefit from the education system when resources are available to allow learning that considers students' learning styles, needs, and strengths. Furthermore, it builds a community of citizens who better appreciate how each member can be contributing individuals of the school community and society.	1/20/2016 5:00 PM
20	Students with exceptionalities often benefit socially and intellectually by spending more time in the regular classroom. It also promotes tolerance and understanding in all students.	1/20/2016 4:18 PM

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21	Whenever any child feels included and is accepted as a part of any classroom environment is a positive step to enabling this child to feel good about themselves and therein become a better functioning and contributing member of their school and community. I feel most often many needs are met, but unfortunately far often these children feel frustrated because they are not receiving enough support from the teacher to be successful. As well the very fact that student's exceptionalities are being identified and a plan put in place that helps meet some of the needs is a positive step.	1/20/2016 4:07 PM
22	Students with exceptionalities benefit socially	1/20/2016 3:17 PM
23	wonderful idea; inclusion is great; goal is clearly evident	1/20/2016 3:13 PM
24	It is good for some students if they are confident	1/20/2016 3:07 PM
25	The starting point for every student is the regular classroom, Instruction is offered in the least restrictive most inclusive environment respecting the dignity of the student. Instructional Resource Teachers and Classroom Teachers work in a partnership to support students and their diverse needs.	1/20/2016 2:44 PM
26	address the needs of some	1/20/2016 2:40 PM
27	All students feel part of their age appropriate peer group. All students can access learning in the regular classroom.	1/20/2016 2:33 PM
28	few	1/20/2016 2:18 PM
29	Providing all children the opportunity to be included in the classroom while meeting the needs of all students.	1/20/2016 2:05 PM
30	students are with their peers	1/20/2016 2:01 PM
31	The strength of the Inclusive model is directed towards students on the regular program as much as the students who are being included. It increases the acceptance of differences in society and allows all special needs students to interact with others with whom they will live amongst after school each evening and beyond their school years. Hence the social interaction and comfort level for all is definitely the greatest strength.	1/20/2016 1:57 PM
32	All students are able to learn at the best of their ability while being included in the classroom. Every student has the opportunity to learn.	1/20/2016 1:34 PM
33	Using differentiated instruction is a huge benefit for ALL students. The students all learn something from one another.	1/20/2016 12:51 PM
34	There are more DI strategies happening in classrooms than ever.	1/20/2016 12:28 PM
35	The social aspects definitely is a positive. Students who would be excluded once upon a time, are seen as equals in the hallways.	1/20/2016 12:09 PM
36	I feel that it is great to have all students included in the regular school setting so that all students have equal opportunities and so that everyone feels that they are an important part of our school community.	1/20/2016 12:08 PM
37	inclusion works for social development.	1/20/2016 11:56 AM
38	Inclusive education, in theory, is a fabulous idea. It is important for all students to be immersed with their peers for a period of time.	1/20/2016 11:51 AM
39	I am unable to say because the system is so taxed it does not appear to be working. With proper supports implemented a more accurate opinion could be developed.	1/20/2016 11:48 AM
40	Trying to meet the needs of all students	1/20/2016 11:46 AM
41	good in theory - difficult to practice	1/20/2016 11:35 AM
42	All students learn in the same space.	1/20/2016 11:34 AM
43	The overall concept and social justice piece seems to be valid. The use of differentiated instruction to meet common outcomes has been successful for me in my teaching over the past number of years. We are now allowing students to demonstrate their understanding of concepts in a variety of ways, and that has been exciting to see evolve.	1/20/2016 10:59 AM
44	Attempting to meet the educational needs of all students	1/20/2016 10:57 AM
45	I understand what the goal of Inclusive Education is. I don't want student's with exceptionalities to feel stupid because they require out of classroom support.	1/20/2016 10:17 AM
46	NIL. I believe it sounds good in theory.	1/20/2016 10:10 AM
47	Inclusive education works for some students but when a class is constantly being disrupted by the behaviors of others whether they are due to a diagnosis or behavior issue it is not fair to anyone and everyone's learning is impacted.	1/20/2016 10:05 AM

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48	For students with exceptionalities, getting them out of their homeroom classroom and out around the school helps these students expand their social and interpersonal skills. These students are also better accepted among their peers- and they are seen as peers (as team members of the student body). The greater student body learns to have an understanding and patience for people with disabilities and exceptionalities. Hopefully this is a lesson that extends beyond the classroom. Students with exceptionalities get to learn new skills (art, music, drama, physical education) and get to interact with teachers outside of their homeroom teachers	1/20/2016 9:54 AM
49	More students are able to avail of IRT support in the classroom, particularly in primary	1/20/2016 9:54 AM
50	Children's needs are supposed to be met	1/20/2016 9:42 AM
51	Children with exceptional irises are not singled out	1/20/2016 9:39 AM
52	It is beneficial to all students for those with exceptionalities to be included in the school system as much as their programming allows.	1/20/2016 9:26 AM
53	social skills with peers	1/20/2016 9:15 AM
54	To provide all students with equal learning opportunities and experiences.	1/20/2016 9:09 AM
55	More students are able to stay in the regular classroom with peers and receive help from teachers and IRTs. Students are more likely to avail of help in the classroom than having to leave the classroom to receive support.	1/20/2016 9:05 AM
56	Provides social development opportunities. Allows collaboration opportunities for IRT and classroom teachers, they can utilize a team teaching approach.	1/20/2016 8:53 AM
57	Students with exceptionalities are socialized with their peers. Students without exceptionalities are more comfortable being around students with exceptionalities and they are more accepting.	1/19/2016 11:26 PM
58	Strengths are the integration of students with exceptionalities in the classroom. Teachers children empathy and allows socialization for all.	1/19/2016 11:20 PM
59	-the ideas, the philosophy, the concept-all wonderful!!	1/19/2016 10:38 PM
60	all students are given the opportunity to be in classrooms with their peers	1/19/2016 10:19 PM
61	All included in class activities, irt teacher provides additional assistance to many students (unless student requires consistent one on one)	1/19/2016 10:14 PM
62	While I believe in the model of inclusive education I would have to sadly say that I do not feel there are any strengths in the model we are using.	1/19/2016 10:06 PM
63	Students are provided with educational opportunities and experiences that suit their personal learning styles.	1/19/2016 9:25 PM
64	That they are included	1/19/2016 9:04 PM
65	If resources(including teachers/board professionals) were available it allows for equal opportunity for all!	1/19/2016 8:41 PM
66	Inclusion is a very positive step in our education system, but it has to be done for the right reasons. Students benefit a great deal from inclusive experiences . Inclusive practices and decision making that are based on specific needs of a student can have a tremendous positive impact on the lives of all students.	1/19/2016 8:30 PM
67	.	1/19/2016 8:17 PM
68	I believe that for some children, inclusive education works. They have a chance to gain social skills that they wouldn't get if they were separated.	1/19/2016 8:07 PM
69	Many resources and people to help in this process.	1/19/2016 7:58 PM
70	It allows for socialization of the child and doesn't restrict them from programming.	1/19/2016 7:56 PM
71	ensuring that all students feel a sense of belonging	1/19/2016 7:55 PM
72	Teaches social acceptance of human difference	1/19/2016 7:43 PM
73	yes - be able to have extra supports - students feel needed and challenged - feel they are part of a group.	1/19/2016 7:41 PM
74	Students are given an opportunity to be a part of a classroom setting with their peers.	1/19/2016 7:11 PM
75	No strengths if students do not have support!	1/19/2016 7:05 PM
76	One potential strength might be that students are saved from the stigma of being removed from a classroom. However, that stigma is still present within the inclusive model because many students still have to go out for testing.	1/19/2016 6:57 PM

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77	The benefits of inclusive education is ostensibly: -Families' visions of a typical life for their children are more possible. - Children can develop a positive understanding of themselves and others. -Friendships can develop which otherwise might not formed. -Children learn important academic skills and are impacted by the expectations of their peers. - Facilitates more appropriate social behaviour leads to greater acceptance of students with disabilities.	1/19/2016 6:32 PM
78	I feel that the opportunity to utilize district professional development and to avail of necessary resources is a strength.	1/19/2016 6:30 PM
79	Allows students to interact with their peers.	1/19/2016 5:57 PM
80	Making everyone aware of what it means	1/19/2016 5:26 PM
81	It is great for all students to have the ability to interact together.	1/19/2016 5:15 PM
82	Not sure!!	1/19/2016 5:01 PM
83	Equal access to education for all students	1/19/2016 4:50 PM
84	Looks great on paper and in the eyes of the public. The written model has potential if the proper resources were allocated.	1/19/2016 3:43 PM
85	Students are becoming more sensitive to students with special needs.	1/19/2016 3:27 PM
86	Inclusive education is beneficial in that it allows students to be integrated in the regular classroom as much as possible, or as much as is reasonable for their outcomes.	1/19/2016 3:23 PM
87	other students show empathy and understanding	1/19/2016 3:23 PM
88	All students are included in some way.	1/19/2016 3:22 PM
89	All students are given the chance to be the best that they can be in an environment with their peers. This could happen if there were more resources in the classroom.	1/19/2016 2:56 PM
90	All students, regardless of exceptionalities are given an opportunity to participate in all school activities/groups and in regular classes to the best of their abilities. Students who cannot complete academic courses can do a basic or modified courses and still graduate from High school. Most basic courses have an IRT support person to help students who need additional assistance.	1/19/2016 2:29 PM
91	.	1/19/2016 2:21 PM
92	Children do not feel like they are singled out due to their exceptionality.	1/19/2016 1:54 PM
93	Great in younger grades.	1/19/2016 1:50 PM
94	There are many positive ways to meet the needs of all students.	1/19/2016 1:43 PM
95	That all students, no matter their mental, behavioural, or academic issues, are given the opportunity to learn and socialize (build the necessary relationships) with their peers. It definitely gives all teachers, administrators, etc. 'food for thought' and something to strive towards when planning each day.	1/19/2016 1:35 PM
96	All students are included with peers of their age. Ease of implementing social skills as they practice in a real setting. Creates empathy in other students.	1/19/2016 1:10 PM
97	It's just that, INCLUSIVE.	1/19/2016 12:46 PM
98	Students with exceptionalities are more accepted in the classroom and are making friendships with students. They are a part of the classroom and are not strangers in their own school.	1/19/2016 12:37 PM
99	promotes tolerance	1/19/2016 12:17 PM
100	Making all students feel included and respected for their individuality each day	1/19/2016 12:03 PM
101	The idea behind including students is great	1/19/2016 11:50 AM
102	Its great that children with exceptionalities are made to feel a part of their class in some way.	1/19/2016 11:39 AM
103	all students FEEL included	1/19/2016 11:38 AM
104	N/A	1/19/2016 11:37 AM
105	It ensures that all teachers are accountable to students with special needs	1/19/2016 11:34 AM
106	Tries to meet needs of all students	1/19/2016 11:17 AM
107	Exceptional students no longer have a stigma attached to them.	1/19/2016 11:13 AM
108	The strengths would be the the exceptional student are in an environment with their peers.	1/19/2016 11:09 AM

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109	I think the ideals of the Inclusive Education Initiative are positive.	1/19/2016 11:09 AM
110	It supports to him learning in an inclusive environment.	1/19/2016 10:49 AM
111	Students with exceptionalities get to receive their education in the regular classroom with their peers and to socially interact with them. This also helps to increase the social skills of students identified with special needs in this area. It also helps with their self-esteem because it makes them aware that they are in the regular education classroom with their peers. By blending students of differing abilities into one classroom, it helps both students with exceptionalities and other students by teaching them how to work with others who are different from them, in other words, tolerance. Another advantage is that students with special needs are receiving the same curriculum as their peers. Although they may receive accommodations and modifications, they are still learning what everyone else is learning and it gives them the opportunity to learn something they may not have had the chance to learn in a special education classroom.	1/19/2016 10:44 AM
112	- Increase acceptance of differences - increases tolerance	1/19/2016 10:35 AM
113	Children develop empathy and understanding for diverse learners	1/19/2016 10:22 AM
114	- The philosophy of the Inclusion Policy is one that we all support as human beings and educators. I like that we provide spaces for all children to be included because the classroom population really should be representative of our community population. We are teaching our students how to live in the real world.	1/19/2016 10:16 AM
115	It is much easier to ensure that all needs are being met.	1/19/2016 10:16 AM
116	I love the idea of inclusion it has always been in line with my philosophy of teaching. Students have the opportunity to be with their peers some of the time.	1/19/2016 10:01 AM
117	all students are given equal opportunity to learn	1/19/2016 10:00 AM
118	N/A	1/19/2016 9:48 AM
119	- recognizes the diversity of all students - acceptance is key - creates an accepting culture in the school	1/19/2016 9:33 AM
120	No child left out. The life and intrinsic value of each child has value, purpose and a place in our community.	1/19/2016 9:31 AM
121	Everyone has a right to an inclusive education, but sometimes total inclusion could be to the detriment of the student and sometimes to the rest of the classroom. Some children need more one on one intervention to be successful.	1/19/2016 9:19 AM
122	Not sure I have not received professional development in this area.	1/19/2016 9:15 AM
123	Students with exceptionalities can remain in the classroom with peers and don't feel segregated.	1/19/2016 9:07 AM
124	The strengths are that it teaches understanding and sensitivity to all students within the one classroom and students learn along with their peers instead of in isolation.	1/19/2016 9:06 AM
125	Including all children in the class so students are better able to learn that not everyone is the same.	1/19/2016 8:53 AM
126	- students are part of the school - they feel part of the class - there is opportunity for peer relationships	1/19/2016 8:51 AM
127	positive attitudes and behaviors fostered through interaction	1/19/2016 8:35 AM
128	Helping all the students.	1/19/2016 8:29 AM
129	Everyone is treated fairly based on the abilities of the student.	1/19/2016 8:11 AM
130	That all students have been taken into consideration	1/19/2016 8:09 AM
131	The strengths: - trying to include all children when it is beneficial to them as well as their classmates - building a positive, collaborative PLC - build student morale - when it works, students and teachers are happier	1/19/2016 7:50 AM
132	All children are included.	1/19/2016 7:42 AM
133	It is important for social interaction and some individual academic needs. However, it should student-centered and based on the needs of the student and classroom environment rather than whether resources are allocated to the school to provide services when the student is included.	1/19/2016 7:39 AM
134	Children who feel welcomed and enabled to succeed.	1/19/2016 7:25 AM
135	Good for other kids to see differences and be accepting	1/19/2016 7:22 AM
136	all students are receiving same instruction based on curr	1/19/2016 7:20 AM
137	Social development	1/19/2016 4:31 AM
138	Inclusion is ideal in theory. Having students with exceptionalities subjected to their peers experiences and ideas can have a positive effect on their academics and behaviours. In return, exposing students to those with exceptionalities develops apathy and tolerance in the regular students. This occurs when the proper resources are provided.	1/18/2016 11:23 PM

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139	The "idea" or "philosophy" of Inclusive Education is great, however, I believe there needs to be quality resource people I place to help all students succeed.	1/18/2016 11:18 PM
140	Greater social interaction for all peers despite their exceptionality or learning style. Respect among students for different exceptionalities and cultures. Increased achievement of IEP goals. Differentiation instruction is ongoing. Greater collaboration among colleagues.	1/18/2016 10:49 PM
141	Socialization	1/18/2016 10:41 PM
142	Everyone included	1/18/2016 10:39 PM
143	When there are sufficient resources (including teaching staff), the inclusive education initiative can work amazingly well. Open-mindedness of the staff involved also make for successful inclusion. It is without a doubt possible to meet the needs of many students in the regular classroom - small group settings are essential though when it comes to students are severely struggling. It definitely isn't a one size fits all model but it can work.	1/18/2016 10:14 PM
144	The purpose is to include a wider range of individuals as well as service new users.	1/18/2016 10:11 PM
145	It allows students to opportunity to participate in activities with their peers.	1/18/2016 10:10 PM
146	Social inclusion, possibility of "piggy-backing" students not diagnosed with exceptionalities. They can avail of some time with IRT when he or she is in classroom for a diagnosed child	1/18/2016 10:07 PM
147	Nice idea in theory, not practical in practice	1/18/2016 10:01 PM
148	It is helping students with needs.	1/18/2016 10:00 PM
149	The model would work if there were adequate resources deployed (i. e. Instructional resource teachers, guidance counsellors, etc..)	1/18/2016 9:56 PM
150	All students being involved and working together	1/18/2016 9:49 PM
151	Peer interaction. Success for all. Choice and variety.	1/18/2016 9:48 PM
152	It includes students and makes them feel a sense of belonging.	1/18/2016 9:34 PM
153	Not enough support in class to effectively accommodate the needs of students with exceptionalities or LDs in an all inclusive classroom	1/18/2016 9:32 PM
154	Good in theory.	1/18/2016 9:29 PM
155	It allows all children to feel like they are a part of the classroom family. It also allows for students to help one another and become a team in learning.	1/18/2016 9:28 PM
156	Inclusive model can work for some students if the proper resources are in place. However in my 19 years of experience as an IRT I have seen the special education shift from one extreme to the other! I feel we have gone too far! We need to start looking at what we need to do to make students successful! We need to start listening to the children! I have students beg me to take them out of the larger classes every single day! As soon as I walk in the classroom , "Miss, are you going to take us out? " Every single day!! What does that say about inclusion? Now I am not saying that every student feels this way but it is in my experience that the majority of them do! We need to look at the individual student and if they can succeed and handle the regular classroom with some supports well by all means they should be there but if a student is struggling and can not cope well there should be options!!	1/18/2016 9:26 PM
157	Equal chance at learning and creating an environment for other children to be accepting.	1/18/2016 9:25 PM
158	students learn to respect and understand other students and their needs	1/18/2016 9:16 PM
159	Really, not much with the current class sizes.	1/18/2016 9:09 PM
160	As its own program, adding IRT teachers to classrooms would have been beneficial, however, it was in place of the Special Education program that we had, and both programs suffered. The children have suffered the most. Little to no pull out support, and little to no IRT in classroom support. Classroom teachers expected to deliver services of Sp Ed teachers.	1/18/2016 8:53 PM
161	Students learn from other students. Empathy Increased belonging	1/18/2016 8:51 PM
162	In theory, the philosophy makes sense for our changing society.	1/18/2016 8:44 PM
163	Allows students with exceptionalities to be supported in many school environments , and increasingly so	1/18/2016 8:39 PM
164	Having all students, regardless of strengths or backgrounds included into one classroom so they learn to co-exist	1/18/2016 8:36 PM
165	If, inclusive education were to be implemented as set out it would be fantastic, but right now it is merely serving as keeping the child in the social realm of ones classmates, but that's not what it is supposed to be!!	1/18/2016 8:33 PM

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166	Students with learning and behavioral issues benefit greatly from the classroom environment and learning with their peer. Students in the class are taught tolerance and respect for all types of learners.	1/18/2016 8:22 PM
167	students spend time with their peers in all types of settings and situations	1/18/2016 8:13 PM
168	Good for children to interact with their peers. Children come to understand about children with special needs.	1/18/2016 8:09 PM
169	The premise and vision is genuine. Modeling, peer instruction. Developing understanding and tolerance in all.	1/18/2016 7:59 PM
170	I agree that children should be educated in an inclusive setting as much as possible	1/18/2016 7:58 PM
171	It's kind to include others who are different???	1/18/2016 7:57 PM
172	Provides an opportunity for students to grow socially with peers who demonstrate a wide diversity of skills and interests so "modelling" and "peer instruction" is possible.	1/18/2016 7:56 PM
173	All students are given the right to be educated in the regular classroom and interact with their peers.	1/18/2016 7:47 PM
174	-N/A	1/18/2016 7:47 PM
175	The most needy take all or most of the irt time.	1/18/2016 7:42 PM
176	In theory, every student should feel included and I support this initiative to some degree when it works for all individuals.	1/18/2016 7:36 PM
177	The idea is great.	1/18/2016 7:32 PM
178	awareness of other students and needs. Friendships .	1/18/2016 7:25 PM
179	Inclusive education does provide students with exceptionalities with the opportunity to socialize with their peers.	1/18/2016 7:16 PM
180	Children learn to respect differences, there is an acceptance of all children and a better understanding / empathy	1/18/2016 7:13 PM
181	There are not a lot.	1/18/2016 7:03 PM
182	Playtime socialization. Reduces social stigma of exceptionalities. Greater tolerance for our diverse society of learners.	1/18/2016 7:00 PM
183	Great in theory, too hard to implement as it is not resourced well enough	1/18/2016 6:55 PM
184	All children are part of a group and have the opportunity to experience socialization and classroom routines and activities.	1/18/2016 6:46 PM
185	right for all students to attend school Respecting dignity of the child Celebrates diversity	1/18/2016 6:44 PM
186	socially, all student benefite	1/18/2016 6:44 PM
187	I don't know it in detail but I do appreciate students getting to be with their peers but being in a classroom does not provide inclusion without the proper supports being put in place!!!	1/18/2016 6:43 PM
188	Children deserve an education in and among their peer group, in the least restrictive environment.	1/18/2016 6:33 PM
189	I agree with giving children an opportunity to learn in the same environment as their peers. I do not agree with children fearing for their safety or losing out on their own education because of extreme behaviours. I do not agree with a child being left in a classroom with his/peers without one on one assistance if that is what is needed in their case. So many times a teacher has to sit with one child and everyone else comes second. Higher level thinkers often fend for themselves when they could be getting so much more from their program.	1/18/2016 6:33 PM
190	T	1/18/2016 6:33 PM
191	That all students can be part of the group & socialize with their class.	1/18/2016 6:28 PM
192	Socialization when appropriate.	1/18/2016 6:26 PM
193	On paper the words are great but within the classroom dealing academic, behavioural and mental issues is a nightmare	1/18/2016 6:26 PM
194	Encourages that all children receive support as needed.	1/18/2016 6:21 PM
195	All children are included in classroom instruction so they can avail of shared responses and shared learning opportunities. isolating children causes them loss of interaction and ultimately sharing and learning experiences.	1/18/2016 6:19 PM
196	I love hat all children are included in the school environment. It is beneficial to all students.	1/18/2016 6:12 PM
197	Students who require special services are included in more classroom activities and develop better social skills.	1/18/2016 6:10 PM
198	Students are given more opportunity to participate.	1/18/2016 6:06 PM

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199	Good to have all students feel part of the class and not isolated as in the past. Good to teach all students to appreciate and understand diversity. To teach students patience, compassion and understanding.	1/18/2016 5:56 PM
200	Children are introduced to ideas and opinions of students at all different levels. Students are also involved in a structure environment that provides support and social growth and development.	1/18/2016 5:49 PM
201	Children with exceptionalities are a part of the classroom and learn to work with their classmates. Their classmates learn to accept students with exceptionalities.They learn to work together and help each other.	1/18/2016 5:48 PM
202	socialization	1/18/2016 5:47 PM
203	PD has been sufficient	1/18/2016 5:45 PM
204	I agree with the principle of inclusive education in the capacity that all students be included (where possible) in the regular classroom	1/18/2016 5:32 PM
205	a	1/18/2016 5:24 PM
206	The idea or philosophy is great. It is meant to be flexible although not always intepreted as such. Dignity of student and needs still must be individual.	1/18/2016 5:23 PM
207	Socialization and exposure to the areas the are involved in.	1/18/2016 5:20 PM
208	Acceptance.	1/18/2016 5:14 PM
209	Idea is nice but hard to do	1/18/2016 5:14 PM
210	Good Model.	1/18/2016 4:56 PM
211	It is a great initiative to help include all students into the school culture. All students learn how they are able to contribute to the whole no matter what their challenges or differences may be.	1/18/2016 4:55 PM
212	Some students benefit socially	1/18/2016 4:51 PM
213	For those who strive to be in the classroom, it works and enhances their self esteem.	1/18/2016 4:50 PM
214	Studentts are included socially with a school, meeting social and emotional needs.	1/18/2016 4:39 PM
215	Strengths? Maybe with adequate human resources there would be strengths!	1/18/2016 4:30 PM
216	that all children are included.	1/18/2016 4:29 PM
217	It's an attempt to try to include all students.	1/18/2016 4:27 PM
218	strengths are it saves government money	1/18/2016 4:18 PM
219	In theroy it is sound	1/18/2016 4:11 PM
220	There is a time and a place, but I find the students have more tolerance for those with exceptionalities.	1/18/2016 4:08 PM
221	Students are provided with an opportunity to receive instruction, experience classroom activities and learn from and with their peers	1/18/2016 4:07 PM
222	It provides students with empathy and learning how to work together regardless of ability	1/18/2016 3:57 PM
223	Makes everyone feel included, teaching students with exceptionalities required social skills and teaches all students empathy.	1/18/2016 3:56 PM
224	It is beneficial for all students to be included in music, gym and some non-core subjects for social development	1/18/2016 3:51 PM
225	* This works when program needs are met. * This works when resource needs are met * This brings a better understanding of student needs as IRT, classroom teachers and school specialists (eg, SLP) work together to program plan	1/18/2016 3:37 PM
226	Inclusive is a positive initiative.	1/18/2016 3:27 PM
227	Every child has an opportunity to an education.	1/18/2016 3:26 PM
228	creates a feeling of belonging for all students.	1/18/2016 3:24 PM
229	It increases class size while decreasing the number of teaching units required to deliver education. Is this a goal of helping children or a goal of streamlining costs? This is not in the best interest of the child.	1/18/2016 3:23 PM
230	The Instructional Resource Teachers are caring individuals who do their very best to help their students succeed.	1/18/2016 3:22 PM
231	Allows equal opportunity for all students.	1/18/2016 3:07 PM
232	Social benefits	1/18/2016 3:06 PM

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233	That each student with an exceptionality is provided with the available resources that help include them in the our education system in various capacities!	1/18/2016 3:04 PM
234	Inclusive education has been shown to be a more effective way to support all children.	1/18/2016 3:02 PM
235	Most students feel they are part of their class, and overall have a better attitude towards facing their challenges (physical, academic, social) without ridicule from others.	1/18/2016 2:57 PM
236	Being able to utilize an inclusive classroom is beneficial to the students. Students can feel a sense of belonging in our classrooms. We can create optimal learning for all students.	1/18/2016 2:56 PM
237	It promotes appreciation for differences and empathy as well as respect for others.	1/18/2016 2:55 PM
238	The evaluation of all students needs.	1/18/2016 2:46 PM
239	Students with severe needs are generally getting enough support. Students with exceptionalities of all levels (in our school) are involved socially with the other students, including some courses and extra curricular activities.	1/18/2016 2:44 PM
240	Everyone is given fair opportunity to work with the regular classroom teacher.	1/18/2016 2:40 PM
241	Including all learners and acknowledging that everyone learns differently and has something to offer	1/18/2016 2:37 PM
242	All Students are included in activities/classes where possible and applicable	1/18/2016 2:34 PM
243	All students feel welcome.	1/18/2016 2:31 PM
244	In theory: It includes every child. In reality: It appears to save the Government money by placing all children in 'one pot'. In practice: It educates a teacher to the practices of DI which further enhances the art of teaching. It heightens a teacher's awareness of the different facets of learning, instruction, implementation, and kinds of assessment/reflection required.	1/18/2016 2:27 PM
245	I feel the Inclusive Education Initiative has great potential in our schools as it gives all students regardless of exceptionality a chance to be included in the regular classroom as much as possible to complete their education. In order to accomplish this, regular classroom teachers are given extra teacher support (IRTs).	1/18/2016 2:27 PM
246	It allows students of all ability levels to interact and achieve success in the same setting.	1/18/2016 2:24 PM
247	It provides all students with the opportunity to experience success in the regular classroom. It also exposes all children to diversity.	1/18/2016 2:18 PM
248	Develops empathy, tolerance and patience in all students. Gives confidence to those students who are diagnosed with exceptionalities.	1/18/2016 2:17 PM
249	Students who can are integrated into the classroom.	1/18/2016 2:16 PM
250	I don't know	1/18/2016 2:16 PM
251	Diversity in the classroom allows for the inclusion of all students. All students feel welcome in the classroom and are encouraged to learn to their potential regardless of ability, disability, social economic status etc.	1/18/2016 2:14 PM
252	Other students benefit from differentiated education	1/18/2016 2:09 PM
253	Allows all students to be included in the "regular" classroom. Less segregation.	1/18/2016 2:09 PM
254	Students identified with needs are placed in an appropriate setting with their peers. There appears to be more acceptance of those with special needs - the stigma attached with going to the "sped" classroom seems to be less evident.	1/18/2016 2:05 PM
255	Brings in different strategies into the classroom and makes students more acceptable of one another	1/18/2016 2:04 PM
256	It gives all children a chance to be together during the day	1/18/2016 2:04 PM
257	All students feel included as part of the class.	1/18/2016 1:56 PM
258	Children now are more accepting of differences	1/18/2016 1:51 PM
259	There are some teachers that put a lot of time and effort into DI strategies for Inclusion of all students. This allows all students to participate.	1/18/2016 1:50 PM
260	- peer social interactions - diversity of teaching and learning opportunities to attempt to meet students needs - Increased teacher collaboration	1/18/2016 1:46 PM
261	Every child has a right to learn in their own classroom setting with their peers as long as their dignity is maintained and their needs are being met	1/18/2016 1:46 PM
262	All students feel included. Others learn how to include students with different abilities.	1/18/2016 1:43 PM

Inclusive Education Initiative Survey

263	It, is in my opinion, a misguided initiative. It is failing the needs of students requiring interventions and limiting the progress of students which do not. I know it's esoteric philosophy and good intentions, but it is failing miserably.	1/18/2016 1:42 PM
264	social	1/18/2016 1:39 PM
265	Normalization of school , some socialization, benefits, regulate students tend to learn to be more accepting	1/18/2016 1:31 PM
266	Social	1/18/2016 1:28 PM
267	Students are included with their peers in everyday classroom activities.	1/18/2016 1:27 PM
268	I believe that all children should be included in the proper areas.	1/18/2016 1:24 PM
269	all students are included	1/18/2016 1:21 PM
270	Currently I'd say not a whole lot of strengths outside of including those students in a room with their peers.	1/18/2016 1:19 PM
271	Students being in the classroom together	1/18/2016 1:16 PM
272	none	1/18/2016 1:14 PM
273	It allows students to avoid being singled out by their peers and allows for socialization and an opportunity for all students to meet the outcomes regardless of difficulties.	1/18/2016 1:13 PM
274	Does give some socialization for students	1/18/2016 1:11 PM
275	Not familiar enough to reply.	1/18/2016 1:03 PM
276	.	1/18/2016 1:03 PM
277	Increased awareness by the majority of school personnel (staff, students, admin.) of students with exceptionalities and their participation in class.	1/18/2016 1:02 PM
278	NA	1/18/2016 1:02 PM
279	I think the strengths are that classroom teachers are able to differentiate instruction within the classroom for students and students have the opportunity to learn from their peers.	1/18/2016 1:01 PM
280	It allows the student to socialize with their peers and to provide opportunities for them to grow and form friendships that would not be possible in a segregated area. It also encourages the regular classroom students to learn sensitivity and empathy as well as a social responsibility to help others.	1/18/2016 12:58 PM
281	Inclusive Education allows students with exceptionalities to experience classroom instruction with their peers and to develop social skills that will enhance their learning. This will also increase students' sense of belonging. Inclusion also allows students without exceptionalities to learn from their peers with exceptionalities.	1/18/2016 12:57 PM
282	The inclusion of children into the classroom so that they can interact with their peers.	1/18/2016 12:57 PM
283	Socialization	1/18/2016 12:57 PM
284	This initiative promotes empathy for all.	1/18/2016 12:57 PM
285	That all students are given an opportunity to engage in lessons and demonstrate their understanding and feel a part of the class and that they contribute!	1/18/2016 12:57 PM
286	Being included	1/18/2016 12:53 PM
287	Including students as much as possible	1/18/2016 12:53 PM
288	na - I have not had formal inservice on the initiative I do believe we need to have more resources for students using both IRT's and SA's for inclusion to function properly	1/18/2016 12:49 PM
289	Interactions with same age peers	1/18/2016 12:49 PM
290	-having all students feel included	1/18/2016 12:48 PM
291	i think we have come a long way in recognizing that every student has abilities and contributions and I am glad that classrooms are reflecting this by being inclusive.	1/18/2016 12:44 PM
292	L	1/18/2016 12:41 PM
293	Character building	1/18/2016 12:38 PM
294	It allows all students to take part in the traditional classroom setting, thereby allowing students with exceptionalities to build friendships with people they otherwise would not be able to.	1/18/2016 12:37 PM
295	Students feeling included in a class. Acceptance of differences as individuals and learners.	1/18/2016 12:37 PM

Inclusive Education Initiative Survey

296	student treated as equal	1/18/2016 12:33 PM
297	including students as necessary. Trying to include students where possible.	1/18/2016 12:28 PM
298	it does ensure that a select group of students who would otherwise not operate at their full potential get needed accomodations.	1/18/2016 12:27 PM
299	Students are exposed to students who act and learn differently. No student is left out.	1/18/2016 12:27 PM
300	All students are a part of class	1/18/2016 12:22 PM
301	They help students with learning and behavioural difficulties to feel more normal and part of the school.	1/18/2016 12:13 PM
302	Strengths include: - Having all students in the classroom at the same time - Having an IRT in your classroom to assist in the delivery of program - Students spend more time with their peers - Other students can be role models	1/18/2016 12:09 PM
303	Gives students with exceptionalities a chance to be in the classroom and socialize more with their peers.	1/18/2016 12:09 PM
304	Keeping students with their peer groups	1/18/2016 12:03 PM
305	Social development is improved, more access to classroom teacher's aid, all students benefit from learning empathy.	1/18/2016 12:02 PM
306	Some students who don't want to be isolated are not.	1/18/2016 12:00 PM
307	Provides socialization opportunities.	1/18/2016 11:59 AM
308	sounds good in theory...	1/18/2016 11:59 AM
309	It is beneficial to those children that are capable of improving and learning and it is very good for social development	1/18/2016 11:58 AM
310	Provide individualized accommodations and programming to meet specific needs.	1/18/2016 11:57 AM
311	Keeps students of all abilities in the classroom together in their peer group.	1/18/2016 11:54 AM
312	I do not see the strengths in this initiative.	1/18/2016 11:53 AM
313	Does not work at all times.	1/18/2016 11:53 AM
314	Na	1/18/2016 11:52 AM
315	Students feel like they are part of the classroom and their ideas and opinions are valued.	1/18/2016 11:49 AM
316	Sorry - don't have the time.	1/18/2016 11:48 AM
317	It provides students the opportunity to learn social skills and to be part of a larger group.	1/18/2016 11:46 AM
318	Allowing all students to achieve	1/18/2016 11:45 AM
319	n/a	1/18/2016 11:45 AM
320	inclusion of all!!	1/18/2016 11:40 AM
321	The students are allowed the ability to be included with their peered and experience the classroom and what its expectations are. They are familiar with and able to experience regular curriculum.	1/18/2016 11:39 AM
322	it looks good on paper.	1/18/2016 11:38 AM
323	It does allow those with exceptionalities to be in the classroom with their peers.	1/18/2016 11:37 AM
324	Students have opportunities to gain social capital.	1/18/2016 11:36 AM
325	It has put an increased focus on differentiating for individual needs and strengthening good teaching practices	1/18/2016 11:36 AM
326	It justifies the good work that the vast majority of teachers are already doing to include all learning styles and abilities in their classes.	1/18/2016 11:32 AM
327	The greatest strength of the SDM is the inclusion of students with their peers.	1/18/2016 11:31 AM
328	All students are included.	1/18/2016 11:31 AM
329	All students have appropriate opportunities to learn with their peers. There are a variety of programming options that can be utilized to meet the needs of individual students. Pre-requisite and social programs can assist students in gaining maximum access to various classroom environments.	1/18/2016 11:28 AM
330	Plans are being completed based on the needs of each student, but schools do not have enough Instructional Resource Teachers to meet all of the Needs.	1/18/2016 11:27 AM
331	I have a difficult time seeing the benefits of inclusion when the resources of our school are limited and stretched thin because of it.	1/18/2016 11:26 AM

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332	N/a	1/18/2016 11:26 AM
333	All students are given an equal right to an education and feel a part of the class.	1/18/2016 11:24 AM
334	Seeing all children integrated in the one classroom regardless of need.	1/18/2016 11:24 AM
335	Identifies and works with students at an early age.	1/18/2016 11:23 AM
336	Socialization is a major benefit, and creating a sense of a total classroom community.	1/18/2016 11:22 AM
337	Access to education appropriate for that student.	1/18/2016 11:22 AM
338	It promotes a genuine acceptance for everyone.	1/18/2016 11:21 AM
339	Need more support from district level to fully implement this Initiative.	1/18/2016 11:21 AM
340	For young students, it allows them to stay with their peers and with the guided reading groups they don't really notice at the young age that they are different than the average student. I think that inclusion of very high needs students in higher grades can benefit the high achieving students by encouraging tolerance and acceptance of all.	1/18/2016 11:20 AM
341	-	1/18/2016 11:20 AM
342	Includes students in classroom setting	1/18/2016 11:19 AM
343	all children spend time with peers engaged in curriculum as much as is possible for them	1/18/2016 11:19 AM
344	I feel that this initiative has student best interests at heart, however there are not enough resources allocated to adequately meet student needs.	1/18/2016 11:17 AM
345	- In theory, people have opportunity based on strengths / needs - people at the lower end of the scale (curve) can regress towards the mean	1/18/2016 11:17 AM
346	Great in theory but in practice many students in mainstream suffer tremendously due to disruption in behaviour and academic demands are so great ..	1/18/2016 11:16 AM
347	Increased acceptance and understanding by peers, and boosting self-confidence for students with needs which then leads to increased abilities and frequency of breaking personal barriers in the classroom.	1/18/2016 11:16 AM
348	The focus on the needs of the learner and the focus on including various abilities within all aspects of education rather than excluding them because it is easier.	1/18/2016 11:15 AM
349	NONE FROM WHAT I SEE	1/18/2016 11:15 AM
350	Not familiar with the initiative	1/18/2016 11:13 AM
351	-Students feel welcome and included in all classrooms and situations	1/18/2016 11:13 AM
352	We have them all here.	1/18/2016 11:13 AM
353	its nice to include students with others as long as they can work or are not disruptive to learning	1/18/2016 11:12 AM
354	N/A	1/18/2016 11:11 AM
355	Allows students to gain social competence.	1/18/2016 11:10 AM
356	All students treated equally	1/18/2016 11:10 AM
357	DI strategies being utilized	1/18/2016 11:10 AM
358	theory is good given that the resources are in place	1/18/2016 11:06 AM
359	Students do not feel singled out as much as in the pull-out model.	1/18/2016 11:05 AM
360	-welcoming/contributing -feeling of belonging -respectful/diverse	1/18/2016 11:05 AM
361	- students are with peers	1/18/2016 11:05 AM
362	Children with needs spend most of their day in the regular classroom with their peers.	1/18/2016 11:02 AM
363	Some students do better in a regular classroom with assistance. They learn social skills and can feel like a part of the community.	1/18/2016 11:00 AM
364	The theory of including all students in the education community is formidable. The commitment to providing resources that support differentiation and intervention is also positive.	1/18/2016 10:59 AM
365	- students are able to stay within their peer groups and are able to learn both academic skills and social skills among their peers	1/18/2016 10:58 AM

Inclusive Education Initiative Survey

366	inclusion of students when appropriate	1/18/2016 10:58 AM
367	The fact that all students are included.	1/18/2016 10:57 AM
368	Socially, the students are with their peer groups.	1/18/2016 10:57 AM
369	Part of the group. All students are valued and share equal responsibility in the classroom.	1/18/2016 10:55 AM
370	n	1/18/2016 10:55 AM
371	Socializing only.	1/18/2016 10:53 AM
372	all students are supposedly included.	1/18/2016 10:53 AM
373	Intent to service needs of all students.	1/18/2016 10:52 AM
374	Students with learning challenges benefit from the strengths of others in their classes.	1/18/2016 10:51 AM
375	All learners are able to come together and learn in their own way, with other students who may be different from them; teaches acceptance	1/18/2016 10:49 AM
376	Has been talked about a great deal.	1/18/2016 10:49 AM
377	Students are becoming tolerant and accepting of students with needs.	1/18/2016 10:48 AM
378	Allows are students to participate in a school setting. All students are amongst their peers.	1/18/2016 10:48 AM
379	The theory is solid.	1/18/2016 10:48 AM
380	Inclusive education as a philosophy and guiding structure is a great way to keep all teachers/staff on same page regarding the goal of inclusive education	1/18/2016 10:48 AM
381	Everyone is treated fairly in theory.	1/18/2016 10:47 AM
382	.	1/18/2016 10:46 AM
383	Having resource teachers	1/18/2016 10:46 AM
384	to include all students, equal opportunity for those that need the inclusion. However, often times it has a negative impact on the other students in the classroom.	1/18/2016 10:42 AM
385	Improves self esteem , social skills, and academic skills of those being included.	1/18/2016 10:42 AM
386	X	1/18/2016 10:42 AM
387	Students educated with their peers All teachers learning more about students with exceptionalities	1/18/2016 10:41 AM
388	All students have an opportunity to work together.	1/18/2016 10:40 AM
389	In theory, the strength is that all students can be involved and benefit from being in one classroom.	1/18/2016 10:39 AM
390	Its the "lens" through which we should always look...be as inclusive as possible.	1/18/2016 10:39 AM
391	Encourages teachers to be innovative in their approach.	1/18/2016 10:38 AM
392	The concept behind it is important.	1/18/2016 10:37 AM
393	The opportunity for all students to be involved in the learning process together.	1/18/2016 10:36 AM
394	Giving all students access and inclusion in the regular classroom.	1/18/2016 10:35 AM
395	n/a	1/18/2016 10:35 AM
396	Teachers going the extra mile to ensure they are treated fairly.	1/18/2016 10:34 AM
397	everyone has a right to fair and equal education	1/18/2016 10:32 AM
398	Not sure	1/18/2016 10:31 AM
399	Learning of appropriate social/life skills and behaviors for all students.	1/18/2016 10:30 AM
400	awareness and equality of student opportunity within each class	1/18/2016 10:29 AM
401	That all students are able to interact and learn from one another. Teaching tolerance, acceptance etc.	1/18/2016 10:29 AM
402	Students with disabilities enjoy being with their peers and enjoy the structure of an inclusive classroom.	1/18/2016 10:25 AM
403	- Allows socialization to occur for all students.	1/18/2016 10:24 AM
404	Social interaction with other students.	1/18/2016 10:24 AM

Inclusive Education Initiative Survey

405	Philosophy is good.	1/18/2016 10:24 AM
406	All students feel included	1/18/2016 10:23 AM
407	The strength is all students being included.	1/18/2016 10:23 AM
408	Allows all students, no matter ability, to contribute to the class.	1/18/2016 10:21 AM
409	N/A	1/18/2016 10:19 AM
410	The strength lies with the actual school staff who implement it.	1/18/2016 10:19 AM
411	All children feel a sense of belonging	1/18/2016 10:18 AM
412	Meeting every child's needs	1/18/2016 10:18 AM
413	I feel that it is great that we are trying to meet the needs of all learners in the classroom.	1/18/2016 10:17 AM
414	All students being valued for their own merits	1/18/2016 10:13 AM
415	Inclusion includes both in class and pull out	1/18/2016 10:12 AM
416	Very few	1/18/2016 10:12 AM
417	I believe it is very positive and inclusion of all students is needed.	1/18/2016 10:11 AM
418	All treated the same and much more enjoyable school life for the children	1/18/2016 10:11 AM
419	The main strength is that it includes all! That is not a bad thing, the principles of the model are fine!	1/18/2016 10:10 AM
420	Idea is good but at times hard to apply.	1/18/2016 10:10 AM
421	I believe all students have a right to an education. I believe inclusion makes every student feel like a valued member of the school community.	1/18/2016 10:07 AM
422	Unknown	1/18/2016 10:04 AM
423	Supporting students within the classroom allows IRT's to assist students in developing skills while completing academic work. They do not miss as much instruction and work time on particular assigned work.	1/18/2016 10:02 AM
424	Socialization for the student,	1/18/2016 10:02 AM
425	n/a	1/18/2016 10:02 AM
426	provides a more "normal" schooling experience	1/18/2016 10:01 AM
427	IE is more than your survey outlines. It is about school culture, policies and practices. Having a school examine where they are can only benefit all students.	1/18/2016 9:59 AM
428	Provides students the opportunity to socialize with their peers.	1/18/2016 9:59 AM
429	fairness and support for those who need it	1/18/2016 9:58 AM
430	The inclusive education initiative has been successful in facilitating inclusion, to some extent, but I feel that there is still more that needs to be done.	1/18/2016 9:55 AM
431	Children with diagnosed exceptionalities are not segregated from their peers on a full time basis.	1/18/2016 9:55 AM
432	That it is focused on meeting the needs of students in multiple learning domains - affective, cognitive, and social. The heart of the initiative is to support student learning in individualized ways without segregation.	1/15/2016 7:41 PM
433	Including students in the regular classroom provides them with the opportunity to learn strengthen social and other skills . It is also beneficial for students in the regular classroom to work with students with identified exceptionalities. It promotes a climate of increased understanding and acceptance.	1/15/2016 6:40 PM
434	good on paper not the way is being implemented	1/15/2016 5:44 PM
435	All students are responsibility of all teachers	1/15/2016 3:53 PM
436	The fact that all students are included (and not segregated).	1/15/2016 3:32 PM
437	Social interaction with their peers. Students are more aware of the students who have learning disabilities and/or exceptionalities.	1/15/2016 3:07 PM
438	Students can participate in discussions and group work .	1/15/2016 3:05 PM
439	All students should feel included in the classroom with their peers.	1/15/2016 1:55 PM
440	Allows variety and (in theory) leaves no one behind.	1/15/2016 1:08 PM

Inclusive Education Initiative Survey

441	It is good, in theory, to include everybody. But, there are certain limitations to the implementation of this ideology that tends to fail those whom it impacts the most.	1/15/2016 11:48 AM
442	K-3 students are serviced without diagnosed exceptionality... under DD	1/15/2016 10:47 AM
443	It recognizes the rights of every child to be included and involved.	1/15/2016 9:27 AM
444	The philosophy behind it Professional development has been good	1/15/2016 6:35 AM
445	The intent in excellent	1/14/2016 10:44 PM
446	Good for non core subjects. I teach math and it is of no benefit for these students to be in my class when they could be in a class getting the programming and supports they need. Most times they are not getting what they need in their best interests.	1/14/2016 9:45 PM
447	As a regular classroom teacher teaching grade 8 and 9 classes along with senior high, I see no strengths in this initiative other than social interaction. I believe student learning is decreased because as a teacher I am unable to deliver a suitable program to the academic students of my class while still attending to all the needs of students with exceptionalities. I am left with the difficult choice of teaching to the academic students and letting the students with exceptionalities fall through the cracks.	1/14/2016 7:11 PM
448	Students with difficulties are brought to the attention of their teachers. There is no stigma attached to these students that avail of help. Student population are becoming more aware that people learn differently and in different ways,	1/14/2016 4:37 PM
449	I do not have enough information about the initiative to make a comment.	1/14/2016 4:19 PM
450	There are no strengths.....it is a struggle for ALL involved. The students are suffering because of this initiative.	1/14/2016 2:48 PM
451	allows students to remain in class & still get the help they need	1/14/2016 2:14 PM
452	I believe that all students should be included as much as possible in their regular classroom. The Inclusive Education Initiative supports that belief.	1/14/2016 1:42 PM
453	Some social benefits	1/14/2016 1:00 PM
454	Accommodating all learners	1/14/2016 12:45 PM
455	-integration so all students learn to respect one another and respect and help those with challenges -encourages teachers to broaden teaching methods and approaches -some subjects (e.g. Music) can be tailored very well to meet needs of inclusive classroom	1/14/2016 12:39 PM
456	All students have equal learning opportunities. It promotes growth of these students. They should not be labeled. Their life path may exceed our expectations.	1/14/2016 12:21 PM
457	The cooperation of IRT's and classroom teachers. Classroom teachers have a more active role in addressing the needs of exceptional students.	1/14/2016 11:14 AM
458	The children with diagnosed exceptionalities are included with their peers in the classroom. Socially and emotionally, this is important	1/14/2016 10:20 AM
459	students learning how to cope and deal with people who have different challenges.	1/14/2016 10:13 AM
460	Prior to this initiative children in primary have always been included where possible in this school.	1/14/2016 10:06 AM
461	Kids feel included with their peers.	1/14/2016 9:08 AM
462	Inclusion helps the student with exceptionalities socialize and helps build tolerance and compassion from the others.	1/14/2016 8:33 AM
463	The Inclusive Education Initiative has helped students in the regular classroom become more aware of and accepting of children who have exceptionalities.	1/13/2016 11:03 PM
464	positive peer interactions and relationships	1/13/2016 9:53 PM
465	I agree with the premise of inclusive education. All students should get equal opportunities to participate fully in experiences of their peers.	1/13/2016 9:45 PM
466	it is intended to include all students and to meet the needs of the diverse learners in any school	1/13/2016 8:28 PM
467	Strengths: 1. Opportunities for students to access highly trained resource teachers who are very creative 2. Resource teachers have got their crazy amount of paper work worked out very well. They know their forms and there are lots of them. All to allow as much support for students and teachers	1/13/2016 8:27 PM
468	Good intentions- inclusion effective sometimes	1/13/2016 8:11 PM
469	Children are not segregated as they once were. They feel part of the school community.	1/13/2016 6:41 PM

Inclusive Education Initiative Survey

470	trying to include everyone	1/13/2016 3:16 PM
471	good idea on paper	1/13/2016 1:35 PM
472	it is teaching to the abilities of the children. avail of ability grouping to meet needs	1/13/2016 12:58 PM
473	All students included, an approach where students can be with their peers and yet the flexibility can be provided to address individual needs in small groups.	1/13/2016 11:45 AM
474	Students are able to remain in the regular classroom with peers.	1/13/2016 11:33 AM
475	Students are included in the classroom, and there is not a separation based on skill. The philosophy behind it is quite nice, although it does not work in reality.	1/13/2016 10:54 AM
476	Acceptance by and exposure to special needs students by the general school population as well as exposure to regular curriculum for students with learning and behavioral exceptionalities	1/13/2016 10:35 AM
477	Inclusion works with students who are naturally driven and who are hard workers who recognize their deficit and are mature enough to take responsibility for their own learning.	1/13/2016 9:55 AM
478	Students with exceptionalities are included with their age peers as much as possible while maintaining their dignity	1/13/2016 9:53 AM
479	They should be integrated as long as the teacher has support to be able to teach all students in the class and not have to focus on one (or a few children with exceptionalities)	1/13/2016 9:13 AM
480	The strengths would be that the children are included in the regular classroom and are not made to feel excluded or separate because of their exceptionality.	1/13/2016 9:08 AM
481	NA	1/13/2016 9:00 AM
482	Teaching is more student centred and individualized. Students are not excluded based on academic abilities.	1/13/2016 8:07 AM
483	That a student is "only as special as needed" and are only getting the accommodations that they absolutely need.	1/12/2016 10:11 PM
484	Everyone is involved, no one is left out.	1/12/2016 10:02 PM
485	All students are able to receive a fair and rewarding education at their age appropriate level and in an environment which includes their peers. The Inclusive Education Initiative has allowed all students to be a part of their school and the many things schools have to offer, from learning to socializing with peers to becoming involved in extra curricular activities.	1/12/2016 9:10 PM
486	The concept of inclusion is a wonderful idea. Children become more accepting of differences.	1/12/2016 8:53 PM
487	The biggest strength is that all children are included in the regular classroom. The children get to see role models for behavior and also get some peer interaction. They learn more by seeing their classmates in action. They are exposed to concepts that perhaps they would not have seen in a small group outside the class. The children in the class also benefit from having a special needs child in their classroom. It help them see how others are different but still the same. I see the care they take with the special needs child and it is a beautiful thing.	1/12/2016 8:17 PM
488	It involves all children and focuses on the strengths of each individual child.	1/12/2016 6:19 PM
489	I believe that all children have the right to be educated and have their needs met in school. All should be given the opportunity to meet their fullest potential and inclusive education is the one of the ways to accomplish this.	1/12/2016 5:58 PM
490	The idea of inclusion is great however for it to be enforced there needs to be an IRT teacher working with each grade level.	1/12/2016 5:54 PM
491	All children feel a sense of belonging, no matter what their exceptionality may be.	1/12/2016 5:47 PM
492	I really think that there are no strengths in having inclusive education. Where I am coming from...we have no support due to too many other issues.	1/12/2016 5:38 PM
493	Students learn that about each others differences and strengths. They become more community minded and open minded.	1/12/2016 5:34 PM
494	Allows all children to become aware of others needs and accepting of others	1/12/2016 4:32 PM
495	Two major strengths are that students with exceptionalities are not being segregated from the rest of the student body, and teachers are changing the way they teach and assess in order to accommodate the various learning styles.	1/12/2016 4:18 PM
496	Philosophy is sound.	1/12/2016 4:03 PM
497	recognition that not everyone is at the same level	1/12/2016 2:37 PM
498	Needs work.	1/12/2016 2:19 PM

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499	Inclusive Education works well for students with mild exceptionalities. Only with the amount of support needed as stated in their IEP.	1/12/2016 1:34 PM
500	Students remain in the regular classroom with their peers.	1/12/2016 1:32 PM
501	Inclusive means all student needs are met and have an equal opportunity to receive a quality education.	1/12/2016 1:05 PM
502	Kids feel like part of a group and other students get comfortable with differences	1/12/2016 12:07 PM
503	I think it is important that children with exceptionalities be accepted and accomodated in our schools. We need to learn to be accepting and tolerant of differences.	1/12/2016 12:02 PM
504	In spirit it is golden. It is what is needed. Everyone grows and develops differently and this is what is needed in the school system. Acceptance, compassion and individual differences being celebrated.	1/12/2016 11:37 AM
505	It recognizes the varied learning styles and needs of our unique students	1/12/2016 11:27 AM
506	Not sure	1/12/2016 11:14 AM
507	The needs of all students are a focus. The classroom teacher has responsibility for ALL of his/her students. Open and accepting.	1/12/2016 11:00 AM
508	,	1/12/2016 10:29 AM
509	I see very little if any advantage, students are sitting in rooms staring at walls because they are unable to engage academically or socially.	1/12/2016 10:09 AM
510	The ability to remain in the classroom is socially advantageous to the student and provides important developmental stimuli.	1/12/2016 9:48 AM
511	The only strength is making the struggling child's self esteem. But...if they are struggling they need consistent individualized instruction which is difficult in a room of 20-25 students	1/12/2016 9:42 AM
512	-	1/12/2016 9:29 AM
513	The impact that it has on students socially	1/12/2016 8:54 AM
514	Teachers are able to team teach and classroom teachers are given more opportunities to work one on one	1/12/2016 8:23 AM
515	Teacher's trying to incorporate student success in the classroom, increases confidence and social interaction, less stigmatizing, more meaningful, increases diversity and tolerance	1/12/2016 12:34 AM
516	Integration of all students in the classroom	1/11/2016 10:35 PM
517	Diverse classrooms.	1/11/2016 10:09 PM
518	It is wonderful in theory, to include all students regardless of disabilities into the regular classroom, helps everyone to feel a sense of belonging.	1/11/2016 10:01 PM
519	Strengths: 1. They know where the proper documents are for testing/parental permission 2. Good connection with Janeway/Ed. Psych 3. Very approachable 4. Too many responsibilities are on their shoulders. Especially BMPs. They take the brunt of this area.	1/11/2016 9:19 PM
520	The idea is wonderful but the implementation can be challenging . Ex lack of IRT support , materials , expertise, etc	1/11/2016 9:18 PM
521	Besides the fact that our students with exceptionalities are being included in our classrooms more often I don't believe that anyone is truly benefiting from this model. I feel that we are moving backwards and everyone involved is suffering. If something doesn't change we are going to have more serious issues than we have already.	1/11/2016 8:48 PM
522	Fxfg	1/11/2016 8:27 PM
523	Socialization for that students.	1/11/2016 6:57 PM
524	Inclusive education is most effective when all students are included when it benefits all parties. When students are able to cope with busy surroundings and tight working spaces then it is effective for them. Inclusive education allows all students to be involved in activitiesin which they can participate at his or her own ability.	1/11/2016 6:52 PM
525	It allows all students to learn along with peers. It teaches empathy and respect.	1/11/2016 6:48 PM
526	In most cases, students become more accepting of individual differences.	1/11/2016 6:22 PM
527	The strength is that all children feel part of the classroom community.	1/11/2016 5:10 PM
528	The social aspect for the students.	1/11/2016 4:31 PM
529	The idea of inclusivity is good. You must have the human resources in the classroom to execute.	1/11/2016 4:13 PM

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530	it helps all accept persons of all abilities, beliefs and sexual orientation	1/11/2016 4:10 PM
531	Social advantages	1/11/2016 3:45 PM
532	The philosophy is great....the lack of support personnel is inhibiting meaningful practice.	1/11/2016 3:41 PM
533	Brings the classroom into a society that is not unlike reality. Promotes acceptance amongst the children	1/11/2016 3:34 PM
534	Giving students with challenging needs some opportunity to interact with their peers in the regular classroom setting.	1/11/2016 3:28 PM
535	I like that the stigma of "Special Ed" is gone and we are trying to work with a child's specific learning needs.	1/11/2016 3:18 PM
536	All students feel a part of the process.	1/11/2016 2:57 PM
537	I believe in Inclusive Education. When I had a classroom I practiced Inclusive Education.	1/11/2016 2:48 PM
538	Works great for some students. Student's are included in my program and can make some progress both socially and academically.	1/11/2016 2:36 PM
539	The rationale and intentions are admirable. The practical application is not.	1/11/2016 2:31 PM
540	Only the theory. IRT resources don't even come close to making this initiative a reality.	1/11/2016 2:28 PM
541	Brings all students together regardless of strengths or weaknesses. greater opportunity for social interactions Role models for appropriate social and behavior skills. Increased appreciation and acceptance of individual differences for students without exceptionalities.	1/11/2016 2:08 PM
542	Greater friendships opportunities may be created, Children learn tolerance and acceptance of differences, and social skills are developed.	1/11/2016 2:04 PM
543	It enables all students to mix with their peers and feel included in various activities. I feel that they better understand that everyone learns differently and everyone has different strengths. In general, I feel children are becoming more tolerable of other children's' differences.	1/11/2016 1:58 PM
544	It is an ideal notion to want to have all children, regardless of needs, in the same classroom, but the reality is that you need a lot more staff and resources to implement such a program. There are children who need extra support and they are not getting it because of lack of teachers and large class sizes. IRT time needs to increase as well.	1/11/2016 1:48 PM
545	I believe, philosophically, that all students have a right to be included, have a right to an education. I don't believe that inclusion 'at all costs' is fair or equal.	1/11/2016 1:30 PM
546	Children get to interact with peers.	1/11/2016 1:29 PM
547	The children are with their peer groups	1/11/2016 1:21 PM
548	The strengths would include the opportunities students can avail of in a setting that supports mutual respect.	1/11/2016 1:19 PM
549	a	1/11/2016 12:39 PM
550	The philosophy is wonderful and it is possible with the right training and correct number of bodies to pull it off.	1/11/2016 12:02 PM
551	none.	1/11/2016 11:49 AM
552	-increased social interaction -enhanced skill acquisition -peer role models for academic, social/behaviour skills	1/11/2016 11:37 AM
553	Students with exceptionalities can be serviced within the classroom with their peers in many circumstances. Students without exceptionalities become used to and supportive of students with exceptionalities. It is second nature to them.	1/11/2016 11:34 AM
554	The intention of the theory is sound.	1/11/2016 10:59 AM
555	Kids feel a part of the class	1/11/2016 10:57 AM
556	There are good people trying to make sense of the solutions as directed by the dept of education.	1/11/2016 10:38 AM
557	Social interaction for all students.	1/11/2016 10:15 AM
558	...	1/11/2016 10:01 AM
559	Social skills are important to be taught within the inclusive setting	1/11/2016 9:58 AM
560	Inclusion of all students, not just students with a diagnosis.	1/11/2016 9:56 AM

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561	The Department of Education and Early Childhood Development defines inclusive education as a philosophy that promotes: •the right of all students to attend school with their peers, and to receive appropriate and quality programming; •a continuum of supports and services in the most appropriate setting (large group, small group, individualized) respecting the dignity of the child; •a welcoming school culture where all members of the school community feel they belong, realize their potential, and contribute to the life of the school; •an atmosphere which respects and values the participation of all members of the school community; •a school community which celebrates diversity; and •a safe and caring school environment These tenets apply to all members of the school community regardless of economic status, gender, racial or religious background, sexual orientation, academic ability or other facet of diversity.	1/11/2016 9:46 AM
562	It gives students with exceptionalities the opportunity to participate with their peer and realize their strengths.	1/11/2016 9:44 AM
563	-	1/11/2016 9:33 AM
564	-allows all students, regardless of exceptionality, an opportunity to "belong" -allows staff the opportunity to gain experience and a specified skill set to work with students with varied exceptionalities -if implemented correctly, it allows students to learn and to embrace first-hand individual differences	1/11/2016 9:05 AM
565	Inclusion is important.	1/11/2016 9:04 AM
566	not sure	1/11/2016 8:56 AM
567	Students interacting with peers builds social skills and some confidence issues.	1/11/2016 12:40 AM
568	The initiative itself is fine. Attempting to implement it with lack of education, resources and teaching units is pointless.	1/10/2016 11:24 PM
569	All students are included in daily classroom environment	1/10/2016 10:04 PM
570	includes all students in the room and allows for lessons to be designed for specific needs and allows the student to get used to being in the classroom setting	1/10/2016 9:42 PM
571	supports tolerance of individual differences	1/10/2016 9:09 PM
572	Provides opportunities for students with exceptionalities to remain with classmates.	1/10/2016 9:08 PM
573	- It allows for diversity in the classroom and helps all students feel they are contributing members of the classroom/school.	1/10/2016 9:02 PM
574	Attempts to have all students included in all activities in the classroom.	1/10/2016 8:34 PM
575	Students are involved in the classroom activities with their peers.	1/10/2016 7:55 PM
576	The approaches of team teaching, and the DI resources have been very useful and practical.	1/10/2016 7:54 PM
577	Students with exceptionalities will probably understand that they belong on their classroom community, and that they can contribute as much or more than other students.	1/10/2016 7:11 PM
578	- All students need to feel a equal member of the school community. - All students need equal treatment within the building. - Inclusion in regular classroom should be made when programming permits. - Stronger sense of community	1/10/2016 7:05 PM
579	Providing all students with the opportunity to attend school with their peers and to feel a sense of belonging to their school.	1/10/2016 7:00 PM
580	-	1/10/2016 6:41 PM
581	There is tremendous collaboration among staff at our school who communicate consistently to inform and develop strategies to teach students who have various exceptionalities and implement differentiated instruction.	1/10/2016 5:08 PM
582	At the primary level for the most part needs of struggling learners can be meet through inclusive practices. However, IRT's still have not been inserviced on their roles and standards of practice especially in terms of BMP's and behavioral concerns	1/10/2016 2:53 PM
583	It is sometimes good for socialization.	1/10/2016 2:15 PM
584	Students with exceptionalities are able to be included in regular classroom and school activities which helps other students to be more tolerant and accepting of all students.	1/10/2016 1:46 PM
585	Equality	1/10/2016 12:40 PM
586	socialization only	1/10/2016 11:09 AM
587	no strengths becasue class sizes and academic issues are too great for just the classroom teacher to effectively meet needs of students	1/10/2016 10:53 AM

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588	Nobody wants to see anyone labelled or segregated. So integrating all, learning tolerance and celebrating individual strengths are something sthat can be done with this model.	1/10/2016 10:52 AM
589	I don't see many strengths.	1/10/2016 9:56 AM
590	not sure	1/10/2016 8:36 AM
591	Theoretically, it makes perfect sense, and potentially it could work for some students. I appreciate the focus on inclusivity.	1/10/2016 12:11 AM
592	All students are given access to the regular classroom	1/9/2016 10:44 PM
593	Social interaction is a benefit. Teachers are also going to use differentiated instruction more often which is a benefit for every student.	1/9/2016 8:38 PM
594	Recognizes that all students are important and deserve the best possible education.	1/9/2016 5:19 PM
595	Enabling a more unified team response to students needs instead of classroom teachers vs. iRT	1/9/2016 4:45 PM
596	When adequately resourced it is a great model. All children learn together from each other.	1/9/2016 1:55 PM
597	No real strengths, just teachers who are over exerted in trying to find a medium.	1/9/2016 1:22 PM
598	Allowed time for teachers to share and collobrate	1/9/2016 1:21 PM
599	Not sure.	1/9/2016 12:24 PM
600	students are included with their peers and do not feel labelled	1/9/2016 10:09 AM
601	All students have the ability to learn from one another in the same setting. Nobody feels excluded.	1/9/2016 7:08 AM
602	Students feel like they are welcomed and cared about. They make friends and all students benefit from being together	1/8/2016 11:10 PM
603	Students learn acceptance. Students are eager to help others.	1/8/2016 10:48 PM
604	Attempt to educate all students in the same learning environment.	1/8/2016 10:12 PM
605	Helping all children achieve their maximum potential and feel a sense of belonging.	1/8/2016 9:47 PM
606	Plenty of support.	1/8/2016 9:32 PM
607	Children are given "equal" opportunity to socialize and children see that everyone is different and are more accepting.	1/8/2016 9:22 PM
608	A push toward acceptance of learners and understanding differences.	1/8/2016 7:09 PM
609	The initiative itself is a great idea but, once again, the cart is put before the horse - we do not need to re-invent the wheel in all areas of education - we need to perfect some areas or invest billions more money	1/8/2016 7:06 PM
610	All students are included and feel part of the entire school community.	1/8/2016 7:00 PM
611	Inclusive Education is great for some students and I have seen some students who if not included would have never survived in the Education System, but flourished due to inclusion and has also created a greater awareness and empathy and working together with other students.	1/8/2016 6:17 PM
612	It provides an opportunity for the students to be exposed to different learning styles, exceptionalities and a community environment within the classroom which is a reflection of society.	1/8/2016 6:10 PM
613	addressing the shortfalls of the transition from Pathways to All Aboard ;]	1/8/2016 5:11 PM
614	It allows the students with exceptionalities to interact with their peers and it allows their peers to be more comfortable and knowledgeable about the exceptionality.	1/8/2016 4:15 PM
615	The strength is the idea that all children are worthwhile and equally deserving of an education, whether it addresses academic or behavioural /social needs. The implementation includes the idea of differentiated instruction, a common procedure in classrooms already.	1/8/2016 3:38 PM
616	acceptance, tolerance....most students are more relaxed and accepting of differences, most of the time	1/8/2016 3:15 PM
617	Every child given the opportunity to learn with grade level peers in regular classroom setting.	1/8/2016 3:09 PM
618	Some students who just need a little boost in a particular area don't feel segregated from their peers.	1/8/2016 3:04 PM
619	The inclusion of those students who can handle being in a regular classroom and/or handle the majority of the curriculumbeing done in the class.	1/8/2016 3:00 PM
620	Inclusion of ALL!	1/8/2016 2:51 PM
621	Differentiated instruction	1/8/2016 2:35 PM

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622	The strengths include the aspect that all students feel that they are an important member of the classroom. It has created empathy and caring towards other students in the school with various forms of exceptionalities and differences. Students are more receptive to others who learn and behave differently within the school	1/8/2016 2:30 PM
623	The theory behind the initiative is sound and makes sense.	1/8/2016 2:28 PM
624	More socializing that is needed. Helps normalize exceptionalities.	1/8/2016 2:25 PM
625	In theory, students are able to be with their peers in the classroom. Their various learning styles are known and students can graduate knowing that completed their work to the best of their ability.	1/8/2016 2:23 PM
626	Opportunity to better meet the needs of all students. To allow identified students to work more with their peers. To provide students to opportunity to work with peers who may be different then them (physically, academically, etc). Allow teachers to work together more.	1/8/2016 2:23 PM
627	Equal opportunity	1/8/2016 2:22 PM
628	Some students get support (when their behaviour is severe enough)	1/8/2016 2:15 PM
629	Inclusion is great on paper but without the resources to implement and support the initiative it is to detrimental to all students in the classroom.	1/8/2016 2:03 PM
630	Maintaining the integrity of a child's learning experience, allowing for inclusion with their peers, while allowing for pull-out services when needed.	1/8/2016 2:03 PM
631	All students are considered during the written phase.	1/8/2016 1:57 PM
632	Children enjoy staying with their peers.	1/8/2016 1:00 PM
633	N/A	1/8/2016 1:00 PM
634	Efforts to maintain ideals of moral and ethical standards are inspirational, although impossible to implement.	1/8/2016 12:59 PM
635	It looks good on paper	1/8/2016 12:40 PM
636	In theory, it provides equally opportunity to all students so that they can achieve similar substance from schooling. It also helps build various confidences.	1/8/2016 12:38 PM
637	It is just that, inclusive.	1/8/2016 12:23 PM
638	More integration of students with exceptionalities into the regular classroom	1/8/2016 12:20 PM
639	no response	1/8/2016 12:16 PM
640	In theory, it is wonderful. In practice, difficult to realize with multi-grading, insufficient human resources, unqualified IRT's, etc. We feel ill equipped for dealing with BMP especially.	1/8/2016 12:03 PM
641	Social acclimation.	1/8/2016 12:01 PM
642	Every student gets an appropriate education that meets their needs.	1/8/2016 11:57 AM
643	All students are included in the regular classroom and they are still able to work on outcomes suited for them.	1/8/2016 11:42 AM
644	It is great that all students are included and feel part of the school.	1/8/2016 11:40 AM
645	It forces teachers to be more creative in their teaching approaches and some children who may have been excluded are now included.	1/8/2016 11:36 AM
646	Children with exceptionalities are sometimes being included and have the opportunity to socialize with their classmates in a positive manner.	1/8/2016 11:27 AM
647	includes students with a diversified set of needs. We have to remember that we can't be inclusive at all times, as some students, due to their personal needs cannot in the classroom 100%	1/8/2016 11:25 AM
648	It is beneficial for students to be involved in some activities with their peers in order to feel like a member of the class. It can teach the other students empathy, respect, and understanding and can provide all students with the opportunity to develop relationships with each other that would likely be difficult to achieve otherwise.	1/8/2016 11:14 AM
649	includes all children in activities and enables all students to feel apart of a group and allows others to develop empathy towards others	1/8/2016 10:54 AM
650	All students exposed to the social and academic classroom dynamics.	1/8/2016 10:54 AM
651	promotes diversity, tolerance and understanding for all people. Encourages modeling by teachers	1/8/2016 10:52 AM
652	There are no strengths.	1/8/2016 10:41 AM

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653	There have been an increase in some of the online PD training sessions offered to teachers to help increase their awareness of exceptionalities. It is beneficial for a percentage of our students to be included in the classroom setting when compared to the past teaching models.	1/8/2016 10:25 AM
654	all as one	1/8/2016 10:18 AM
655	Positive and proactive professional learning during the phases of the initiative.	1/8/2016 10:15 AM
656	It enables all children to be a part of their peer group when appropriate for them. They are a part of their society.	1/8/2016 9:41 AM
657	It allows for interaction between the students and allows for greater learning possibilities.	1/8/2016 9:40 AM
658	The district saves money and its politically correct	1/8/2016 9:36 AM
659	Ideas are great, and kids are getting more classroom time than they probably got in the past	1/8/2016 9:35 AM
660	It is a great idea.	1/8/2016 9:34 AM
661	All students are included when decisions have to be made regarding educational practice.	1/8/2016 9:34 AM
662	Children are able to participate in activities with their peers.	1/8/2016 9:26 AM
663	It is important to include all children as much as possible when it is in their (and others) best interest, however we need to be practical in our approach and recognize when things are not working. Sometimes the best environment is not the classroom, and often there are not enough resources to effectively implement the necessary programs, courses, and interventions that are outlined.	1/8/2016 9:19 AM
664	The desire to ensure peer interaction and break down stigma towards students with exceptionalities	1/8/2016 9:13 AM
665	The only strength I see is the socialization of these students with other students.	1/8/2016 9:06 AM
666	Students on IEPs can feel a sense of normalcy.	1/8/2016 9:03 AM
667	On paper, it is a nice concept to have students with exceptionalities placed in the general classroom as much as possible in line with their programming.	1/8/2016 9:01 AM
668	children staying in their classrooms and learning strategies to help them cope with curriculum	1/8/2016 9:01 AM
669	Every child should feel apart of a classroom, I feel the best thing about Inclusive Education is that children will never feel left out.	1/8/2016 9:00 AM
670	Prevents some students from being unnecessarily "dumped" into SSS and allows some students to flourish in the regular classroom where it is a dignified and a meaningful experience.	1/8/2016 8:51 AM
671	makes 'included' student feel confident; makes other students more empathetic	1/8/2016 8:45 AM
672	It is positive for students who are not disruptive	1/8/2016 8:44 AM
673	encourages acceptance of differences	1/8/2016 8:39 AM
674	Some students will see other students with exceptionalities and could develop more empathy for these students.	1/8/2016 8:36 AM
675	I really dislike the inclusive education initiative. I feel many of these students would be better served doing a completely different curriculum.	1/8/2016 8:35 AM
676	It promotes acceptance and understanding.	1/8/2016 8:24 AM
677	Students don't feel as singled out as they used to, in regards to pull-out.	1/8/2016 8:11 AM
678	By including the students in question, it allows these students to participate in educational opportunities that they may not otherwise be exposed to in a removed setting.	1/8/2016 7:26 AM
679	Keeps all students with peers and allows for more teacher collaboration in ideal situations	1/8/2016 2:40 AM
680	Encourages children to be more altruistic and accepting of students with exceptionalities.	1/8/2016 1:53 AM
681	it allows every child to attend a school in his/her community	1/7/2016 11:32 PM
682	Great idea, students should be taught in the least restrictive environment!	1/7/2016 10:34 PM
683	As a qualified IRT who left IRT with the inclusive movement I fail to see any strengths. I see value in inclusion however not as the current policy outlines. There must be support for children with inclusive needs and currently our system fails these children and classrooms miserably.	1/7/2016 9:52 PM
684	social needs of children can be met, and the class can learn acceptance.	1/7/2016 9:52 PM
685	It encourages a tolerance for a variety of abilities, strengths, weakness, learning styles.	1/7/2016 9:45 PM

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686	Benefits all students.	1/7/2016 9:28 PM
687	children get a chance to socialize and become part of the school community, with more acceptance amongst others.	1/7/2016 9:25 PM
688	Students are more tolerant of differences	1/7/2016 9:24 PM
689	All children and teachers learn so much from each other...seeing children with different needs is an education for all to realize that we are not all the same, that we all have different strengths and weaknesses, and develops some empathy for others.	1/7/2016 8:45 PM
690	The inclusion of students with exceptionalities within the general classroom. The provision of differentiated instruction so all students may be a part of classroom community and achieve goals at their academic level.	1/7/2016 8:37 PM
691	Cela permet de faire participer, à un certain niveau d'engagement, tous les élèves de l'école.	1/7/2016 8:24 PM
692	good in theory if the resources were available	1/7/2016 8:23 PM
693	Honestly, I feel it's a failure. Teacher stress and paperwork has increased. Schedules change at the drop of a hat as resources are spread thinner and thinner and discipline and academic concerns are more evident in our school.	1/7/2016 8:22 PM
694	In theory, meeting the needs of all students by differentiating the instruction provided each student is a wonderful idea.	1/7/2016 8:21 PM
695	Students deserve a education no matter what their emotional, physical, social, or psychological make up. Inclusive education attempts to do that.	1/7/2016 8:10 PM
696	The main strength is that the initiative does include students who belong in the classroom - students with disabilities (learning or physical) and those who benefit in the regular classroom.	1/7/2016 8:07 PM
697	Years ago, too many students were pulled out of the classroom because they had a diagnosed exceptionality. Many students with exceptionalities are successful in the classroom when the right supports are put in place.	1/7/2016 8:07 PM
698	none	1/7/2016 7:55 PM
699	All children are able to be included in a classroom of their peers and can participate to the best of their ability. It gives children a sense of belonging.	1/7/2016 7:38 PM
700	the fact that we focus on the needs of these students if we could only support their needs with resources. Class size plays a dramatic impact on the ability to carry out the plans for these kids as well.	1/7/2016 7:37 PM
701	Builds self esteem of students with exceptionalities Teaches children empathy and diversity.	1/7/2016 7:34 PM
702	It is positive for showing acceptance in differences and allows normalcy for Students who can function effectively in the regular classroom with proper supports	1/7/2016 7:27 PM
703	All children are able to achieve within the classroom with their peers.	1/7/2016 7:18 PM
704	Provides an opportunity for learning to all students, meeting the needs of the learner.	1/7/2016 7:09 PM
705	Students with exceptional ties are included in all school activities and are not segregated like they were in the past	1/7/2016 6:43 PM
706	Increased sensitivity towards children with special needs from students and staff.	1/7/2016 5:49 PM
707	"Regular" students get to experience different types of individuals and build a tolerance for others. Exceptional students get to socialize and feel a part of the school community.	1/7/2016 5:43 PM
708	Children are able to remain with peers in classroom setting. More differentiated instruction can be provided with an IRT in your classroom.	1/7/2016 5:07 PM
709	Including most all children in the regular classroom so that they are able to participate in curriculum to the degree capable.	1/7/2016 4:40 PM
710	socialization and teaches empathy	1/7/2016 4:34 PM
711	Socialization	1/7/2016 4:33 PM
712	I see none.	1/7/2016 4:32 PM
713	Considers the needs of all students and I have seen improvements in student interactions and acceptance of peers with exceptionalities.	1/7/2016 4:31 PM
714	Unknown	1/7/2016 4:30 PM
715	Inclusive Education has the potential to promote acceptance of differences among students and as well promote an atmosphere of respecting, and caring.	1/7/2016 4:16 PM
716	No comment	1/7/2016 3:55 PM

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717	Children with exceptionalities are accepted by their peers; self-esteem is positively affected; social relationships and skills are enhanced.	1/7/2016 3:54 PM
718	All students are able to participate in classroom activities regardless of their intellectual and physical restrictions.	1/7/2016 3:44 PM
719	* Support learn empathy and understanding of other peers needs and differences. * In theory this is a wonderful model.	1/7/2016 3:42 PM
720	District Support	1/7/2016 3:41 PM
721	it reflects a social/legal framework	1/7/2016 3:39 PM
722	students without exceptionalities are able to see others with a greater respect	1/7/2016 3:38 PM
723	Giving all students the opportunity to interact with peers/teaching of tolerance for diversity/acceptance.	1/7/2016 3:38 PM
724	The strengths are that it does give great opportunities for students to be included in the regular classroom as much as possible, and there are great opportunities for positive interactions.	1/7/2016 3:32 PM
725	All students are provided with equal opportunity.	1/7/2016 3:31 PM
726	All students are included in class activities - no one is made to feel excluded	1/7/2016 3:25 PM
727	- increase self esteem, self concept, leadership, empathy for all students	1/7/2016 3:20 PM
728	Instilling confidence in young people, to become productive members of society, within their own level of ability.	1/7/2016 3:19 PM
729	All students are valued; all students can benefit from the expertise of an IRT if there is one in the classroom	1/7/2016 3:17 PM
730	in my opinion, the most valuable piece of the inclusive initiative is that it teaches students in the regular stream the value of empathy.	1/7/2016 3:16 PM
731	Limited.	1/7/2016 3:14 PM
732	Including all students in our classroom routines	1/7/2016 3:08 PM
733	Students with special needs are looked at for their abilities (what they can accomplish), not their disabilities.	1/7/2016 3:07 PM
734	I do not use these services.	1/7/2016 3:05 PM
735	Students are with their peers for all classes.	1/7/2016 3:04 PM
736	Inclusive teaching practices and differentiated instruction	1/7/2016 3:03 PM
737	I see none	1/7/2016 2:57 PM
738	It is valuable for students to be with their peers, whether students have disabilities or not. With increased IRT support and SA support, inclusive education could be much more effective.	1/7/2016 2:57 PM
739	I don't know that there are any real strengths, after being in the classroom with students with diagnosed exceptionalities and trying to teach while dealing with their needs and the wide range of needs already in the classroom, without support of student assistants and IRT'S the students are the ones who are losing and the teachers are becoming stressed out trying to do their jobs and the jobs of the student assistants and IRTs. The little bit of social interaction that these students receive is of little benefit when other students are afraid of them and wont interact with them because of their behavior .	1/7/2016 2:55 PM
740	It is a wonderful initiative that allows students various avenues to meet with success and celebrates diversity.	1/7/2016 2:52 PM
741	Including all students where possible.	1/7/2016 2:52 PM
742	All students can feel a part of school activities.	1/7/2016 2:52 PM
743	Students remain with their peers	1/7/2016 2:51 PM
744	Teaches people to be more understanding and accepting of mental illness, disabilities, and behavior problems in all walks of life.	1/7/2016 2:40 PM
745	The idea of Inclusive Education is a fantastic and with the right amount of supports and budget it is attainable.	1/7/2016 2:39 PM
746	Students with exceptionalities are not left out or segregated.	1/7/2016 2:33 PM
747	students included with peers	1/7/2016 2:33 PM
748	It is a good idea, but it has the same old story, no one will show you how it's done effectively but expected you to do it anyway and do it good. I have a Masters degree and not one Special Ed course yet I'm expected to teach some of the most complex learning disabilities their are.	1/7/2016 2:32 PM

Inclusive Education Initiative Survey

749	Important to make an effort to include all learners when possible in the regular classroom.	1/7/2016 2:32 PM
750	Support for resources, financial and sub days.	1/7/2016 2:32 PM
751	All students included in the classroom. No exclusion of students. No separation.	1/7/2016 2:31 PM
752	The students strengths are recognized and teachers work together to help the student meet their potential in the classroom is a good thing.	1/7/2016 2:31 PM
753	Works great if you have resources and staffing	1/7/2016 2:31 PM
754	Students feel part of a group. And some of their needs get met.	1/7/2016 2:27 PM
755	There are strengths when there are resources there to support them.	1/7/2016 2:27 PM
756	It encourages all students to be accepted and respected as individuals.	1/7/2016 2:25 PM
757	There are no strengths in the Inclusive Education Initiative. The model is a cancer to the education system. It is a model that has done more harm than good. Students with behavioral issues often disrupt the class and nothing is done about it..Students with lower cognitive abilities are becoming more frustrated because they cannot understand the concepts being taught and this leads to lower self esteem, and more off task behavior. Students are never kept back to repeat a grade and by the time they reach jr. high they are becoming even more frustrated. The biggest problem with Inclusive Education is that it caters to the lower level students and average and higher ability students are being dragged down with them.	1/7/2016 2:24 PM
758	It is a great program if there is going to be enough teaching personnel to fill the roles in all classes. all students feel as if they are a part of the school in all ways	1/7/2016 2:23 PM
759	I don't feel I am aware of the program enough to comment.	1/7/2016 2:15 PM
760	The Inclusive Education Initiative addresses the needs of all students and allows students with severe disabilities to socialize and interact with their peers.	1/7/2016 2:13 PM
761	Students with exceptionalities are not removed from the classroom.	1/7/2016 2:12 PM
762	All students are entitled to an education in a safe, caring school environment.	1/7/2016 2:05 PM
763	In theory the initiative is good. But in this province the delivery is ineffective. Therefore there are no strengths.	1/7/2016 1:55 PM
764	The caring schools initiative attached to the IEI is the part that works the best and is well maintained. Thus I believe this to be the strength of the entire plan. However, I also enjoy that all students are supposed to have the resources to be on the same playing field - in theory this is the most important strength.	1/7/2016 1:51 PM
765	Socialization of these students is vital and inclusion provides this.	1/7/2016 1:51 PM
766	no idea what this is	1/7/2016 1:50 PM
767	All students are "included"	1/7/2016 1:49 PM
768	In theory, it is a positive initiative.	1/7/2016 1:47 PM
769	good in theory	1/7/2016 1:45 PM
770	All students have the right to an education - this model (by definition) seeks to include everyone.	1/7/2016 1:42 PM
771	Allows all students the opportunity to succeed.	1/7/2016 1:41 PM
772	Philosophy is sound - treat everyone equal.	1/7/2016 1:35 PM
773	Students are kept with their peers.	1/7/2016 1:34 PM
774	In theory, the inclusive education initiative is beneficial in that it provides students of all abilities to learn and maintain social/developmental milestones in the same environment.	1/7/2016 1:33 PM
775	Students learn valuable social skills when they are surrounded by their peers	1/7/2016 1:32 PM
776	Co-teaching with the classroom teacher has helped the needs of all the children in the class. This has been an extremely positive approach to teaching and learning.	1/7/2016 1:31 PM
777	N/A There are no strengths in the Inclusive Education Initiative.	1/7/2016 1:31 PM
778	Providing personnel to deal with exceptional situations	1/7/2016 1:31 PM
779	it allows all students to participate and to work at a course at their academic level.	1/7/2016 1:27 PM
780	all students regardless of ability/disability are included in the model	1/7/2016 1:20 PM

Inclusive Education Initiative Survey

781	feeling of self worth in students	1/7/2016 1:13 PM
782	Children get to interact in the classroom with their peers	1/7/2016 1:05 PM
783	That we are being aware that all people deserve education, fairly.	1/7/2016 12:57 PM
784	No comment	1/7/2016 12:56 PM
785	Gives children with special needs a chance to feel more a part of the classroom despite physical and/or academic/behavioural challenges. It helps with building relationships and offering social skills learning for those who need it.	1/7/2016 12:53 PM
786	All students are part of the class	1/7/2016 12:49 PM
787	It does not segregate students based on ability. Integrated with peers	1/7/2016 12:47 PM
788	Students helping each other	1/7/2016 12:47 PM
789	Theoretically, I think Inclusive Education is a beautiful initiative. I welcome it as a teacher, as a parent, and as a community member. Children learn that everyone belongs, that everyone is included and valued, that everyone learns in their own way, and that we all have strengths, similarities, and differences.	1/7/2016 12:18 PM
790	I see the importance of including all students. For socialization, which is extremely important for all students. I currently have a child with Down Syndrome, and she is learning to use nice words and take turns with her classmates. Likewise her classmates are able to get to know her a just another kid in our class. However, given limited student assistant time and IRT time, she is not in the class as much as we would like.	1/7/2016 12:17 PM
791	Children with exceptionalities learn more from peer interaction	1/7/2016 12:17 PM
792	Students who are receiving help seems to be less frustrated with the tasks of completing work and enjoy school more than before.	1/7/2016 12:16 PM
793	Students are with their peers Feel a part of the group	1/7/2016 12:16 PM
794	As it is, none.	1/7/2016 12:13 PM
795	Helps students deal with students with exceptionalities on a regular basis and therefore promotes tolerance.	1/7/2016 12:12 PM
796	Teachers were already inclusive in out school. But the dept came on too strong and saying that all had to be included all the time all day and sometimes this does not work.	1/7/2016 12:10 PM
797	It offers access to quality programming for students who otherwise may not be able to access it. It offers positive socialization for all students.	1/7/2016 12:09 PM
798	To socialize all students no matter what their ability levels are (Social Studies, P.E., Art, Music, Health, Theatre, etc)	1/7/2016 12:09 PM
799	xxx	1/7/2016 12:02 PM
800	Removing the stigma of learning difficulties.	1/7/2016 11:56 AM
801	NONE!	1/7/2016 11:54 AM
802	Provides for all children to feel a part of the class and school and to be important contributing members of their class	1/7/2016 11:54 AM
803	Students feel more welcome and are not singled out. They can interact with their peers. Students with exceptionalities are no longer identified by their exceptionality, or their strengths and needs. They are treated like every other student.	1/7/2016 11:54 AM
804	Inclusive education "normalizes" differences. Instead of treating those with differences as students to be isolated, inclusive education attempts to embrace those young people as part of a larger community.	1/7/2016 11:49 AM
805	None.	1/7/2016 11:46 AM
806	Students are being included within the classrooms, this helps with socialization of all students. It also helps with improving understanding/tolerance of differences.	1/7/2016 11:44 AM
807	Important for all students to be a part of their social group for some parts of the day.	1/7/2016 11:40 AM
808	Having all children feel welcome / accepted / learning from other children who do not have exceptionalities (i.e. seeing good examples of behaviours) / children learning to accept and celebrate all children	1/7/2016 11:40 AM
809	Students learning together.	1/7/2016 11:36 AM
810	Simply that it is all inclusive, but allows outlets for BMP's to accommodate for disruptive students.	1/7/2016 11:31 AM
811	Promoting inclusion of all. Goal of fostering respect among students.	1/7/2016 11:30 AM
812	The idea that students should learn with their peers.	1/7/2016 11:30 AM

Inclusive Education Initiative Survey

813	Socially	1/7/2016 11:30 AM
814	Students get to participate in class with their peers.	1/7/2016 11:28 AM
815	Integration of students into the regular classroom when possible.	1/7/2016 11:15 AM
816	It aims to include all children with their peers.	1/7/2016 11:12 AM
817	More children are included within the regular classroom and neurotypical children learn to be more empathic and compassionate. There's an increase in opportunities for children with any exceptionalities to see appropriate behaviors being modelled and to increase their circle of friends/social opportunities/learning opportunities.	1/7/2016 11:11 AM
818	Everyone is included, no one feels inferior of superior (in theory).	1/7/2016 11:11 AM
819	Looking at whole school and ensuring that needs are met based on individual needs / priority. Having a strong SDT team ensure a group effort to ensure best service delivery. The strong desire and goal to ensure that all children feel like safe, connected and contributing members of our community.	1/7/2016 11:06 AM
820	better understanding of exceptionalities by classroom teachers	1/7/2016 11:04 AM
821	includes everyone however limited	1/7/2016 11:01 AM
822	All children are given a chance to interact with their peers.	1/7/2016 11:00 AM
823	positive self esteem for students with exceptionalities. Awareness and acceptance for peers without exceptionalities.	1/7/2016 10:59 AM
824	great concept in theory	1/7/2016 10:57 AM
825	there are non	1/7/2016 10:55 AM
826	The idea that all students have the right to be included in the classroom.	1/7/2016 10:53 AM
827	Students feel they belong!	1/7/2016 10:52 AM
828	I believe that the idea of using differentiated instruction is certainly a positive. However, it is not necessarily anything new but simply good teaching.	1/7/2016 10:51 AM
829	It allows a chance to see different needs - work together	1/7/2016 10:51 AM
830	The CONCEPT that all professionals work together to meet the needs of all students	1/7/2016 10:48 AM
831	When done appropriately interacting and being educated in the same setting as peers is beneficial to all.	1/7/2016 10:47 AM
832	Every child should have the right to be included to their ability to thrive within that inclusion.	1/7/2016 10:47 AM
833	All students go to school with peers	1/7/2016 10:41 AM
834	Strengths: Students with exceptionalites are now exposed to a higher level of education and positive role models.	1/7/2016 10:37 AM
835	dk	1/7/2016 10:33 AM
836	N/A	1/7/2016 10:32 AM
837	We learn from each other and everyone is treated the same in the classroom.	1/7/2016 10:30 AM
838	It is important for all students to be included in the regular classroom	1/7/2016 10:30 AM
839	DI and DA	1/7/2016 10:27 AM
840	The strength at the primary level is to involve all children without any stigmatism and it allows all children to be enveloped in the language of the class.	1/7/2016 10:27 AM
841	i don't know	1/7/2016 10:26 AM
842	It is important that the diverse learning needs of students is met. Students should be with their age-level peers as much as possible. Since this initiative began, I think both teachers and students have grown in our ability to meet the needs of all learners and differentiate both instruction and assessment.	1/7/2016 10:25 AM
843	Inclusive education gives students with identified needs the opportunity to experience school with their peers. It also challenges them to work hard and prepares them for life after school where people of all learning capabilities will be applying for jobs and working together.	1/7/2016 10:23 AM
844	Has potential if resources are put in place	1/7/2016 10:20 AM
845	Having all children included in classrooms is a positive for the children who were previously excluded from regular classrooms.	1/7/2016 10:20 AM
846	Makes children feel part of the group	1/7/2016 10:18 AM

Inclusive Education Initiative Survey

847	Attempts to give all children an opportunity to learn and grow in a positive environment.	1/7/2016 10:17 AM
848	The theory itself is good.	1/7/2016 10:16 AM
849	It includes all children with their peers every day for all day.	1/7/2016 10:14 AM
850	adjkfhskfnkasds	1/7/2016 10:13 AM
851	Students are given the opportunity to learn with their peers.	1/7/2016 10:07 AM
852	Students with exceptionalities become regular members of the classroom community.	1/7/2016 10:06 AM
853	I do not see any strengths in large classes	1/7/2016 10:05 AM
854	Inclusive Education is meant to include all students, staff members and community members. Everyone should not only be welcomed and accepted, but embraced.	1/7/2016 10:03 AM
855	I understand the purpose is to include all but sometimes this makes some children feel worse about themselves when their ability or behaviour is on display in a classroom where they don't have enough support to be successful.	1/7/2016 10:02 AM
856	It provides a safe and fair environment for students.	1/7/2016 10:02 AM
857	not sure of any	1/7/2016 10:00 AM
858	Social benefit for students with exceptionality.	1/7/2016 9:59 AM
859	Students are made to feel accepted and not alienated.	1/7/2016 9:58 AM
860	Peers can interact with each other socially and educationally. Children do not become isolated from their peers based on learning ability	1/7/2016 9:57 AM
861	1. Teachers in the initial pilot were given significant PD that made them evaluate their own practices to consider the impact on a variety of learners.	1/7/2016 9:55 AM
862	n/a	1/7/2016 9:55 AM
863	Inclusive education, in theory, is a great plan and approach for all children to enable them to build a social network of resources. It allows all children to learn acceptance of differences.	1/7/2016 9:54 AM
864	It allows for differentiated instruction which meets the needs of all students. It gives students the opportunity to experience working with students of all ability levels and exceptionalities which creates tolerance and acceptance. It allows students with exceptionalities to work alongside their peers	1/7/2016 9:53 AM
865	Students with exceptionalities get to interact with their same age peers and students without exceptionalities will hopefully become more tolerant of and empathetic towards students with exceptionalities and will hopefully be more welcoming towards them.	1/7/2016 9:52 AM
866	Strengths: -Students struggling, without an identified exceptionality, are able to also benefit from IRT supports, not only students identified -IRT time aids teachers in using guided reading groups and differentiated instruction	1/7/2016 9:52 AM
867	Life skills for all students are developed.	1/7/2016 9:48 AM
868	The philosophy is sound	1/7/2016 9:47 AM
869	- inclusion is beneficial for some students socially - IRT supports in classrooms if allocation is sufficient	1/7/2016 9:47 AM
870	Haven't read it.	1/7/2016 9:46 AM
871	Co-teaching and DI strategies have been put at the forefront for staff to be informed on and implement when possible. Students with exceptionalities are included in all classrooms and activities as much as possible. Many teachers have received some good PD re inclusive education and current best practices through this initiative.	1/7/2016 9:45 AM
872	Inclusion creates more of a school community. Students with needs would be getting more attention and support to ensure their success. All students would succeed.	1/7/2016 9:45 AM
873	- involvement with other students - peer teaching/ modeling - benefiting from regular curriculum and classroom teacher's teaching	1/7/2016 9:45 AM
874	Beneficial for the students that need it. It is good to have the students have programs that meet their needs. Good for their socialization.	1/7/2016 9:44 AM
875	Students are given an opportunity to receive an education that includes their individual differences. No one is isolated or made to feel different, rather unique in their strengths and weaknesses.	1/7/2016 9:44 AM
876	The inclusion model itself, the program specialists; they are knowledgeable and approachable and very helpful, the focus on the needs of the student.	1/7/2016 9:43 AM

Inclusive Education Initiative Survey

877	Philosophy behind the program. Including diverse learners.	1/7/2016 9:43 AM
878	That many students are with their peers.	1/7/2016 9:41 AM
879	Attempt to treat all children respectfully. Providing help for all students.	1/7/2016 9:40 AM
880	a	1/7/2016 9:39 AM
881	Parents are more informed.	1/7/2016 9:36 AM
882	lessened need for labeling students, opportunities for all students to learn from their peers, fosters ownership by classroom teachers, avoids secrecy and enables exposure	1/7/2016 9:34 AM
883	children feel normal.....it is ;positive for the child un question	1/7/2016 9:33 AM
884	Encourages empathy and permits social growth in some cases	1/7/2016 9:30 AM
885	Allowing all students to be together improves social development.	1/7/2016 9:30 AM
886	-equality for all students	1/7/2016 9:29 AM
887	Many children enjoy spending more time with their peers	1/7/2016 9:26 AM
888	Differentiated instruction benefits all. Inclusion promotes better human acceptance	1/7/2016 9:26 AM
889	The strengths of the Inclusive Education Initiative: 1) for primary students it provides an opportunity to socialize with their peers.	1/7/2016 9:25 AM
890	includes all students and meets the needs of a diverse group.	1/7/2016 9:25 AM
891	In theory it is a great idea to make all students feel welcomed	1/7/2016 9:25 AM
892	Professional development that is given to teachers	1/7/2016 9:25 AM
893	opportunities for all students to be successful and meet potential	1/7/2016 9:23 AM
894	having someone in your classroom to help is very important	1/7/2016 9:23 AM
895	All students get the opportunity to interact with all their peers.	1/7/2016 9:21 AM
896	It is important for all children to be included WHEN ITS POSSIBLE	1/7/2016 9:21 AM
897	Schools have a knowledge of students with exceptionalities.	1/7/2016 9:18 AM
898	??	1/7/2016 9:18 AM
899	I believe having students with varying abilities in the classroom allow students to become more understanding of each other. I think having an IRT in the classroom provides support for ALL students not just those diagnosed with an exceptionality and that our education system would benefit if there was one in nearly every classroom.	1/7/2016 9:17 AM
900	All students get to experience the regular classroom with peers	1/7/2016 9:17 AM
901	It is great for most of them. It is nice to see them among their peers and I have noticed that it has created a more accepting culture in school.	1/7/2016 9:16 AM
902	The only strength I see would be that it casts a light on the need to include all students in education.	1/7/2016 9:15 AM
903	to help students with exceptionalities	1/7/2016 9:14 AM
904	-Learning and socializing with peers. Social belonging. -Cost saving benefit for government	1/7/2016 9:10 AM
905	N/a	1/7/2016 9:10 AM
906	students are aware of exceptionalities and what they can include	1/7/2016 9:10 AM
907	It meets the needs of all students.	1/7/2016 9:10 AM
908	Students are provided with greater opportunities to learn with their peer group.	1/7/2016 9:09 AM
909	DI and DA so long as not abused to replace individualized programming and delivery of programming. It works for students with the highest needs.	1/7/2016 9:08 AM
910	There is a focus on including all students.	1/7/2016 9:08 AM
911	.	1/7/2016 9:07 AM
912	All children are valued.	1/7/2016 9:07 AM

Inclusive Education Initiative Survey

913	Help students with exceptionalities to interact with the curriculum at a level appropriate to them and to demonstrate their understanding of that curriculum.	1/7/2016 9:06 AM
914	works well for students who are receiving accommodations and/or modified courses.	1/7/2016 9:06 AM
915	That students learn to interact with one another despite differences physically, emotionally, or academically.	1/7/2016 9:06 AM
916	.	1/7/2016 9:05 AM
917	Prioritizing the needs of the student	1/7/2016 9:04 AM
918	Including all students in classes with their peer group.	1/7/2016 9:04 AM
919	Good Idea, bad implementation.	1/7/2016 9:02 AM
920	It keeps all students together. It allows for equality. it gives students leadership opportunities.	1/7/2016 9:01 AM
921	It allows other children to become more aware of people's differences.	1/7/2016 9:01 AM
922	good human philosophy	1/7/2016 9:01 AM
923	attempting to reach all students	1/7/2016 9:01 AM
924	Teaches acceptance for all children.	1/7/2016 9:00 AM
925	- includes all students -	1/7/2016 9:00 AM
926	no opinion	1/7/2016 8:59 AM
927	All students are included in the classroom and made to feel that they are equals.	1/7/2016 8:59 AM
928	It is good that all students have a chance to be a part of their peer group. It is also beneficial for typical children to be educated with students with disabilities as it builds empathy and understanding.	1/7/2016 8:56 AM
929	Better for Student	1/7/2016 8:55 AM
930	Good for socializing for students.	1/7/2016 8:55 AM
931	I'm all for inclusive education. When done right ... all students benefit greatly. Especially those who can function in the regular classroom with the right supports.	1/7/2016 8:54 AM
932	Including all children is never a bad thing.	1/7/2016 8:54 AM
933	Every student's dignity is maintained	1/7/2016 8:54 AM
934	Students with exceptionalities are spending more time with their peers.	1/7/2016 8:53 AM
935	Socialization for students who are just outside the "regular" student body needs wise.	1/7/2016 8:52 AM
936	Students feel included more in general classrooms. Less stigma attached to IRT teachers	1/7/2016 8:51 AM
937	Students individual needs are met.	1/7/2016 8:51 AM
938	The understanding is that students be included as much as possible but still recognizes the need that some students require specialized instruction outside the regular classroom.	1/7/2016 8:51 AM
939	Some children will benefit from exposure to more sophisticated language. There could be a potential for learning appropriate skills for social interaction, assuming that these are consistently present.	1/7/2016 8:49 AM
940	we are attempting to address the needs of all students.	1/7/2016 8:47 AM
941	Includes all	1/7/2016 8:46 AM
942	It exists	1/7/2016 8:45 AM
943	I'm in need of more information	1/7/2016 8:45 AM
944	Some students with exceptionalities benefit from this model and do not detract from the education of the majority.	1/7/2016 8:44 AM
945	Recognizing the needs of students who have identified learning difficulties and trying to find the right "fit" for them.	1/7/2016 8:43 AM
946	- Students with exceptionalities are provided with opportunities to demonstrate learning in an inclusive setting	1/7/2016 8:42 AM
947	Students in the school as a whole become more used to working with students with exceptionalities and students with higher needs feel like they are a part of the school culture.	1/7/2016 8:42 AM
948	Includes all students	1/7/2016 8:42 AM

Inclusive Education Initiative Survey

949	Inclusion education mimics real life - its necessary for the optional social emotional and academic development of students	1/7/2016 8:41 AM
950	The child feels included. But even when you include an exceptional child, they may feel as though they clearly stand out.	1/7/2016 8:41 AM
951	We want every child to learn no matter what	1/7/2016 8:40 AM
952	classroom teacher accountability for all students	1/7/2016 8:38 AM
953	Socialization	1/7/2016 8:38 AM
954	I do not know enough specifics to answer this question confidently.	1/7/2016 8:38 AM
955	Due to behavioural problems it helps lower the level of learning in the classroom very effectively	1/7/2016 8:36 AM
956	Yes, all students benefit from inclusion when it can be achieved at their level.	1/7/2016 8:34 AM
957	only strength is for social interaction	1/7/2016 8:34 AM
958	Positive inclusion for all children.	1/7/2016 8:32 AM
959	It encourages the involvement and engagement of students in the regular classroom.	1/7/2016 8:32 AM
960	Allows for all students to have the opportunity to access resources they need to help their specific needs.	1/7/2016 8:24 AM
961	social	1/7/2016 8:24 AM
962	The idea that everyone deserves fair treatment and to feel a part of a community.	1/7/2016 8:19 AM
963	- Philosophically sound - Many children benefit - Teaches lessons about good humanity - Encourages adaptive behavior - Differing abilities can motivate and learn from one another	1/7/2016 8:16 AM
964	Students feel welcome in their classroom and have opportunities to socialize with their peers.	1/7/2016 8:16 AM
965	Students get the help they need to be as successful in school as possible.	1/7/2016 8:13 AM
966	I don't think the program is well thought out. I agree with the underlying theory behind it, to help every child.	1/7/2016 8:12 AM
967	na	1/7/2016 8:06 AM
968	all students are included.	1/7/2016 8:03 AM
969	Giving students all a chance to socialize with other classmates.	1/7/2016 8:02 AM
970	I am not that familiar with the document to comment.	1/7/2016 8:01 AM
971	Socialization, realistic expectations.	1/7/2016 8:00 AM
972	Good intentions.	1/7/2016 7:59 AM
973	Students spend more time with their peers which is good for their social development.	1/7/2016 7:58 AM
974	Keeping students with their peers as much as possible	1/7/2016 7:57 AM
975	Has taught concepts such as differentiated assessment and instruction.	1/7/2016 7:56 AM
976	The philosophy of inclusive education is socially just. I strongly believe that all students have the right to be educated with their peers when it is the most appropriate placement. Unfortunately, this philosophy has been a cost saving measures for school boards as kids with special needs are not given the services they need to reach their individual potential.	1/7/2016 7:49 AM
977	An attempt to keep students with exceptionalities with their peers as much as possible.	1/7/2016 7:49 AM
978	All students benefit by gaining compassion and awareness and being able to learn from their peers.	1/7/2016 7:48 AM
979	Programs are designed based on students' individual needs and the amount of time spent in the classroom is tailored to the specific student.	1/7/2016 7:45 AM
980	Social benefits	1/7/2016 7:29 AM
981	All students feel a sense of belonging to their classes; it levels the social playing field.	1/7/2016 7:21 AM
982	I believe most educators support the philosophy of Inclusive education. Having students learning with their peers is good for their self esteem and exposes them to situations for social and academic growth. Also, the initiative does allow for pull out programming based on the individual needs of the student although I believe this is often misunderstood. The PD received initially was very positive. Continuation of itinerant position.	1/7/2016 7:13 AM

Inclusive Education Initiative Survey

983	All kids being together.	1/7/2016 7:13 AM
984	all students are with peers	1/7/2016 6:44 AM
985	better opportunities for the students	1/7/2016 5:02 AM
986	Students are able to socialize with their peers of the same age group, and are not isolated as they were in "streamed" classrooms. All students get a better understanding of diversity.	1/7/2016 4:52 AM
987	It can provide socialization for students who otherwise may be excluded.	1/7/2016 2:24 AM
988	Inclusive education, when done right (i.e. Including the student in appropriate settings and situations when it is in the students best interest) is beneficial to all children. "Inclusion" when it does not benefit the student, but rather is done to help alleviate scheduling conflicts or lack of teaching staff, negatively impacts that student as well as other students in the environment. Teaching all students to be respectful of different needs and therefore different approaches and the necessity of different educational environments is beneficial to all.	1/7/2016 1:08 AM
989	Students have the opportunity to play, learn and grow with their peers. It minimizes the stigma previously attached to students with mental, physical, social and academic challenges.	1/7/2016 12:26 AM
990	Equality	1/7/2016 12:25 AM
991	The idea is sound but the resources are not sufficient to fully implement the policy.	1/7/2016 12:08 AM
992	All students are seen as equal by peers/staff. All students are involved and participate equally.	1/7/2016 12:07 AM
993	Provides students with the opportunity to feel equal to their peers and encourages equality. Teachers provide more effective instruction in attempting to meet the needs of struggling learners.	1/6/2016 11:54 PM
994	All students receiving an education based on individual needs in the best environment to ensure those needs are met both academically and socially	1/6/2016 11:43 PM
995	All students are to be supported within the classroom. The model is great however these students need the support but are not getting it as the original model of inclusive education would suggest.We have missed the mark with this.	1/6/2016 11:39 PM
996	Assists children with specific needs; includes every child regardless of ability.	1/6/2016 11:39 PM
997	It enables every child an equal opportunity to learn.	1/6/2016 11:31 PM
998	One of the big strengths I see is that it saves the government money by allowing them to cut IRT time.	1/6/2016 11:22 PM
999	Strengths are allowing all students the opportunity to learn and experience learning with their peers where they feel they are capable of participating and succeeding and there is adequate support to assist the transition of modified/alternative plans, and/or behavioural plans.	1/6/2016 11:18 PM
1000	Allows for students of all abilities to feel included and promotes positive social skills in all students.	1/6/2016 11:14 PM
1001	Social strengths...	1/6/2016 11:11 PM
1002	More open views More children can have access to Irt support	1/6/2016 10:57 PM
1003	It is a laudable goal but seems to fail in its implementation	1/6/2016 10:50 PM
1004	I think it is important for students to do as many social activities in groups with their friends - including learning.	1/6/2016 10:46 PM
1005	Beneficial for some kids. Allows children to be with their peers.	1/6/2016 10:37 PM
1006	Some of the strengths of this initiative is that all students are given the opportunity to interact and develop socially with peers their own age as well all students will be exposed to the same material. The inclusive education initiative helps students and teachers build learning in multiple ways.	1/6/2016 10:36 PM
1007	I am not a fan of the IEI in its present form....but if there was one strength it would be that all students get to have empathy for others.	1/6/2016 10:34 PM
1008	Providing opportunities for all students to have equal experiences in the classroom	1/6/2016 10:33 PM
1009	Ideally it would allow students with exceptionalities to be educated along with their peers.	1/6/2016 10:33 PM
1010	Inclusive education is the ideal goal for the individual and the group. It makes the classroom teacher take ownership of "THEM STUDENTS" and the IRT can be in a partnership with the classroom teacher.	1/6/2016 10:29 PM
1011	I can not comment on something I do not know about?	1/6/2016 10:24 PM
1012	.	1/6/2016 10:24 PM
1013	Provides socialization for students and helps to foster tolerance and understanding among peers.	1/6/2016 10:19 PM

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1014	Less social isolation and fosters an attitude of acceptance. All students receive a well rounded education.	1/6/2016 10:19 PM
1015	Every child is given an equal opportunity	1/6/2016 10:16 PM
1016	If we were able to implement it as intended, it may allow more student success and reduce the stigma and stereotyping faced by some students.	1/6/2016 10:16 PM
1017	Ensuring students are being included as much as possible.	1/6/2016 10:10 PM
1018	All students are involved in learning.	1/6/2016 10:05 PM
1019	?	1/6/2016 10:03 PM
1020	It attempts to better meet the needs of all students	1/6/2016 10:01 PM
1021	All kids learn to deal with each other just like in the real world	1/6/2016 9:58 PM
1022	I am not familiar enough with the initiative to comment	1/6/2016 9:49 PM
1023	None.	1/6/2016 9:41 PM
1024	Children are able to learn with their peers.	1/6/2016 9:38 PM
1025	Students are included in all subject areas as much as possible, and they are not off by themselves with very little social interaction.	1/6/2016 9:31 PM
1026	An opportunity for students with exceptionalities to socialize with their peers.	1/6/2016 9:27 PM
1027	Students remain with peers.	1/6/2016 9:25 PM
1028	Supporting integration of ALL children	1/6/2016 9:24 PM
1029	The definition	1/6/2016 9:23 PM
1030	Including all students in some capacity. Putting more focus on these students, and their identified needs.	1/6/2016 9:20 PM
1031	If communicated and managed properly it could be effective in getting struggling children to move ahead faster. The current model seems to pit staff members against each other. Classroom teacher versus the Irt teacher. A lack of understanding of how the collaboration could work if resourced well with proper management of professionals. Students have benefitted by being included in education. There does not seem to be the understand that it must not occur at the detriment of the majority. Too often we accommodate inclusive education in theory at the detriment of logic and common sense. There are limitations that need to be understood and dealt with so everyone gets a fair education	1/6/2016 9:16 PM
1032	I'm so discouraged by the piecemeal service given to the children who are struggling every day with the curriculum, due to reading and writing difficulties, that I am unable to comment.	1/6/2016 9:14 PM
1033	For some students the socialization with others is a benefit, on the other hand for some students maintaining their dignity can be an issue.	1/6/2016 9:12 PM
1034	Inclusive Education helps to meet the needs of all students while remaining in their regular classroom with their peers.	1/6/2016 9:08 PM
1035	IRT in-class support is a benefit to some students in specific situations.	1/6/2016 9:08 PM
1036	- All students have the opportunity to be in school and to interact with peers. - Allows for the personal growth of students - Encourages acceptance of students with exceptionalities (in some instances)	1/6/2016 9:07 PM
1037	That we are recognizing that students with exceptionalities do have a place in our classrooms and should be integrated whenever possible with the current supports.	1/6/2016 9:06 PM
1038	This gives schools valuable support to ensure that all students can access the curriculum.	1/6/2016 9:06 PM
1039	None	1/6/2016 9:03 PM
1040	The concept is a good idea.	1/6/2016 9:01 PM
1041	Good in theory	1/6/2016 9:01 PM

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1042	The ideal of not segregating students and being with their age group / grade and friends is a strength. Having BMPs and IEPs are excellent. Having the in class support of an IRT is invaluable especially if you are a teacher with no formalized special needs training. I totally agree for the most part in having "all" children included in our classrooms but at what cost? There are many days when I truly believe no one has learned in my room on occasion. The stronger academic students are left on their own as I try to reason, motivate, high need students, or as I cuddle a child demonstrating a mental health episode as he swats away flies or snakes that are not there but he is completely frightened to death, or I am trying to reason with a student who feels everyone is out to get him as any expectation related to grade level is far beyond his capability and he has a melt down even with supports in place such as IRT support and a BMP. So in such instances as these, are we really meeting anyone's needs??? The only thing I know is that during these times my students know they are loved, cared for and kept safe. In my opinion you cannot put everyone in a class if the proper programming and supports are not put in place. Whether that is sensory materials etc..., resources or people.	1/6/2016 9:00 PM
1043	The students are being exposed to different types of personalities and abilities thus increasing acceptance of one another. They are socializing with their peers. They can reach to the full of their potential.	1/6/2016 9:00 PM
1044	On paper and philosophically it is fabulous. However, without adequate manpower it can never work.	1/6/2016 8:59 PM
1045	All kids get to participate in the classroom setting.	1/6/2016 8:59 PM
1046	The idea	1/6/2016 8:55 PM
1047	Strength is in removing some barriers between people.	1/6/2016 8:53 PM
1048	Students have the opportunity to be included in areas that are appropriate for them. The emphasis on co-teaching is also very positive.	1/6/2016 8:51 PM
1049	- team approach for programming	1/6/2016 8:51 PM
1050	Some students do benefit from inclusion. However, I think it is in spite of inclusion not because of inclusion.	1/6/2016 8:50 PM
1051	ALL students are included in ALL learning environments	1/6/2016 8:48 PM
1052	I feel that our school is not using the Inclusive Education Initiative correctly and therefore I feel that I am unable to comment on its benefits.	1/6/2016 8:45 PM
1053	Students are not singled out in the classroom. Supports are given in the classroom, where they are often needed. Students can also be taken out when it allows them to avail of programming they need.	1/6/2016 8:45 PM
1054	It's important to include all students in some social and classroom environments	1/6/2016 8:44 PM
1055	- social integration for students - increase in self-esteem (being in a regular classroom as opposed to a special class) - opportunity to learn in an environment with peers	1/6/2016 8:42 PM
1056	The philosophy of inclusion is hard to argue with.	1/6/2016 8:42 PM
1057	STUDENTS GET TO BE WITH OTHER STUDENTS RATHER THAN IN SMALL GROUP ALL DAY	1/6/2016 8:41 PM
1058	students are able to socialize and learn in an environment with their peers, they hopefully model appropriate behaviour	1/6/2016 8:38 PM
1059	Students have the opportunity to work together.	1/6/2016 8:37 PM
1060	-strong emphasis on ability/disability inclusion	1/6/2016 8:34 PM
1061	My answer to this question varies with Grade Level as I have taught from K-6. There are huge differences in the needs, more specifically children I have had on IEPs and BMPs. Most schools I have been at have not been able to obtain enough personnel. Appeals have been sent from the majority of my schools in previous years, sometimes resulting in .5, etc. Looking at anxiety alone and nothing else...it has increased so much in children in the K-6 setting. Students Assistants are another issue, getting them, keeping them, etc. Finally, I am one of many French teachers in Avalon East who has very little support as our IRTs are not French. English children have pull out support, guided reading support, to name just a few. In FI, we are left to do it all alone and it is very challenging.	1/6/2016 8:31 PM
1062	Inclusive education is great for developing the social aspect of the child which can contribute to increased confidence.	1/6/2016 8:25 PM
1063	The attempt to treat all students as valued members of the school community.	1/6/2016 8:25 PM
1064	Including students in the regular classroom as much as possible, while meeting their individual needs helps maintain student confidence. The PD we received at the beginning of this initiative was very beneficial. The amount of money that was originally spent on this initiative was very beneficial.	1/6/2016 8:16 PM

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1065	Systematic approach for all teachers, in all schools. Program Planning Teams should be able to decide appropriate placement based on needs and programming. Looking at inclusion as a philosophy... School climate, LGBTQ, learning differences, social economic etc. How are all students included...and teachers! An awareness created for all professionals.	1/6/2016 8:13 PM
1066	Social adjustment, acceptance and celebration of uniqueness and exceptionalities.	1/6/2016 8:06 PM
1067	Students are able to remain in the regular classroom and socialize with their peers.	1/6/2016 8:04 PM
1068	All students are accepted, involved and included.	1/6/2016 8:04 PM
1069	with adequate resources, there are many benefits to inclusion; student can get one on one help, and identify and treat any underlying behavioural issues, learning disabilities or academic weaknesses.	1/6/2016 8:04 PM
1070	Students receive services with their peers. Student get to socialize with their peers. Classroom teacher are starting to take ownership of students with exceptionalities and are taking ownership of their teaching. Least restrictive environment.	1/6/2016 8:02 PM
1071	In non-core courses I think it allows socialization for students who need it.	1/6/2016 8:01 PM
1072	Students get chance to advance	1/6/2016 8:01 PM
1073	Collaboration between classroom teachers, irt, and guidance.	1/6/2016 7:58 PM
1074	Reduces stigmatization	1/6/2016 7:58 PM
1075	No comment	1/6/2016 7:57 PM
1076	Including students with exceptionality use which helps other students to be more excepting and include those students in play	1/6/2016 7:54 PM
1077	Socialization for children with needs, helps other students in class have more empathy to children who have needs	1/6/2016 7:54 PM
1078	It gives all students the opportunity to participate in the general classroom with their peers.	1/6/2016 7:53 PM
1079	All students are given an opportunity to take part.	1/6/2016 7:49 PM
1080	Fairness for students who struggle because of their individual needs.	1/6/2016 7:46 PM
1081	Socialization	1/6/2016 7:41 PM
1082	It is Alrigt	1/6/2016 7:40 PM
1083	Nice to have all kids involved in gym, music, art, concerts and to socialize during unstructured times like recess and lunch.	1/6/2016 7:39 PM
1084	It is a wonderful idea overall and it is important that every child have the opportunity to be included in all aspects of school.	1/6/2016 7:37 PM
1085	The only thing is children get to mix with their peers.	1/6/2016 7:37 PM
1086	Some socialization.	1/6/2016 7:37 PM
1087	It is good that students get to stay in the classroom with their peers and still receive assistance so they can become successful.	1/6/2016 7:34 PM
1088	The idea supports all students being included.	1/6/2016 7:32 PM
1089	All students are included, socialization	1/6/2016 7:31 PM
1090	I think there are good intentions and some good resources and personnel.	1/6/2016 7:30 PM
1091	The ideas and goals are admirable	1/6/2016 7:25 PM
1092	teaches children tolerance and understanding/empathy; allows children with exceptionalities to experience the social and academic benefits of a classroom environment	1/6/2016 7:23 PM
1093	Inclusive education is great as long as the children with exceptionalities are not interfering with other students' education.	1/6/2016 7:22 PM
1094	It's great that students have the opportunity to be challenged and push themselves further than they thought they could when segregated from mainstream classes.	1/6/2016 7:21 PM
1095	Not sure.	1/6/2016 7:21 PM
1096	I have a special Ed background however I still struggle with my much is taken away from other studenta	1/6/2016 7:17 PM

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1097	the merit of the initiative	1/6/2016 7:15 PM
1098	Good in theory, but not in practice.	1/6/2016 7:13 PM
1099	Feeling of inclusion for students when it is appropriate.	1/6/2016 7:12 PM
1100	Every child should be included when and where possible. The philosophy is great!	1/6/2016 7:10 PM
1101	There are absolutely none.	1/6/2016 7:09 PM
1102	Being able to meet the needs and learning styles of many students.	1/6/2016 7:09 PM
1103	Teachers working together	1/6/2016 7:08 PM
1104	Students feel like they are part of a group	1/6/2016 7:06 PM
1105	_ children learn to have empathy for all students in their class	1/6/2016 7:05 PM
1106	The opportunity for students to be present and active within regular classroom.	1/6/2016 7:05 PM
1107	including those capable within a room keeps kids with peers- they can benefit - it can be a team approach	1/6/2016 7:04 PM
1108	Na	1/6/2016 7:04 PM
1109	All teachers and staffs are taking responsibility for the students with exceptionalities. This is a positive. In some schools kids are coming in and going out of the classroom as appropriate. Going in to participate where they can and being given opportunity for small group and programming on their level When needed. -Students on Functional curriculum no longer "in a unit" all to themselves. Lots of fluidity.	1/6/2016 7:03 PM
1110	through the PL I gained many ideas to add to my bag of teaching tricks.	1/6/2016 7:03 PM
1111	Compassion for all; however, I am not a strong supporter if the current model. Respect for all could be achieved under a modified format as well.	1/6/2016 7:01 PM
1112	Ned more info	1/6/2016 7:01 PM
1113	I do not agree with inclusive education as it is being delivered at our school and we are only doing what we can do with the resources that we have. I do not see any strengths really.	1/6/2016 6:51 PM
1114	Social strengths	1/6/2016 6:51 PM
1115	- individualized student programs are beneficial. Irts in classroom works well for most students.	1/6/2016 6:51 PM
1116	Not enough support.	1/6/2016 6:51 PM
1117	No student should be excluded from being all they can be. Everyone has something to contribute and with proper help and education can learn and grow to the best of their own ability. Having students with exceptionalities in a classroom from an early age helps other children develop empathy and become more tolerant people.	1/6/2016 6:47 PM
1118	It provides an opportunity for students with exceptionalities to learn important social skills and feel included. It also teaches other students to accept and learn to work with those with exceptionalities.	1/6/2016 6:46 PM
1119	All students have the opportunity to participate in school and classroom activities.	1/6/2016 6:45 PM
1120	Including students with exceptionalities with their peers, greater number of students accessing the prescribed curriculum.	1/6/2016 6:45 PM
1121	?	1/6/2016 6:42 PM
1122	For non violent students, they are accepted as part of the class. Students are very accepting and like helping all students are seen as having strengths.	1/6/2016 6:40 PM
1123	If implemented properly, less stigma and isolation for students with exceptionalities.	1/6/2016 6:39 PM
1124	Students are included with their own age peers.	1/6/2016 6:39 PM
1125	I like that in particular students with pervasive needs are included with the entire student body.	1/6/2016 6:39 PM
1126	Provides everyone with the opportunity to learn in the least restrictive environment.	1/6/2016 6:37 PM
1127	In theory, if properly resourced, inclusive education can work. In its present woefully underfunded form, it cannot.	1/6/2016 6:36 PM
1128	NA	1/6/2016 6:33 PM
1129	Has potential to work. Looks great on paper. Can (if funded properly) meet diverse needs and make all kids successful.	1/6/2016 6:32 PM

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1130	Only strength is that Government gets to make cuts to teachers by placing special needs students in the classroom because the policy is not being implemented correctly.	1/6/2016 6:32 PM
1131	I seriously can not think of one. There is no boost to confidence from being in a class filled with students who learn at a faster rate than them self.	1/6/2016 6:32 PM
1132	have not seen any as those in the middle are still not getting the attention needed to survive and thrive within highschool. also, very little support for non-core subjects vesrus academic courses is not working and creating a very negative and stress-filled work environment.	1/6/2016 6:31 PM
1133	Strength- focus is on ALL, ensuring that all feel safe and get the best programming that fit their needs	1/6/2016 6:31 PM
1134	Students are incorporated into most classes	1/6/2016 6:30 PM
1135	...	1/6/2016 6:30 PM
1136	I think all children need to know that not every child learns in the same way or has the same learning needs.	1/6/2016 6:29 PM
1137	Very little	1/6/2016 6:28 PM
1138	Socialization, and that it all	1/6/2016 6:26 PM
1139	The concept itself is good	1/6/2016 6:24 PM
1140	Great when resources are provided. Irt support is heavily underscaled therefore makes many things difficult n	1/6/2016 6:20 PM
1141	Students are given more opportunities to be with their peers despite their differences and needs.	1/6/2016 6:18 PM
1142	Individually based assessments Seriousness in obtaining goals	1/6/2016 6:18 PM
1143	Provides students with the opportunity to learn in a classroom of peers with the supports that they need	1/6/2016 6:14 PM
1144	For the most part, I do not like this initiative. While some children with needs benefit, I feel that the overall majority of students are left with little attention. There are many tired, frustrated teachers who are trying their very best to help children with IEPs and then the other students without a diagnosed exceptionally or needs are left to do their work on their own simply because they are capable. It is not fair to these children. They need to be challenged as well. I don't see this happening given the amount of children with exceptionalities and needs in the regular classroom. We need more teachers in a classroom to help everyone!	1/6/2016 6:12 PM
1145	Great in theory.	1/6/2016 6:11 PM
1146	Unsure	1/6/2016 6:11 PM
1147	I have not been introduced to this initiative, which is very troubling.	1/6/2016 6:08 PM
1148	In theory, it is a positive practice.	1/6/2016 6:04 PM
1149	The philosophy is sound.	1/6/2016 6:03 PM
1150	N/a	1/6/2016 6:01 PM
1151	Students respecting all types of learners and students with exceptionalities thriving in the classroom with other students.	1/6/2016 5:59 PM
1152	All students are seen and included	1/6/2016 5:59 PM
1153	Haven't really seen much improvement. Keeping the students in the classroom when IRT can only be in one room at a time seems silly. Grade 7 and 9 could require English help while grade 8 could require math help. Meanwhile IRT is with one student requiring an individualized program or in a meeting with educational specialist.	1/6/2016 5:58 PM
1154	More personnel is wonderful.....only if the person is sharing the workload.	1/6/2016 5:58 PM
1155	.	1/6/2016 5:53 PM
1156	- teacher collaboration (2 heads (and 4 hands) are better than one!) - students work with their peers	1/6/2016 5:52 PM
1157	Saves the government money by hiring fewer teachers but unfortunately, students then do not actually get the help they so badly need	1/6/2016 5:52 PM
1158	students who can understand the situations benefit from working more with peers	1/6/2016 5:52 PM
1159	For some students, it can provide appropriate peer interaction and opportunities for modelling appropriate behaviours. Depending on the class, can be possible to provide peer tutoring/ mentoring.	1/6/2016 5:51 PM
1160	I believe many educators and parents believe inclusive means children with exceptionalities should be in the classroom setting 100% of the time. This causes great confusion amongst schools.	1/6/2016 5:50 PM

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1161	Overall initial vision but lacks tremendous support for teachers to implement effectively.	1/6/2016 5:48 PM
1162	A sense of belonging; creating an awareness and appreciation of individual differences...	1/6/2016 5:46 PM
1163	Everyone in one class	1/6/2016 5:45 PM
1164	Alt and modified options	1/6/2016 5:45 PM
1165	Just said that I do not know what the initiative is	1/6/2016 5:44 PM
1166	In my school, supports are there for students requiring supports and this has impacted positively on students requiring extra supports.	1/6/2016 5:44 PM
1167	None	1/6/2016 5:44 PM
1168	Socially. However, these students are quickly identified by their classmates that they are "different" thus they often play by themselves.	1/6/2016 5:43 PM
1169	The fact that some students who would previously not receive services in the regular classroom have the opportunity to do so.	1/6/2016 5:41 PM
1170	acceptance towards all students.	1/6/2016 5:40 PM
1171	Children are with children who will see and understand individual differences in others.	1/6/2016 5:39 PM
1172	Students feel included.	1/6/2016 5:38 PM
1173	all students are a part of the school community	1/6/2016 5:38 PM
1174	For academic subjects, none.	1/6/2016 5:37 PM
1175	Very few. The entire class suffers as well as the classroom teacher who bears the brunt !	1/6/2016 5:33 PM
1176	Some financial support Some PD support days. Well defined various team teaching models	1/6/2016 5:32 PM
1177	Having all students working together.	1/6/2016 5:29 PM
1178	Trying to meet the needs of all of the students using various strategies such as centre work etc.	1/6/2016 5:28 PM
1179	Inclusive education is an opportunity for all students in the school community to belong.	1/6/2016 5:25 PM
1180	I challenges students with exceptionalities and teaches students without challenges to accept those unlike themselves	1/6/2016 5:24 PM
1181	unsure at this time	1/6/2016 5:23 PM
1182	The philosophy is coming from the right place. It is a positive and progressive framework with learning being the forefront of all students.	1/6/2016 5:22 PM
1183	It helps all children be a part of the classrooms with their peers. It is beginning to promote a sense of belonging even if you are different.	1/6/2016 5:20 PM
1184	Kids feel included and very important for mental well being of child. Important for good socialization of all students.	1/6/2016 5:19 PM
1185	The theory around inclusive education is effective.	1/6/2016 5:15 PM
1186	Feeling included Learning Tolerance Understanding diversity	1/6/2016 5:13 PM
1187	In an ideal world, with the proper supports in place, it could be a great idea.	1/6/2016 5:12 PM
1188	Students who have minor exceptionalities are able to get help without leaving their classroom and peers.	1/6/2016 5:11 PM
1189	Allows all children to partitipate	1/6/2016 5:07 PM
1190	Kids staying with peers	1/6/2016 5:06 PM
1191	Interaction with peers and the classroom and completing work which they are able to complete.Providing opportunities to develop self esteem and friendships.	1/6/2016 5:03 PM
1192	None	1/6/2016 5:03 PM
1193	-	1/6/2016 5:02 PM
1194	For some children the setting works, others it does not. It has been my experience that kids with exceptionalities are often overlooked if an IRT isn't present by the regular classroom teacher.	1/6/2016 5:00 PM
1195	social	1/6/2016 5:00 PM
1196	Ideally, it improves the likelihood of all students feeling as if they are not being singled out as "different"	1/6/2016 4:59 PM

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1197	That all students get to learn and interact with their peers.	1/6/2016 4:58 PM
1198	All children are included !	1/6/2016 4:57 PM
1199	Social integration of all students.	1/6/2016 4:56 PM
1200	.	1/6/2016 4:56 PM
1201	none	1/6/2016 4:52 PM
1202	-	1/6/2016 4:52 PM
1203	It is good to give students the opportunity to be with their peers and to learn and be assessed in ways that are beneficial to them. Fair is not always equal.	1/6/2016 4:51 PM
1204	The premise of equality and diversity in the delivery of education to all students regardless of their ability, background or culture.	1/6/2016 4:51 PM
1205	All for one in theory	1/6/2016 4:51 PM
1206	It allows all students to be in the classroom as much as possible.	1/6/2016 4:50 PM
1207	Inclusive education is a positive for some of the students but it depends on severity of their needs	1/6/2016 4:46 PM
1208	Inclusion of all students when appropriate. All students can learn from each other. It takes into consideration of all strengths and needs of students.	1/6/2016 4:43 PM
1209	all students deserve an education the resources allocated is a step in the right direction	1/6/2016 4:43 PM
1210	allows children to be included with their peers	1/6/2016 4:41 PM
1211	It will work for the students better with qualified, trained IRTs with the degree and professional training needed.	1/6/2016 4:40 PM
1212	All children should be exposed to exceptional students and different learning styles BUT not at the expense of the "normal child's learning environment" - WE have some severe behavioural disruptive children that are interfering with our learning environment!!!	1/6/2016 4:35 PM
1213	Not familiar with the initiative.	1/6/2016 4:35 PM
1214	In my opinion you can not deliver a individualized plan in a regular classroom. There are too many needs to do a good job that benefits the kids on your caseload .	1/6/2016 4:34 PM
1215	Every students learning in maximized while building social skills	1/6/2016 4:34 PM
1216	Providing children with an opportunity to interact with their peers. This can be accomplished through alternate school activities and during recess/lunch. If a typically developing child is interacting with a classmate during instructional time, they would be punished, therefore I would argue that a child should not be kept in the regular classroom for 'socialization'.	1/6/2016 4:32 PM
1217	I think that inclusive education strives to include all students as best as possible into the classroom.	1/6/2016 4:30 PM
1218	teachers know learners and can program and evaluate accordingly	1/6/2016 4:29 PM
1219	Students with exceptionalities being in the same environment as their peers.	1/6/2016 4:28 PM
1220	It gives students with an exceptionality an opportunity to part of the peer group.	1/6/2016 4:25 PM
1221	Co teaching Student involvement	1/6/2016 4:25 PM
1222	awareness of the need for addressing learning / social needs of all children by the classroom teacher. Child's feeling of belonging to a group and their confidence as a learner.	1/6/2016 4:24 PM
1223	Reflects society, allows students to integrate, provides a range of learning offerings for all students.	1/6/2016 4:24 PM
1224	All students are together. A student assistant is there or an IRT teacher to help the children with special needs. They get to know all the students and nobody feels left out.	1/6/2016 4:22 PM
1225	Students are included as much as possible. It raises awareness of various concerns.	1/6/2016 4:19 PM
1226	Allows children to be included in school and class activities. Encourages IRTs to be in classroom assisting students. Lessens stigma that may be associated with the resource room. Encourages better discussions between IRT and classroom teacher regarding students who may be at pre-referral level of intervention.	1/6/2016 4:19 PM
1227	It does teach societal acceptance of difference	1/6/2016 4:18 PM
1228	Everyone has the opportunity to work at their own level in an inclusive setting.	1/6/2016 4:18 PM

Inclusive Education Initiative Survey

1229	Unsure	1/6/2016 4:18 PM
1230	That they are trying to accomodate needs of most severe.	1/6/2016 4:17 PM
1231	Gives all social learning. Insuring equal education	1/6/2016 4:17 PM
1232	Give students with exceptionalities an opportunity to be part of regular classroom	1/6/2016 4:16 PM
1233	The only 2 strengths I see are the regular teacher is getting a second set of hands in the classroom for support and perhaps students who would be normally excluded from class are now able to participate and feel included.	1/6/2016 4:15 PM
1234	- Promoting differential instruction - Clarifying to teachers that a student should receive what they "need" to learn, as opposed to what they "want" to learn - Clarifying that inclusion doesn't mean giving all children the same treatment, same children have different needs	1/6/2016 4:14 PM
1235	Model of acceptance.	1/6/2016 4:12 PM
1236	All students are together to socialize	1/6/2016 4:11 PM
1237	Teachers are supporting all students.	1/6/2016 4:09 PM
1238	Allows a social aspect to a students day.	1/6/2016 4:09 PM
1239	Providing students with the chance to interact and work with others of their age group.	1/6/2016 4:08 PM
1240	It seems great, but poorly implemented with inadequate resources.	1/6/2016 4:08 PM
1241	The learning of all students is supported	1/6/2016 4:07 PM
1242	Collaboration with subject teacher and IRT is a positive experience for students when it works	1/6/2016 4:07 PM
1243	It focuses on meeting the needs of all students. The training and resources that were provided were excellent.	1/6/2016 4:06 PM
1244	Allows for people to use diverse teaching strategies / multi-opportunities for success /people must be prepared to explore and take risks / teachers have to assume the responsibility for their students	1/6/2016 4:06 PM
1245	Trying to help all to achieve the best they can.	1/6/2016 4:05 PM
1246	It's strength is that it brings students together. Philosophically, it has much to recommend it.	1/6/2016 4:04 PM
1247	Students who are able to work with assistance can stay with their peer and not feel the stigma of need special help. They are also better able to have their programs delivered more closely aligned to regular curricular outcomes.	1/6/2016 4:03 PM
1248	I guess the kids feel better in some cases being a part of the same class as their peers	1/6/2016 4:03 PM
1249	•the right of all students to attend school with their peers, and to receive appropriate and quality programming; •a continuum of supports and services in the most appropriate setting (large group, small group, individualized) respecting the dignity of the child; •a welcoming school culture where all members of the school community feel they belong, realize their potential, and contribute to the life of the school; •an atmosphere which respects and values the participation of all members of the school community; •a school community which celebrates diversity; and •a safe and caring school environment	1/6/2016 4:02 PM
1250	It promotes acceptance of those who are different from the norm.	1/6/2016 4:02 PM
1251	Children with exceptionalities are included with their peers. Classmates develop more empathy and understanding from this exposure.	1/6/2016 4:01 PM
1252	It's nice that everyone gets to feel included. Nice to have another set of eyes and pair of hands in the classroom.	1/6/2016 4:00 PM
1253	Differentiating instruction for all students in every class	1/6/2016 4:00 PM
1254	all children are included in the learning process	1/6/2016 4:00 PM
1255	Students are made to feel included in class with their classmates.(not stigmatized)	1/6/2016 3:59 PM
1256	No student feels excluded.	1/6/2016 3:59 PM
1257	That all children have opportunities to be included and exposed to education	1/6/2016 3:58 PM
1258	-students are not being excluded -students are becoming more accepting of differences	1/6/2016 3:57 PM
1259	Integration of students with special needs within the classroom. It also develops empathy within the other students.	1/6/2016 3:57 PM
1260	It's inclusive	1/6/2016 3:57 PM
1261	IE in theory is a appropriate way to conduct education. It is inclusive and bonding of the school community. It provides students with the means to create relationships and associations that are valuable to their learning.	1/6/2016 3:56 PM

Inclusive Education Initiative Survey

1262	All students are included in classroom activities. Students interact with peers who have varying levels of strengths and skill.	1/6/2016 3:55 PM
1263	School works as a team and gathers ideas and assistance from each other through collegial circles. With additional teacher presence in the classroom, we can think of ways to provide an inclusive education.	1/6/2016 3:55 PM
1264	-	1/6/2016 3:54 PM
1265	Promotes an openness to being accepting of all children / people by both students and teachers.	1/6/2016 3:51 PM
1266	Provides students a chance to feel included and learn about all members of our society.	1/6/2016 3:51 PM
1267	I do believe that students should be with their peers as long as the proper supports are in place. Unfortunately, staffing does not always allow for this.	1/6/2016 3:49 PM
1268	That students who can benefit from instruction in the regular class, can avail of that instruction despite having an exceptionality.	1/6/2016 3:48 PM
1269	Specific plans for individual students	1/6/2016 3:48 PM
1270	Inclusive Education , if implemented properly, can be a means to have all students learn at their level, pace, etc. , but it is through teamwork.	1/6/2016 3:47 PM
1271	None.	1/6/2016 3:47 PM
1272	It does not work. Children who need extra help and reteaching and reinforcement are falling behind and falling between cracks	1/6/2016 3:46 PM
1273	Works well with less academic classes	1/6/2016 3:46 PM
1274	In some cases social interactions helps with the development of students who would otherwise find themselves isolated.	1/6/2016 3:46 PM
1275	an idealistic model that encourages classroom teachers to be more inclusive	1/6/2016 3:46 PM
1276	All students are made to feel valued and included....more empathy, understanding, cooperation, etc. among/between students and teachers.	1/6/2016 3:46 PM
1277	All students CAN learn!	1/6/2016 3:46 PM
1278	don't know	1/6/2016 3:46 PM
1279	They include all students and are not segregated	1/6/2016 3:46 PM
1280	With the proper level of IRT inclusion support, Inclusive Education is wonderful. All students benefit- either with or without an exceptionality. Students with exceptionalities learn with their peers thus promoting healthy self-esteem.	1/6/2016 3:45 PM
1281	That we want to include everyone we can in the classroom and therefore all of society (as a whole).	1/6/2016 3:45 PM
1282	It is a social benefit to the student, but that is better met elsewhere than the classroom.	1/6/2016 3:44 PM
1283	it philosophically espouses the right to the best education for each child	1/6/2016 3:44 PM
1284	Focusing on students with needs	1/6/2016 3:44 PM
1285	.	1/6/2016 3:44 PM
1286	I realize that everyone "should" be included but when you have students in class who are very far below grade level, having them in a regular class does nothing to help their self-esteem or help them socially. They know, and the other students know that these students are not at the level they need. When so much class time has to be spent singling out particular students do get work completed because they can't do it themselves, other students who could use the extra help to succeed are at a disadvantage.	1/6/2016 3:43 PM
1287	students are included as much as possible. good idea in theory, but should depend on the needs of the indiv. students as well as the rest of the class.	1/6/2016 3:41 PM
1288	Encourages socialization for students with needs; promotes equity and fairness for students with needs; ensures students with needs are exposed to the prescribed curriculum even though they may need be able to master all of it.	1/6/2016 3:41 PM
1289	Education about DI and DA for teacher. Drawback is the needs of individuals in each class make teaching and planning next to impossible. Teachers are tired and stressed. Should this con't many will leave the profession.	1/6/2016 3:40 PM
1290	Collaboration between professionals and most importantly between students. Acceptance of any student with disability in classroom. Awareness of disabilities among peers.	1/6/2016 3:40 PM
1291	Not really sure to be honest	1/6/2016 3:40 PM

Inclusive Education Initiative Survey

1292	providing programming for all students that fit their needs, students feeling they can learn in a safe and caring environment, working as a team to help students	1/6/2016 3:40 PM
1293	We are all on a continuum - with varying strengths and weaknesses evident in different parts of our lives. The inclusion model provides a healthier perspective with respect to the learning / support needs of the student body.	1/6/2016 3:38 PM
1294	The intent of the initiative is strong and necessary.	1/6/2016 3:38 PM
1295	Everyone is receiving instructional time at their level in the classroom with no one excluded.	1/6/2016 3:38 PM
1296	-Recognizes that students are diverse, yet equally valuable.	1/6/2016 3:37 PM
1297	Inclusion is a great social acceptance program. It enables children to be with their peers, but many still feel left out and inclusion only helps them see how different they actually are.	1/6/2016 3:37 PM
1298	Some students can be part of an inclusive class but a lot of others distract from teaching and learning. Student assistants, IRTs are not being provided and significant issues are preventing teaching from happening. If a child should be serviced based on need, not based on population of school.	1/6/2016 3:37 PM
1299	The children that are in the regular classroom now love the classroom environment and seem to thrive overall	1/6/2016 3:37 PM
1300	Not a lot, it has been poorly paid out and even more poorly resourced. We are successful because we have staff educated in the inclusive model.	1/6/2016 3:37 PM
1301	gets all students involved in the best possible way	1/6/2016 3:37 PM
1302	111	1/6/2016 3:37 PM
1303	creates awareness & tolerance for differences	1/6/2016 3:36 PM
1304	-Students with exceptionalities are integrated in the regular classroom -classroom teachers and IRTs working together	1/6/2016 3:36 PM
1305	Include students in regular classroom situation.	1/6/2016 3:35 PM
1306	I understand that by including students with disabilities it gives them a sense of normalacy and they are encouraged (through and by) their peer groups to try their best.	1/6/2016 3:35 PM
1307	Students who has programming that can be provided instruction with their peers are receiving programming.	1/6/2016 3:35 PM
1308	Students are all included and respects each others needs	1/6/2016 3:34 PM
1309	Differentiated instruction for all students not just those with exceptionalities	1/6/2016 3:34 PM
1310	Great for socialization for some children, to make friends, play and learn to accept all people.	1/6/2016 3:33 PM
1311	Forces educators to no longer dismiss diverse learning needs	1/6/2016 3:33 PM
1312	Including all students	1/6/2016 3:32 PM
1313	The Inclusion Education Initiative is best for the students overall. Every child benefits from the sharing of experiences with their peer group and age-mates. SOCIAL BENEFITS ARE SIGNIFICANT FOR ALL STUDENTS	1/6/2016 3:31 PM
1314	Philosophy in general is good although there is room for more pull-out than is done in practice. In some cases we have thrown out things that are evidence-based and that worked (i.e. early intervention in Phonemic awareness and phonics in early primary) in favor of keeping kids in class no matter what (thinking of that as inclusion). A bit misguided to say the least. Acceptance by other children is a big positive.	1/6/2016 3:30 PM
1315	I don't know enough of the specifics to comment - I just know how things are playing out in my school.	1/6/2016 3:30 PM
1316	N/A	1/6/2016 3:30 PM
1317	a variety of students in classrooms	1/6/2016 3:30 PM
1318	Keeps children with age level peers.	1/6/2016 3:30 PM
1319	All children are made to be equal part of the school.	1/6/2016 3:29 PM
1320	All students are involved in the classroom setting.	1/6/2016 3:29 PM
1321	Increased resources would allow the Inclusive Education Initiative to thrive. The idea for Inclusive Education is wonderful in a dream situation, however many schools have far from a dream situation and these students need the support they are supposed to get. Students in a primary class should not have to sit and listen to a child scream and throw chairs for most of the day because there is a lack of assigned support to help the child in their class that needs support.	1/6/2016 3:28 PM
1322	Survey in French please ! I'm not even sure what is this Initiative....	1/6/2016 3:28 PM

Inclusive Education Initiative Survey

1323	not isolated	1/6/2016 3:28 PM
1324	NONE.	1/6/2016 3:27 PM
1325	Children who can be included and have their needs met in a meaningful way to those children are included.	1/6/2016 3:27 PM
1326	Students of all abilities in the classroom can get the help they need from 2 teachers in the classroom, even those who would not normally qualify for IRT support.	1/6/2016 3:27 PM
1327	N/A	1/6/2016 3:27 PM
1328	.	1/6/2016 3:27 PM
1329	It is great to see students with exceptionalities included into the regular classroom where they belong. However, unfortunately I feel as though we cannot meet the unique needs of these students with the human resources that are available.	1/6/2016 3:25 PM
1330	Exposure of all students to the variety of people in the world and how to accept them all.	1/6/2016 3:25 PM
1331	I do not see any specific strengths at this time.	1/6/2016 3:24 PM
1332	Getting all students involved.	1/6/2016 3:23 PM
1333	Don't really like it much	1/6/2016 3:22 PM
1334	o	1/6/2016 3:22 PM
1335	Benefits students socially.	1/6/2016 3:20 PM
1336	It is nice to see the school district do their best to make all schools as inclusive as possible	1/6/2016 3:20 PM
1337	In theory, the strengths of Inclusive Education is that it allows for all students, regardless of their academic capabilities or behaviour patterns, to feel included and welcomed in all classroom and school related activities.	1/6/2016 3:17 PM
1338	All students receiving a quality education that best suits their individual needs.	1/6/2016 3:17 PM
1339	Students experience the way other people learn	1/6/2016 3:17 PM
1340	It includes all children and helps to increase acceptance of those with disabilities	1/6/2016 3:17 PM
1341	good for self confidence/sense of belonging	1/6/2016 3:15 PM
1342	I strongly support the philosophy but all the research out there will tell you it will not work if it is not resourced.	1/6/2016 3:14 PM
1343	The vision of inclusive education is strong	1/6/2016 3:14 PM
1344	None.	1/6/2016 3:13 PM
1345	jgj	1/6/2016 3:13 PM
1346	It strives to include all students in the learning environment	1/6/2016 3:12 PM
1347	Sounds good to general public	1/6/2016 3:11 PM
1348	Reaches all students. Education should be individualized. Helps all students succeed.	1/6/2016 3:10 PM
1349	All students are included in school activities	1/6/2016 3:10 PM
1350	I think it makes educators think harder before removing children from the classroom. They make sure that removing them at certain times is the best experience for that child. Children are given more time to spend with their classmates and socialize, compared to the older model.	1/6/2016 3:09 PM
1351	It promotes school community	1/6/2016 3:05 PM
1352	Allowing children to become accustomed to exceptionalities and to accept those exceptionalities as part of the school experience.	1/6/2016 3:05 PM
1353	Ok	1/6/2016 3:04 PM
1354	It make the school environment an accepting and enjoyable place to be for all students and staff	1/6/2016 3:04 PM
1355	Including students with their peers. Developing a specific program around students individual abilities and needs. Providing supports to assist classroom teachers and home.	1/6/2016 3:03 PM
1356	emphasis on including all students	1/6/2016 2:58 PM

Inclusive Education Initiative Survey

1357	Resources are being allocated based on needs, but there are simply not enough resources to accommodate for all of the needs. Also, the team based approach for individual students is great - there is a lot of representation from the community, but not enough direct support.	1/6/2016 2:57 PM
1358	Allowing those with exceptionalities to stay within their classroom with their peers as much as possible without disruption to others.	1/6/2016 2:55 PM
1359	Allows students to learn with their peer group, less stigma attached to students receiving additional support.	1/6/2016 2:53 PM

Inclusive Education Initiative Survey

Q22 In your opinion what are the challenges with the Inclusive Education Initiative? (Please limit response to 200 words)

Answered: 1,359 Skipped: 551

#	Responses	Date
1	It does not work the way it is set up. If a child cannot behave in a classroom, despite numerous accommodations in place, for three-four years, they should not be in that classroom until that changes. I don't think the needs of the other students, the teacher and that student are not being met. When you have to come to your classroom, as a teacher, and as a student, in some cases, and be verbally abused and threatened, the classroom environment becomes a place that is not nice to be. Your day becomes focussed on behavior. Teaching is then second on the list, and that is a real shame.	1/21/2016 7:40 AM
2	Challenges are not having the necessary human resources and training to make it work for everyone.	1/21/2016 7:38 AM
3	Time consuming Unmanageable Frustrating	1/20/2016 11:38 PM
4	Lack of training. Lack of bodies. Lack of funding. Lack of resources. The program changed before the old program had really been worked out. We were just getting comfortable with pathways when the new model came. There's more paperwork and greater expectations placed on teachers who have no formal training in special education. Forcing inclusion doesn't work. Some kids just can't cope with the classroom environment - including them is just another way of excluding them.	1/20/2016 11:14 PM
5	More IRT allocations needed and more student assistant time. It is very difficult in the regular classroom to tend to all of the diverse needs of the learners as well as having students with exceptionalities under your care as well. More help for the teacher is needed.	1/20/2016 11:14 PM
6	Meeting the large variety of needs that is often present.	1/20/2016 10:35 PM
7	Sometimes the education of the majority is impeded because of one or two individuals who require a little more focus whether it be academic or behavior	1/20/2016 9:51 PM
8	Limited amount of resources in particular appropriate personnel to carry out the inclusive education initiative properly	1/20/2016 9:05 PM
9	1. Lack of teacher personnel to support students and teacher in the classroom. 2. More expectations of the classroom teacher 3. Lack of resources 4. Lack of understanding that inclusion really means meeting the needs of All students which does not look the same for all and may mean some students needs may be best met outside the regular classroom for some of the day.	1/20/2016 8:55 PM
10	As much as the inclusion initiative encourages opportunity for learning for all children, it can be challenging as we as teachers have no control over unforeseen factors which often contribute to disruptions in our students lives. We more than ever need to be cognizant of each others feelings in the classroom and be supportive to one another as a staff. Strategies that are very effective one day may not meet the challenge the next day. Unfortunately, some behaviours disrupt classrooms and other activities and impact on learning opportunities for other children.	1/20/2016 8:50 PM
11	Lack of support. Inclusive Education is a fantastic concept...on paper. It absolutely has its benefits, but it's not realistic to think that it works with every child in every classroom. Particularly when support for the classroom teacher is not increased with the integration of these students into the classroom.	1/20/2016 7:57 PM
12	There is a tremendous lack of in-class supports such as student assistants and staff professionals (guidance, IRT, SLP) in areas where schools have a smaller student population, as well as some larger schools. This lack of support affects how well the Inclusive Education Initiative is being implemented, and often, in very small schools, the idea of students on IEPs in a classroom with students on Prescribed with no IRT support or SLP leads to much time either being spent on one program or the other. This is not beneficial to students. In schools with a lack of supports, the Inclusive Education Initiative is more of a theory, than something that is effectively implemented.	1/20/2016 7:07 PM
13	Sometimes students are unable to cope with environment and expectations.	1/20/2016 6:45 PM
14	Not enough IRT time. Can't help all the children that need help. Over-stretched as a classroom teacher trying to meet all my student's needs and still not able to do so.	1/20/2016 6:37 PM
15	to not neglect or diminish the needs of student body as a whole	1/20/2016 5:43 PM

Inclusive Education Initiative Survey

16	There are many challenges. It needs to have a greater focus on the needs of ALL students not just those that have pervasive needs. One classroom teacher is not able to deal with the concerns of students with behaviors and effectively teach the remaining 20= children.	1/20/2016 5:30 PM
17	There isn't enough resources to manage such challenging needs, especially since the majority are children with pervasive needs coupled with major behavioural needs. There are too many major needs to manage in the classroom, other children are suffering as a result. Teachers are expected to teach through everything to meet the needs of these pervasive students while children who are struggling academically cannot get much in the way of support because all resources are based on pervasive needs. With the demands of new curriculum and pilot programs, teachers are expected to implement this into daily instruction and assessment as well as manage such severe academic and behavioural needs as well. These children utilize most resources available, other children are suffering because they do not fall under the categories of pervasive or behavioural needs.	1/20/2016 5:12 PM
18	Students with exceptionalities need to have an opportunity for learning (with respect to their individualized needs) within the supportive small group alternate setting with an Instructional Resource Teacher who has been university trained in areas of exceptionalities. Classroom teachers have many students with many needs within the classroom setting. It is very challenging to meet the needs of students with exceptionalities as well as deliver and teach curriculum to everyone within the classroom.	1/20/2016 5:07 PM
19	The greatest challenge is being able to fulfill the principle of the Inclusive Education Initiative. The number of teachers required to best reflect the Initiative are not being allocated. There are strains on the system, educators, students, and parents/ guardians. Resources are being allocated to students with higher needs, thus leaving an overwhelming number of students with minimal or no services, although their program prescribes services. The rights to all children to have an education that is equal and accessible is being deplored by a lack of funding. Thus, there is no real assurance that an Inclusive quality of education for our students is being provided.	1/20/2016 5:00 PM
20	Most of our time and resources are used up with students with exceptionalities and behavioral issues. As a result I feel that in general, our students who are average and above are losing out. It is as if all other students are brought to a lower standard. It is becoming increasingly difficult to cover curriculum.	1/20/2016 4:18 PM
21	There are many, however, I see frustration from both students and teachers with seeing the need ,but in being very limited in the amount of time that can be dedicated to identified students in a regular classroom. As well, often many of these students need an adult with them throughout the day to help organize, guide and direct them. Many classroom tasks even when using inclusive strategies can be challenging for these students. However, my biggest concern is with now much time is taken away from the regular classroom instructional time. Often teachers find themselves struggling to meet outcomes and effectively help other students.	1/20/2016 4:07 PM
22	Not enough people to support the extreme needs	1/20/2016 3:17 PM
23	not enough IRTs, GCs, and student assistants in the system. There are MANY behavioural and academic needs in each classroom	1/20/2016 3:13 PM
24	Bullying issues	1/20/2016 3:07 PM
25	Not enough support for this to effectively work.....Instructional Resource Teachers are needed!!!!	1/20/2016 2:44 PM
26	support	1/20/2016 2:40 PM
27	Finding support for all classroom teachers.	1/20/2016 2:33 PM
28	Lack of personnel to implement	1/20/2016 2:18 PM
29	Resources are always a challenge. Space is certainly a challenge, as well as keeping distractions to a minimum.	1/20/2016 2:05 PM
30	meeting alternate programming needs	1/20/2016 2:01 PM
31	Challenges is definitely with the teaching allocation for Special Needs. I believe that we are moving in a positive direction with Inclusion but we are not there yet. That being said, I'm not sure how or if we can ever be there. Its sort of like saying that we will make mankind all the same; we can't and I'm not sure that we want to. We need to focus on educating all about exceptionalities and accepting that we share schools, communities and the world. I think we need to do more work with those who do not have Challenging Needs in order to become more inclusive.	1/20/2016 1:57 PM
32	Some students with exceptionalites may not be getting their needs met through no fault of the teacher, but it is possible the teacher does not have the needed support available(IRT, Guidance Counsellor, etc.)	1/20/2016 1:34 PM
33	Some supports are not available to the classroom teacher. A lot is left to the classroom teacher to deal with and prepare.	1/20/2016 12:51 PM

Inclusive Education Initiative Survey

34	Too many students are not getting their needs met. The IRTs and classroom teachers are highly stressed and there is being too much asked of them. Students who are far below grade level and who have high needs cannot get what they need in a regular classroom. It also negatively effects the rest of the student in the class when the teacher has to spend a huge amount of time with behaviours and with reteaching struggling students. Teachers are also not given the time to plan activities and plans for these students or to even meet with the IRT.	1/20/2016 12:28 PM
35	Some children who require assistance are in the classroom and often reject assistance because other students see them needing extra help/scribing etc. they deny this help because of the fear of being mocked and miss the lesson. Because of the lack of resources, sometimes classroom teachers spend a large amount of time making sure a single student is not left behind. Unfortunately this slows down, or bores, the rest of the students.	1/20/2016 12:09 PM
36	Inclusive education is a wonderful initiative and a great idea when resources are allocated efficiently and everyone is working towards that initiative. However, when resources are lacking and everyone is stretched too thin and we can't provide the necessary resources and tools to effectively implement such a program then it is not going to be successful. I believe that this is what's happening with the inclusive education initiative in NL. It all looks great in theory and on paper, but when you are working towards it and trying to implement it within your school and there are so many needs and not enough resources to meet those needs, it is very frustrating and stressful to keep trying and not seeing any success. It results in teachers being frustrated, stressed out, bitter, and feeling like failures and I believe this is where we are with the Inclusive Education Initiative in NL. As a former teacher who has much experience in the classroom and trying to ensure that inclusion is a priority, and now as a guidance counselor, I sometimes struggle with the idea of continuously asking teachers to do more and more and more as I know that they already have so much to do and that no matter how much they are already doing, it's still not enough because it's impossible to meet the needs of so many students and so little resources.	1/20/2016 12:08 PM
37	there are a lot of challenges with inclusive Eduaction resources (human) if we cant have enough bodies in the classroom to aid the classroom teacher the initiative will never work. Also i support the social aspect of inclusion but more often than not inclusion causes great stress on students have academic difficulty especially during adolescence. where a lot report feeling "stupid" when left in a classroom encountering difficulty with concepts. Academic dignity is just as important as social dignity.	1/20/2016 11:56 AM
38	Inclusive education, to be implemented properly, requires a lot of additional supports. Sitting in the same physical classroom is NOT inclusive education. IRT's need to be present to bridge the gap. One also needs to realize that inclusive education does not work for all students. There are students who may require 1 on 1 support for a period of time. Inclusive education does not work for these students.	1/20/2016 11:51 AM
39	The system is taxed with more needs then teachers able to assist in delivering the curriculum to each student at their ability/learning need level.	1/20/2016 11:48 AM
40	having enough personnel to meet the needs of all students	1/20/2016 11:46 AM
41	time required and resources	1/20/2016 11:35 AM
42	It is impossible to teach core subjects, math, science, social studies and English, effectively using the inclusive education model unless extra resources are available to classroom teachers, i.e. Student AIDS, more IRTs.	1/20/2016 11:34 AM
43	We simply are not equipped, as classroom teachers, to meet the needs of all of our students. There are students going through the system who have missed the targeted instruction necessary for basic numeracy and literacy learning. There are students who cannot read and write, and they are losing confidence in themselves while trying to function in the regular classroom. Students who need support are afraid to seek support because they don't want to stand out. They are resisting support from IRT teachers in the inclusive classroom because they feel more "exposed". Higher end students are not being challenged. We are teaching to the lowest denominator in our classes, and I see this as a major concern in inclusive education.	1/20/2016 10:59 AM
44	Trying to meet the needs of all students in the class without any additional HR such as teaching assistants which was proposed in the initial Inclusive Education Initiative presented to Government.	1/20/2016 10:57 AM
45	Since substituting, I have seen the difficulty that classroom teachers have in making sure their teaching is reaching everyone because so much of their attention has to be on the student who may suddenly run out of the classroom or cause a disruption in the classroom that is not considered normal disruptive behaviour, but one that is linked to the exceptionality. This unfortunately, takes a lot of instructional time away from the other students. I have also seen students with exceptionalities in the gymnasium pose a safety risk to themselves and others. Due to their lack of ability to understand the importance of safety for themselves and others.	1/20/2016 10:17 AM

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46	The education of all students is being negatively affected. All teacher as human beings are inclusive by nature. Homeroom, gym, music, art, assemblies, health all times students could be included. When I am teaching lattice method in math to students who need help and my time is spent with children who can't yet add or subtract. Or they have pooped in their pants(which is new even to me this year), or are standing on the desk yelling "I can't do this", another child making distracting sounds the entire time. What benefit is there for anyone in that? It is an injustice to all. They don't feel included, they feel frustrated because they find this too difficult, then they act up even worse. If I came in room and started speaking in Spanish, would all not be frustrated? The answer is not to put IRT's in the room. Picture a teacher trying to teach a concept, a student assistant speaking to someone, who is acting out because he didn't take medication and an IRT dealing with two others at a side table, all in one room?? All trying to their job but accomplishing little. So sad. In my room this year I have students with Autism, ADD, ADHD, OCD many learning disabilities and one child who poops in his pants sometimes 3 times a day. Inclusion is not working!!!	1/20/2016 10:10 AM
47	Keeping a balance between inclusion and impacting the education of all students in the classroom not only the included student.	1/20/2016 10:05 AM
48	Due to class size (all of the classes that I taught during replacements were at max capacity of 35 students) it makes it really hard to give individual/ specialized attention and support to students in need. There were never IRT's or additional support available for my classes due to a limitation on staffing, and because of the 77.5 teaching units cut back in the province in 2015, this issue has only gotten worse. The work load put on the average classroom teacher is far too great. Sadly, in today's typical classroom, behavioural issues take up most of the teachers attention. These issues need to be dealt with first, taking away from the amount of time that teachers can spend helping students (of all capabilities)	1/20/2016 9:54 AM
49	Almost impossible to teach alternate program/course work in the classroom, particularly in elementary. Much easier in primary.	1/20/2016 9:54 AM
50	The needs are not being met. Too many needs for teachers to cope with	1/20/2016 9:42 AM
51	Students in regular classroom are losing out on instructional time so teacher can address behaviour issues of students with exceptionalities	1/20/2016 9:39 AM
52	The concept is good as long as there are adequate teacher resouces to support it. This means having enough teachers and allocated time to support these students. It does not mean, leaving students in a regular classroom setting for the majority of the school day without individualized IRT support. Learning for the other children in the class is being impacted and the student with an exceptionality is not getting the support they need. Due to limited resources, student are being left in the classroom when what they really need to be removed for more individual assistance. Integration should occur when and where possible based on the needs of the student. It should not be based on the amount of IRT time that is allocated to the school. As the exceptionality needs of students increase, the amount of support provided to those students who require extra help or with mild learning issues has significantly decreased or disappeared. Therefore, parents now have to resort to private tutoring as the school system is not meeting the needs of this group of students. Inclusive education works but ONLY IF there are resources to support it. I have not seen a school yet that has adequate resources to support their ever increasing needs of students.	1/20/2016 9:26 AM
53	Students are not receiving the courses/instruction to suit their skill levels. Trying to differentiate is causing stress and disruption to the class routine.	1/20/2016 9:15 AM
54	meeting the needs of identified students with declining allocations.	1/20/2016 9:09 AM
55	IRTs are expected to do classroom teachers jobs with regards to accommodations - they need to take more responsibility. IRT time is taken up with behavioural needs rather than students who require academic support.	1/20/2016 9:05 AM
56	Students are often reluctant to avail of their accommodations and services in class at the junior high level. Makes them stand out to their peers.	1/20/2016 8:53 AM
57	Often difficult to meet the various needs of students with exceptionalities in a regular classroom. Time, space and also resources are often limited.	1/19/2016 11:26 PM
58	Inclusion is not for every child. Each student with exceptionalities needs to be looked at individually. Inclusion should not mean a loss of learning for students without exceptionalities. Also, DI requires a lot of time many teachers don't have. In theory it's great, in practice there are massive limitations.	1/19/2016 11:20 PM
59	Not enough IRT support and guidance counsellors provided to schools. Not enough funding for resources for differentiated instruction Not enough professional development to entire school staff. To work everyone needs to be educated in how to make it work, how to teach the exceptional learner, how to co-teach with the IRT, best practices that work in these new environments..... Teacher also need to be provided with time to collaborate with others, extra teaching staff in buildings would allow for this to happen. Planning time is crucial for an inclusive classroom to be an effective and a rewarding environment for all. Every classroom should have an IRT and classroom teacher working together at all times if there are children with exceptionalities in the class.	1/19/2016 10:38 PM
60	We do not have enough teachers to support these students	1/19/2016 10:19 PM

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61	Students still segregated rather than feeling all-inclusive Students can tell who "always needs extra help". Difficult for teacher to provide differentiated instr. consistently with wide range of needs. Not enough irt time allotted per classroom with given needs. More behaviour issues when students need help and not getting enough assistance in reg. cm.	1/19/2016 10:14 PM
62	The major challenge is class size, the diversity of students who are in the classes with respect to learning difficulties, behavioural challenges, and the complete lack of resources and professional development to deal with these students and provide an effective program that meets their needs.	1/19/2016 10:06 PM
63	Consistently adapting, modifying teaching styles and assessment to meet the learners needs is exhausting and extremely time consuming.	1/19/2016 9:25 PM
64	Causes problems for the other students Teachers already have an unrealistic curriculum Not enough IRT's	1/19/2016 9:04 PM
65	there is not enough people resources to allow the initiative program to be beneficial to all students	1/19/2016 8:41 PM
66	Limited resources to support students in the inclusive classroom. You need support for students with exceptionalities in the classroom as an IRT cannot be in two classes at once. We have students at different grade levels who require support at the same time and do not have the resources to cover multiple classes. This is not fair to the students in the classroom including the student with the exceptionality that is not able to avail of the support required.	1/19/2016 8:30 PM
67	.	1/19/2016 8:17 PM
68	There are some students who I truly believe inclusive education does not work for. I teach in a multi-grade classroom and as stated before I have a child with Autism and ADHD. He has behavioural issues that effect the whole class. The other students in his grade, with the exception of one, are all below grade level in many areas and this is because they cannot focus for this child is always making noises and knocking things over. The students cannot focus and the other students suffer because I spend most of my time dealing with him.	1/19/2016 8:07 PM
69	It's hard to include some with behavioral issues because they just don't want to learn. It's too hard for others to grasp material with distractions	1/19/2016 7:58 PM
70	Not enough resources. Not enough LRTs and too much extra work and responsibility placed on the classroom teacher. Class size too large	1/19/2016 7:56 PM
71	teacher student ratio in the classroom is to high educators struggle to meet individual student needs consistently not all students with exceptional need benefit from the inclusive classroom more one-on-one instructional time is needed	1/19/2016 7:55 PM
72	Lack of resources and personnel as well as training for student assistants	1/19/2016 7:43 PM
73	limitations in our school is afraid of change - we have IRT teachers who dislike going into the regular classrooms - then teachers who don't want any one in their classes - fear of the unknown	1/19/2016 7:41 PM
74	Supports are needed to be put in place all day long so that all needs of all students are being met.	1/19/2016 7:11 PM
75	Need more support for special needs	1/19/2016 7:05 PM
76	With respect, inclusive education creates a tremendous amount of strain on both the classroom teacher and the students. Classroom teachers in this province are ill equipped to deal with students with exceptionalities. Moreover, the behaviour issues that often arise with exceptionalities make instruction extremely difficult. Thus, no student is actually being served.	1/19/2016 6:57 PM
77	While all the above are potential benefits, this all hinges on proper financial and human resources and the caveat that universal inclusion, while well intentioned, can be counterproductive. Like Pathways before it, inclusion has foundered on the rocks of political expediency and a lack of resources. The numbers of students on IEPs is skyrocketing and there is simply nowhere near enough staff to service these students. Also, there are times when inclusion simply interferes with the right of other students to receive a quality education because of the academic and behavioural issues of some students. It's easy to pass policy and simply say "make it happen", but because they don't experience it, policy makers have little to no idea of the difficulties faced by teachers everyday who want to do a good job but have incredible difficulty doing so. It would be an interesting study to determine if there is a connection between the exploding number of teachers on stress leave and the difficulties teachers face in the new inclusive classroom.	1/19/2016 6:32 PM
78	Additional collaboration times should be made available.	1/19/2016 6:30 PM
79	Completing prescribed curriculum outcomes.	1/19/2016 5:57 PM
80	I think we need more irt	1/19/2016 5:26 PM
81	Limited resources, personell.	1/19/2016 5:15 PM
82	not sure!	1/19/2016 5:01 PM
83	Student assistants working with the stdtents for most of instructional time, not the IRTs	1/19/2016 4:50 PM

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84	No where near the needed amount of IRT supports are given to schools to deliver inclusive ed.	1/19/2016 3:43 PM
85	Not enough resources (IRT's, SA's and sensory equipment/space. Students with such things as sensory issues and ADHD, need space in their classrooms to take a break with the appropriate resources for their needs. Also, I am currently providing most of my time to a new student as they require a fully time SA and we do not have on for the student. We are into our third week, with no addition SA time given. Due to this my other students are losing out of valuable small group/inclass support. Another big challenge is students included in the regular classroom when it is not in the best interest of the child or the other students. A child who is functioning at 9 months of age can not attend to grade 2 work (Math/Reading/writing) and it causes behaviour issues because of this.	1/19/2016 3:27 PM
86	There are not enough Instructional Resource Teachers allotted to each school to effectively implement programming for every student with identified needs or those who are on prereferral programs.	1/19/2016 3:23 PM
87	not enough assistance to meet the needs	1/19/2016 3:23 PM
88	Not enough resources and people not truly doing it the proper way.	1/19/2016 3:22 PM
89	Lack of resources such as student assistants, IRT allocation, Speech-language allocation. Also, many people thing that inclusion is an all or nothing mentality. Its isn't. There are so many levels of inclusion. Some students need time outside of the classroom in order to be happy and successful. that is OK. There shouldn't be inclusion for the sake of inclusion. It must be meaningful and positive.	1/19/2016 2:56 PM
90	Some of the challenges of Inclusive Education are large class sizes and not enough support. In some classes there are 30 plus students, including those with various exceptionalities and intellectual levels and only a classroom teacher to meet all of those diverse needs. There is also not enough time to meet with our peers to discuss how they meet some of the same challenges that I face.	1/19/2016 2:29 PM
91	All children included in regular classroom with little/no support. Huge negative impact on "average" child, as well as child/children included with behavior/learning issues.	1/19/2016 2:21 PM
92	Evaluating students with exceptionalities.	1/19/2016 1:54 PM
93	As children get older, harder to accommodate diversity of needs in the classroom.	1/19/2016 1:50 PM
94	There is a big deficient in human resources to adequately delivery the inclusive model in today's classrooms.	1/19/2016 1:43 PM
95	Everyone, after training, not having (or getting??) the same message or understanding of Inclusion. The different interpretations and implementation practices being carried out in schools across our province (ie. one school with full inclusion- absolutely no pull outs permitted; while another school- total pull out of all students with learning needs, behavioural issues, etc.) was not acceptable.	1/19/2016 1:35 PM
96	Lack of training to understand needs. Limited or no human resources to help (ex: no Educ Psychologist, SLP and Guidance Counsellor in St. John's, far from us). Not trained as IRT. Isolated, no other teachers teaching similar grade or with similar needs nearby. No other IRTs close by to collaborate with.	1/19/2016 1:10 PM
97	I do not agree having a child in the classroom, all Inclusive, when their behavior is so disruptive the other children cannot focus and all the teachers time is consumed with containing the child who is not capable of being inclusive.	1/19/2016 12:46 PM
98	In order for inclusive education to work to desired levels, there is a strong need for in-class support from professionals in that area.	1/19/2016 12:37 PM
99	Putting all students in a classroom for all subjects all the time is ludicrous. You can be alone in a crowd and don't think children do not know who is slow or weak in a certain area. The pull out for English and Math, alternate settings for tests and evaluations were good things in the previous model. We threw the baby out with the bathwater.	1/19/2016 12:17 PM
100	Not enough IRTs to support these needs	1/19/2016 12:03 PM
101	Inclusion for the sake of inclusion does not work. There are not enough resources provided to meet the needs of these students in the regular classroom.	1/19/2016 11:50 AM
102	Not all children with exceptionalities are able to be in the classroom and are taking away learning from the other children. Teacher has to spend too much time with behavior. not enough resources in classroom. Always a fight to get more support.	1/19/2016 11:39 AM
103	too much instructional time is taken from the "average" students while dealing with behavioral issues of others. The classes in general are not receiving the one on one attention they should have in order to understand intended outcomes	1/19/2016 11:38 AM
104	Good in theory but too little resources to see it through.	1/19/2016 11:37 AM
105	Main challenge is to get all teachers on board with the initiative.	1/19/2016 11:34 AM
106	Not enough support	1/19/2016 11:17 AM

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107	Providing enough student assistants and implementing IEPs. Classroom teachers are but one person and it has become impossible to meet the needs of the regular students as so much time is being spent with meeting the needs of the exceptional students. We need manpower not theory or studies!	1/19/2016 11:13 AM
108	The challenges goes back to the other students who does not have exceptionalities, at times those students do not received the instruction that they are entitled to. In a multi-age setting it is almost impossible to introduce lessons to 3 different grades in the core subjects when you have students that require your attention all the time. At times students that are struggling seem to lack the guidance that they need.	1/19/2016 11:09 AM
109	The numerous challenges with the Inclusive Education Initiative cannot be fully addressed in 200 words. The major issue, to put it bluntly, is that the biggest behavior issues (caused by a variety of reasons: autism, learned behavior, etc.) soak up all the time that our IRTs, administration and guidance have. There is nothing left for the average child who needs our help. There is less than nothing for the child who is excelling and needs to be challenged more.	1/19/2016 11:09 AM
110	.	1/19/2016 10:49 AM
111	Teachers must address the needs of students with behavioural issues in this classroom. Their issues may be distrutive to the overall teaching and learning environment. This can also negatively affect the self-esteem of these students. Students with special needs may not be able to keep up with the regular curriculum and the extra effort teachers have to put into ensuring everyone understands the work may take away from the rest of the classroom and impact the pace as a whole. Students who do not have special needs may be under the impression that students with special needs get special treatment or get away with more than the rest of the class and can lead to resentment and the other students acting out. Other challenges for teachers are lack of experience in an inclusion setting, lack of experience dealing with severe and profound disabilities, shortage of student assistants, time constraints and big class sizes. While classroom teachers and IRTs work together to improve the teaching and learning of all students in the classroom, the overall responsibility still ultimately rest with the classroom teacher. However, it is a constant balancing act and it is simply too difficult to expect one person to effectively maintain for the best interest of every child.	1/19/2016 10:44 AM
112	Resourced inefficiently with people (IRT's, SA's, Guidance) Great in Theory, not so great in practice.	1/19/2016 10:35 AM
113	-the fact that IRT allocations do not fully enable adequate coverage of needs...staff cannot be in two places at once - coverage becomes administered on a triage basis children who require lots of support receive the time and children with less severe needs lose out on receiving programming. As a result, some children do not receive adequate support to overcome challenges	1/19/2016 10:22 AM
114	The challenge is being one teacher in a classroom of 25 students following through on the philosophy of Inclusive Education while dealing with the real world challenges of social and academic behaviours and concerns. Each year is different and brings its own set of challenges. My concern is that in our quest to have inclusive classrooms, are we really putting the needs of the child with the exceptionality first. There needs to be a balance of ALL needs of ALL the children in a classroom.	1/19/2016 10:16 AM
115	Ensuring that everyone is on board with this.	1/19/2016 10:16 AM
116	The challenges of Inclusion are: students who are in the classroom are not getting the support they deserve due to our highest needs swallowing up all the resources; class sizes are extremely high; we need more trained student assistants to deal with the behavior protocols that are in place; The present Service Model is a detriment to the whole inclusion process because we are not allotted resources that we need in order to	1/19/2016 10:01 AM
117	students are not encouraged to take responsibility of their own learning and tend to look outward for solutions instead of inward when facing difficulties and/or challenges. Many students on IEP are not working to potential.	1/19/2016 10:00 AM
118	Not all students are able to be effectively included into their classroom environment.	1/19/2016 9:48 AM
119	- delivering services to all students - most severe students get services first and if resources are remaining then other may avail - behavioral challenges are difficult to deal with in schools - too much paper work and not enough quality teaching time - behavioral challenges are interfering with the education of others	1/19/2016 9:33 AM
120	Not enough allocation of student assistance who are able to provide behavioral support in the classroom, multiple 'interpretations' of what inclusion means and how it will roll out in all schools. More demands on the classroom teacher- deliver curriculum, roll out new strategies, manage all behavioral issues, address academic interventions, provide emotional support for their students and so much more, while sometimes trying to assist a SA with a student who is in the math class having a legitimate melt down due to a trigger and then balancing the whole classroom dynamic, all day...	1/19/2016 9:31 AM
121	Lack of resources, Not enough professional development, inclusion needs to benefit the child.	1/19/2016 9:19 AM
122	Not sure I have not received professional development in this area.	1/19/2016 9:15 AM
123	Students with exceptionalities are not getting the benefit of the one on one time with a teacher they would receive if they were being pulled out.	1/19/2016 9:07 AM

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124	Challenges include: - Students being treated "equally" instead of "fairly" due to a lack of IRT support, training, and individual classroom teacher time.	1/19/2016 9:06 AM
125	Not having the resources (IRT) (SA) to deal with the needs of the challenges	1/19/2016 8:53 AM
126	Trying to keep children who have significant behavioral difficulties in the school for the sake of inclusion is only giving these students the "right" to be in the building but they roam around most of the day and cause a lot of problems	1/19/2016 8:51 AM
127	behavioral issues in class, distractions	1/19/2016 8:35 AM
128	Number of teachers in the school.	1/19/2016 8:29 AM
129	Some children respond better to small setting-physical space in schools is limited.	1/19/2016 8:11 AM
130	Too few human resources and the general direction of inclusive education is questionable. The trend to include all students in the classroom is the standard rather than what's best for the child others in the class. It's a case of economics over what's best.	1/19/2016 8:09 AM
131	- resources are not in place for it to work properly - students are in the classroom when it is not beneficial to that student or the rest of the class. - students have nowhere to go when they need a break or have no one to go with due to lack of resources - Too many disruptions in the classroom which is taking away from instructional time - Some students, in the primary level especially, are being exposed to certain situations that they shouldn't be (violence, foul language, disrespect) - students who need quiet one on one time are no longer getting it.	1/19/2016 7:50 AM
132	having the manpower to cover all needs in the school	1/19/2016 7:42 AM
133	Lack of resources is the main concern. Disruption to the learning of the other students. Student safety when dealing with severe behaviour. Efficiently meeting the educational needs of all the students. Time to co-teach and plan for co-teaching. The list goes on and on.	1/19/2016 7:39 AM
134	Children who feel anxious because they are not achieving like their peers around them. They often get lost in a lesson especially Math. This sets them up for failure in future learning which is scaffolded on the previous learning.	1/19/2016 7:25 AM
135	Not ever meeting anyone well! Just always scraping by, meeting the bare minimum requirements! The teacher cannot possibly do all these varied outcomes, courses and address behavioural issues with so many students in one room! Impossible and unfair.	1/19/2016 7:22 AM
136	not enough IRT & student assistant support	1/19/2016 7:20 AM
137	Teachers are overwhelmed by expectations and heartbroken by their inability to best help most students achieve their best. We seem to be satisfied with mediocre for all. Teachers need to be valued with time to prepare meaningful learning experiences. Teachers need time to collaborate with peers, parents and other professionals to learn about each child and their needs. It is insufficient to simply receive a list of "strategies" that may or may not work and to assume that a child will thrive just because one professional teacher is in the room. Please reduce what is expected and increase support. I want all of my students to succeed.	1/19/2016 4:31 AM
138	There are many challenges. The Dept has put these students into the regular classroom without the required personnel to properly implement inclusion. As a result, teachers are burning out at an exponential rate, all students learning has been negatively impacted, and classroom management has become near impossible to maintain with the behaviours and high level of needs. Most classes only have one adult...the teacher there to tend to all the classroom and students issues and academics.	1/18/2016 11:23 PM
139	I feel that there are some students who still "fall through the cracks" because their very specific and unique needs are not fully addressed in the regular "inclusive" class. Are we doing enough for these students or are we doing too much if "making do."	1/18/2016 11:18 PM
140	Not all teachers are willing to differentiate their instruction for our diverse learners. Classroom teachers do not always take responsibility for all their students and see a student with an exceptionality as the IRT's responsibility.	1/18/2016 10:49 PM
141	Getting to the needs of all. Impossible! !!!!	1/18/2016 10:41 PM
142	In my position, trying to find activities for all students, while following curriculum guide.	1/18/2016 10:39 PM
143	Challenges are primarily the lack of sufficient human resources.	1/18/2016 10:14 PM
144	Departmental initiatives are often long on theory and short on resources. The onus seems to always fall on the classroom teacher to make things work and turn the sow ear into the beautiful purse but that is a difficult task to achieve. An increase in bodies and other resources are the best ways to make inclusive education relevant and meaningful. Previous track records of previous governing parties makes me feel that this is extremely unlikely to happen.	1/18/2016 10:11 PM
145	Lack of human resources.	1/18/2016 10:10 PM

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146	Disservice to the "average" student. So much time spent on including students with behavioural or severe academic issues that teachers are not able to properly address needs of the rest of the class. Leads to students "falling between the cracks" if they do not have exceptionalities and cannot avail of classroom teacher support. Nothing done for gifted students whatsoever	1/18/2016 10:07 PM
147	NOT PRACTICAL!!! Not enough resources, not all students can be accommodated in the classroom and pull-out is not a bad thing, especially when working on certain skills.	1/18/2016 10:01 PM
148	Not enough support available and class sizes are too large.	1/18/2016 10:00 PM
149	Lack of personnel and the believe that all students should be grouped in an environment with their same aged peers. Sometimes the least restrictive environment may be in an one on one environment.	1/18/2016 9:56 PM
150	There is not enough personnel to effectively implement individual education to all students. The average to high achieving students are becoming the excluded group or/and they are becoming more responsible for their education because the classroom teachers spend most of their time helping the students with IEP's and other behavioral issues. In addition they do not always receive the challenges they require or those students who may need some little extra support are not receiving it properly. The extreme behaviors of some of the students are being excused, or taken to lightly. Thus they look better than they actual are. Therefore their behavior causes great threat to all students and teachers in a learning facility.	1/18/2016 9:49 PM
151	Insufficient human resources in classrooms to make it work. Less teacher time and larger class sizes with increase caps detrimental to Inclusive Ed. Putting money into this initiative yet contributing to extinguishing it by gov increasing class size and reducing teacher allocation/guidance/Admin/IRT/SA	1/18/2016 9:48 PM
152	Often causes disruptions and more of the classroom teachers time, thus negatively impacting learning of others in the class.	1/18/2016 9:34 PM
153	More in class support is needed	1/18/2016 9:32 PM
154	Not enough to training for classroom teachers who are left to teach these students for the majority of the day. Not enough to irt resources	1/18/2016 9:29 PM
155	Classroom teachers must ensure they have prepared materials for all students, even those on modified courses.	1/18/2016 9:28 PM
156	Please see above!	1/18/2016 9:26 PM
157	I believe everyone should be treated equal but when it continuously interrupts the learning in a classroom I think other methods should be put in place	1/18/2016 9:25 PM
158	behaviours/needs have increased class sizes teacher trying to meet every students' needs	1/18/2016 9:16 PM
159	Most students do not benefit and are left feeling embarrassed that they cannot perform like other students. If in a class with students with similar strengths and weaknesses, needs would be better addressed. With 29+ students and more than 12 with accommodations, it is nearly impossible to meet all needs in 50 min.	1/18/2016 9:09 PM
160	Not near enough staff to address student needs.	1/18/2016 8:53 PM
161	Human resources Lack of materials	1/18/2016 8:51 PM
162	There are not enough human resources in our school, to properly implement the inclusive initiative. It is wrong for us to be presenting ourselves as an inclusive educational system, when it is humanly impossible, with the current teacher-student ratio and class sizes.	1/18/2016 8:44 PM
163	All schools need to have sufficient resources (IRT teachers, student assistants, ongoing PD)	1/18/2016 8:39 PM
164	Having all students, regardless of strengths or backgrounds included into one classroom causes interruptions and chaos	1/18/2016 8:36 PM
165	The biggest challenge is resources, meaning people!! I currently have 11 out of 17 receiving supports, have IEP's, a diagnosis or are on referral. I get no inclass support and students go out for 30 minute periods for preferral subjects. Math class I teach 4 math at once...no support. Three of these students cannot read the text...what do I do..Lobby for help!!! It appears to have fallen on deaf ears. Inclusion is not what it was set out to be and we, as a system are failing children from k-12 in the province. Is it our fault , no! Governemnt implemented a great plan, on paper only. We need help, anyone who thinks it is ok to graduate students who cannot read and write but can understand and that is ok.... we are not teaching, we are pleasing!!	1/18/2016 8:33 PM
166	ensuring that the needs of all the students are met in the class. IE often there's a lot of time/resources 'spent' on one or two students.	1/18/2016 8:22 PM
167	not enough resources in the school and classroom to meet needs of students with exceptionalities with current level of inclusion and class size. More bodies to do pullout or small group instruction is needed in the regular classroom to address all behavioral and learning needs.	1/18/2016 8:13 PM

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168	Resources are a huge challenge.	1/18/2016 8:09 PM
169	Not enough human resources to support students and their classroom teachers. When IRTs are available workload is not usually distributed equitably. The classroom teacher still remains responsible for lesson planning, delivering instruction and assessment. With IRTs spread so thinly attempting to meeting the programming needs this may not be possible change or strengthen for our students.	1/18/2016 7:59 PM
170	not enough IRTs to meet the needs of the students in the classroom	1/18/2016 7:58 PM
171	So many, it's hard to know where to begin. Students get WAY behind in reading etc due to lack of one on one support. Behavioural students seem to take up all the time, leaving those who could thrive with just a little help to fend for themselves. This results in frustration and, sometimes further behavioural issues.	1/18/2016 7:57 PM
172	NOT enough human resources to support students and the classroom teachers. And where support teaching resources are made available, workload is not usually equitable. The classroom teacher still remains responsible for lesson planning, primary deliverer of instruction, and completion of assessment activities. As long as IRT's are spread so thin across so many classes, this will never change and might not even be possible to change.	1/18/2016 7:56 PM
173	There are not enough human resources to deal with the issues of the children with exceptionalities, behaviour and anxiety issues. There are times when these students are in the regular classroom with no supports. When they are truly inclusive and are in the classroom all day with major behaviours it can be a challenge to teach the students when outburst are occurring on a regular basis. At times, the safety of the students, teachers and student assistants are at risk.	1/18/2016 7:47 PM
174	-limited resources -limited IRT time -limited support available for behavioural issues which take up instructional time - limited planning time (within the school day)	1/18/2016 7:47 PM
175	Not enough IRT time allocated to students who need it most.	1/18/2016 7:42 PM
176	The challenge is that there are cases where inclusive education may not be the best decision for individual students.	1/18/2016 7:36 PM
177	The paperwork and the continual downloading onto teachers is ridiculous. I can't teach or adequately prepare lessons whwn I am constantly bombarded by emails from every dept head demanding interventions - detailed at that - fpr every student. Even the onea who just don't want to work.	1/18/2016 7:32 PM
178	Teacher work load. Long wait times for issues. Parents who fight too hard for perceived student rights (course credit or audit).	1/18/2016 7:25 PM
179	The challenges faced are that often these students cannot complete the level of work that the other students are completing and therefore they lose interest with what is going on. Also the other students suffer because often these students have behavioural issues or the teacher has to stop and provide assistance to the students who are behind.	1/18/2016 7:16 PM
180	Providing for children who are at risk. Also the extreme behaviours are hard for others to experience (hitting of staff, screaming, etc...), the disruption of learning for the "other" children in classroom. As a parent, it's not ok when my child tells me that he saw a student strike a teacher or throw a chair at someone, or heard a child say "F off" to another child or adult. Having a class removed or a secure school called because of violent behaviour on a regular basis is not something that should be viewed as a normal daily thing.	1/18/2016 7:13 PM
181	lack of resources ex personnel.	1/18/2016 7:03 PM
182	Noise level of student assistants working with theses students which often interferes with calm and healthy working noise/ atmosphere. I find this very stressful. Ex: student is reading or giving oral presentation and atmosphere is not conducive due to inclusive education.	1/18/2016 7:00 PM
183	lack of human resources to meet the needs of all students, it's a band aid effect. sadly, it detracts from students when students with high level of needs moves into our school and pushes the needs of the less needy to one side and in effect creates trouble then for them	1/18/2016 6:55 PM
184	There are few resources and no training to prepare for inclusion.	1/18/2016 6:46 PM
185	Lack of resources (mostly human resources) not enough IRT support and student assistant time	1/18/2016 6:44 PM
186	too many behaviour and academic needs for the classroom teacher	1/18/2016 6:44 PM
187	Providing services to students, alternate programming is very challenging.	1/18/2016 6:43 PM
188	The vast majority of teachers will agree that inclusive education is not working. On the surface including children with exceptionalities looks good to the public. In truth, we are not matching resources to their needs and as a result children are suffering; those with exceptionalities and those without. If the public were aware of exactly what was happening in schools, there would be mass outrage. Our system is broken and we are failing our students.	1/18/2016 6:33 PM

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189	Too many students!! Not enough human resources. Students who need one on one having assistant time for half or part of the day. Students working well above their current level so they become more and more separated from their peers in the way of ability. How do you think that makes a child feel??	1/18/2016 6:33 PM
190	T	1/18/2016 6:33 PM
191	Students & teachers are not getting enough support to ensure ALL students succeed.	1/18/2016 6:28 PM
192	While the program seems great on paper and in theory, it places a lot of extra workload and stress on teachers who are already struggling to meet demands of a standard course load with limited prep time. It expects too much of a single person, faced with so many different needs and limited time within which to implement new materials and techniques, and so on.	1/18/2016 6:26 PM
193	Too many issues	1/18/2016 6:26 PM
194	Being able to meet the needs of all learners when supports are not available.	1/18/2016 6:21 PM
195	Open minded, passionate, dedicated, professionally in-serviced, and loving teachers who can see the whole as a sum of its parts.	1/18/2016 6:19 PM
196	Teachers are not qualified to deal with all the needs in classroom. We are expected to wear way too many hats as a classroom teacher. It is all falling back on the teacher.	1/18/2016 6:12 PM
197	Not enough support (ie: student assistant and special services teachers) for students who require special services. Teachers are sometimes required to teacher several different curriculums simultaneously (modified and regular curriculum). Students who have several exceptionalities and/or BMP's can sometimes be very disruptive to the entire class. Thus, the classroom teacher has to stop teaching to deal with behaviour concern.	1/18/2016 6:10 PM
198	Not having enough IRT to meet the needs of struggling students..	1/18/2016 6:06 PM
199	Not enough support to really make it work. Need more teachers, more training for regular classroom teachers on inclusive education and dealing with special needs students. Sometimes always including special students is to the detriment to the other students' learning.	1/18/2016 5:56 PM
200	Time is always a factor when working with an alternate program. When trying to develop differentiate instruction plans and evaluation more time and prep is required. Also, having a instructional resource teacher available to work along side with beneficial, however, with such heavy caseloads IRTs time is quite often stretched thin.	1/18/2016 5:49 PM
201	Primary children are easily distracted. Those children with reading disabilities need a quiet place away from distractions to focus on their work. If they are in a smaller group instead of a class of 27, the teacher can help to keep them on task and they have more opportunities to be engaged in the learning. Otherwise they are distracted by those around them and they often sit back, not participating and appearing to be listening. Also too often the class will be removed from the classroom due to a disruptive student. This can be scary for the children and they lose class time. Here the rights of the class are not considered in Inclusive Education. Also the rights of the student with the exceptionality are not considered because they do not get the opportunity to work at their level. As a result, lost and confused and feeling "stupid", they act out.	1/18/2016 5:48 PM
202	not enough teacher/student assistant resources, large class sizes	1/18/2016 5:47 PM
203	balancing in class support with outside the classroom support.	1/18/2016 5:45 PM
204	A lot of time is spent dealing with issues related to students with diagnosed exceptionalities and students who are borderline academically are falling through the cracks. In my experience, the students being provided the supports put little effort into helping themselves and have an attitude of learned helplessness. A lot of time and effort is put into these students with little change in the end product.	1/18/2016 5:32 PM
205	a	1/18/2016 5:24 PM
206	Challenges are allocations, students transferring in and out, SA coverage and allocation, parent and politics honestly, consistency in direction from board and depth.	1/18/2016 5:23 PM
207	Integration	1/18/2016 5:20 PM
208	Acceptance. Resources. Training. Space.	1/18/2016 5:14 PM
209	Not enough personnel to carry out plan.	1/18/2016 5:14 PM
210	Inadequate resourcing.	1/18/2016 4:56 PM
211	There is no where near enough resources in the form of teaching staff, student assistants, or technology put in place to allow schools to implement their initiatives completely.	1/18/2016 4:55 PM
212	Offering alternate and pre-requisite programs in the regular class. Classroom teachers meeting all of the various needs in class often without ample amount of IRT support.	1/18/2016 4:51 PM

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213	For those who are quiet or are willing to learn, disrupts their learning and sometimes they can fall through the cracks. Children with disruptive behaviours can effect other children's behaviours in a negative way. More irt resources for children with academic needs are being taken away and put into time with pervasive needs, therefore more irt resources are needed.	1/18/2016 4:50 PM
214	Students academic needs may not be met under the current configuration	1/18/2016 4:39 PM
215	Meeting the diverse needs of so many learners that have varied abilities and so many needs	1/18/2016 4:30 PM
216	Meeting the needs of the children identified.	1/18/2016 4:29 PM
217	The diversity of needs can be overwhelming for the number of professionals that exist on-site.	1/18/2016 4:27 PM
218	challenges are meeting the needs of such diverse learners...I have been teaching 30 years but I am only one person...working solo in a classroom with included children is very challenging...I feel I am a special ed teacher and a classroom teacher...I find it most challenging and sometimes impossible to enrich the brighter student...which should be priority...they will be our future professionals...very challenging to get the 3 student up to a 4 student! I also feel that daily 5 to meet the needs of non-readers is often a waste of good language teaching time to enhance skills of your average student...sometimes a waste of time	1/18/2016 4:18 PM
219	HUMAN RESOURCES	1/18/2016 4:11 PM
220	too many needs, too big class, not enough IRT...	1/18/2016 4:08 PM
221	Not enough time to prepare/collaborate and not enough time/ppl to implement	1/18/2016 4:07 PM
222	Limited IRT time	1/18/2016 3:57 PM
223	Some students can be particularly disruptive with frequent tantrums which requires all of the teacher's attention resulting in other students suffering by losing instructional time.	1/18/2016 3:56 PM
224	When the material is significantly out of students realm of understanding (for severe LDs), the inclusive classroom continues to be a huge blow to their self esteem and confidence. When basic single-digit addition is not possible for a student in the upper elementary grades, they should not have to sit with students who are doing material that they cannot achieve success with. Inclusion is not always best. When students need constant one-on-one support to complete small amounts of work and this is left to the classroom teacher, the needs of the other students are highly neglected. This is failing all of the other students.	1/18/2016 3:51 PM
225	* Inclusion still not understood. Some think inclusion means every student should be in the classroom full time. Wherein it means if program needs of student can be met in classroom, they should be. *Inclusion is program based not special education based. * Lack of personal to fulfill demands of inclusion. * Lack of resources to fulfill demands of inclusion	1/18/2016 3:37 PM
226	More students are requesting testing support and IRT are filling student assistant roles for BMP hence no classroom support to implement Inclusive Ed. Init.	1/18/2016 3:27 PM
227	Where there is severe physical violence this effects the safety of staff and students.	1/18/2016 3:26 PM
228	*nowhere near enough human resources to properly implement *not enough technology available (especially in smaller schools) or lack of functioning technology *Need more student assistant time to allow initiative to function as it should.	1/18/2016 3:24 PM
229	I offer free after school tutorials for children who struggle with mathematics. In a one on one learning environment I have seen significant improvement. In a classroom environment I have too much curriculum to cover to slow down the learning process enough for those poor children to get it. If it is our plan to have everyone reach their potential we must provide the support to make it a reality.	1/18/2016 3:23 PM
230	There are not enough Instructional Resource Teachers available to adequately help all students, particularly in French Immersion.	1/18/2016 3:22 PM
231	Takes away from the learning of the non-IE students.	1/18/2016 3:07 PM
232	Not enough student support or IRT to effectively teach	1/18/2016 3:06 PM
233	There needs to be enough instructional support available to successfully implement an education system based upon inclusion of all students!	1/18/2016 3:04 PM
234	difficulty with the training and maintaining of staff, provision of adequate resources	1/18/2016 3:02 PM
235	Actually providing enough support, (IRT, SA) to students that are identified and then placed the classrooms, so those students actually feel that they are productive, achieving, and truly included.	1/18/2016 2:57 PM
236	The challenges would include lack of resources and personal to carry out the programs and to best aid the students in our classrooms.	1/18/2016 2:56 PM

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237	Not even resources (teachers/SA) to implement it effectively.	1/18/2016 2:55 PM
238	The fact that generalizations are made because of a lack of Educational Psychologists/Guidance Couns.	1/18/2016 2:46 PM
239	There is not enough "people" resources for both students with exceptionalities, including class sizes being too large.	1/18/2016 2:44 PM
240	Some children learn better outside of the regular classroom. More individual attention is given to meet specific needs of the learner.	1/18/2016 2:40 PM
241	Having the resources to meet the kids needs - people, space and resources. More training for teachers	1/18/2016 2:37 PM
242	Not enough Student Assistants in general	1/18/2016 2:34 PM
243	Lack of resources and teaching personnel.	1/18/2016 2:31 PM
244	Every child has worth! Yet placing the heterogeneous needs in a classroom setting and expecting a teacher to implement IE with little or no support is not moral nor reasonable. No one has asked what is the impact on the 'included' child in an inclusive setting? Are the child's needs being met? Are they met to the detriment of other children's needs? What is the impact on the rest of the class? Is classroom instruction being delivered? Are all children in the IE setting benefitting or are others marginalized? To what extent, if so. Or, is there harm being done despite good intentions? Challenges with the IE include asking the hard questions: What is the impact on teachers? Stress/burnout? What is the impact on administrators trying to spread resources that are already limited? What is the impact on parents who cannot obtain reasonable supports? What is the impact on the child with behavioural/emotional/ academic concerns? Are the needs being reasonably met, or not? Are all children learning in an inclusive education environment as they exist now? Who is not learning, Why?	1/18/2016 2:27 PM
245	The problem arises when the one-on-one or small group pullouts interfere with IRT classroom supports. This is largely a IRT number issue. Not having enough IRT time is a problem for the delivery of the Inclusive Education initiative.	1/18/2016 2:27 PM
246	Clearly, there are some students whose behavior in a full class impedes the learning of all. This is unfair. There are others whose achievement is minimal, but unfortunately often absorb most of the limited teacher and IRT time.	1/18/2016 2:24 PM
247	The challenges are the resources to meet student needs. There are so many high need children and more responsibility is being downloaded to the regular classroom teacher. Teachers are constantly being asked to do more with less.	1/18/2016 2:18 PM
248	Behaviour issues in exceptional children often take attention and focus from the lesson. Teacher spends tremendous amounts of time dealing with this.	1/18/2016 2:17 PM
249	Too many students with learning disabilities are in the classroom. Too many needs. Not enough resources.	1/18/2016 2:16 PM
250	lack of training, no time to spend with students who do not have exceptionalities, disruption, no learning taking place	1/18/2016 2:16 PM
251	Teachers sometimes feel that it is challenging to assess students who have diagnosed exceptionalities. The classroom teacher now has to take a lot of responsibility with regard to meeting the needs of students with exceptionalities because there is not enough IRT support.	1/18/2016 2:14 PM
252	Class sizes should be smaller to meet the needs.	1/18/2016 2:09 PM
253	Meeting the needs of all students in the classroom.	1/18/2016 2:09 PM
254	There are challenges with identifying the roles and responsibilities for classroom teacher/IRT. There are roles and responsibilities available for teachers to read, however there is no consistency between schools as to how these are implemented. There is a lack of consistency between schools as to how inclusion is implemented. Struggling students often do not get the supports they need due to demands in the school. IRT's are often forced to perform SA duties, taking away from their real roles. There is an obvious struggle with IRTs when expected to implement programming to students with special needs when the expectation is for students to remain in the classroom. It is impossible for students to receive appropriate programming to help them succeed.	1/18/2016 2:05 PM
255	Especially in high school courses with common and public exams -there is less time available to implement good strategies and actually make them useful- these things take time and bringing in these strategies could be beneficial in certain courses but with senior high science it doesn't become conducive to the curriculum.	1/18/2016 2:04 PM
256	It does not meet everyone's needs.	1/18/2016 2:04 PM
257	Behaviour, organization, academic challenges impossible to meet with the amount of IRT support I have.	1/18/2016 1:56 PM
258	With accommodating children with challenges into the regular classroom, sometimes the programming of the whole class is compromised if teachers feel inclusion must have to happen at all times	1/18/2016 1:51 PM
259	The time and effort that is required to develop DI activities to meet the needs of all students. As well the lack of personel available to effectively implement this initiative.	1/18/2016 1:50 PM

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260	- High levels of need and/or behavior do not allow teachers to effectively teach ALL students - Not enough support in place to allow students to succeed using this initiative	1/18/2016 1:46 PM
261	not enough resources. Both material and personnel	1/18/2016 1:46 PM
262	Not enough support. Behaviours often are very distracting to other students and dealing with some behaviours can significantly cut into instructional time.	1/18/2016 1:43 PM
263	Two major concerns: 1. It is not effective in dealing with behavioural or learning issues in a DI classroom 2. It compromises the level, pace and rigor of student learning which compromises the competitiveness of our students and the Canadian economy alike. Canadian students in my province are learning material taught four grades earlier in developed European countries. Our students' learning has become softer, slower and simpler. The challenge has been thrown out!	1/18/2016 1:42 PM
264	disruptions	1/18/2016 1:39 PM
265	Not enough IRTs and student assistants available. Too many special needs in a classroom and needs are diverse - very challenging to differentiate . Teachers are not always aware of How properly accommodate students. The nature of some identified needs require sensory accommodations which does not always work in the regular classroom.	1/18/2016 1:31 PM
266	Impossible for one teacher to deliver differentiated instruction to meet the needs of all learners.	1/18/2016 1:28 PM
267	not enough resources to meet students needs. There is one teacher in the classroom at times teaching 3 different curriculums and providing resources and accommodations for students on who are faced with many challenges in the classroom.	1/18/2016 1:27 PM
268	Depending on the exceptionality, it sometimes disruptive to other students and is harming their education.	1/18/2016 1:24 PM
269	Some students would learn better by having extensive one on one	1/18/2016 1:21 PM
270	Lack of resources (financial and manpower)	1/18/2016 1:19 PM
271	Student's with exceptionalities often get over looked and do not get the one on one attention they deserve and need	1/18/2016 1:16 PM
272	Students are getting overlooked. The students with LD who are struggling could be doing much better. because they are not severe they are not a priority	1/18/2016 1:14 PM
273	It can single students out when they receive accommodations in class or are in classes that are academically way too advanced, for lack of other options. It is 100% impossible for a single teacher to implement 10 or more IEPs effectively in one class and meet the needs of other students and offer enrichment to those that need it. I worry that the high achievers often suffer.	1/18/2016 1:13 PM
274	Impossible to meet needs of these children, and some are just not capable of learning the material - need specific one on one instruction full time in order to get the material	1/18/2016 1:11 PM
275	It is difficult to offer the Core French Program to students who cannot read or write English and expect them to achieve the required objectives.	1/18/2016 1:03 PM
276	space and class size and manpower	1/18/2016 1:03 PM
277	Available/limited resources Covering curriculum Behavioural issues Meeting all of students' needs in an inclusive classroom	1/18/2016 1:02 PM
278	NA	1/18/2016 1:02 PM
279	With all of the needs in a typical classroom, it is very difficult for one teacher to be able to deliver this type of programming all of the time. There aren't enough IRTs to be present in each classroom and they are often pulled from in class support in order to address more severe needs, i.e., behaviour and safety.	1/18/2016 1:01 PM
280	The school board never provides enough support for these students in a regular classroom setting. If they are in the classroom they should have 100% support from an IRT.	1/18/2016 12:58 PM
281	The regular classroom is not always the most effective learning environment for students with exceptionalities. Depending on the exceptionality, inclusion may cause a major disruption to classroom teaching.	1/18/2016 12:57 PM
282	not enough/ proper training for classroom teachers;too many disruptions in the classroom; not enough time for the classroom teacher to deliver differentiated instruction/ assessment for all of curricular outcomes for ALL learning needs; other students in the classroom not fully understanding why the child with special needs is getting more attention/alternate work vs. them; teacher unavailability for child on prescribed curriculum due to having to spend extra time with special needs; length of time it takes to provide an assessment for children; insufficient IRT resources; insufficient guidance resources	1/18/2016 12:57 PM

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283	Increased behavioral issues especially when resourcing is not present. Difficult to cover all the curriculum outcomes. Unfortunately other students in the classroom are suffering and being neglected due to the extra pressure of inclusion. Students that are on the border who really need the extra help but do not have support are not always given the attention they need. Often the brighter students do not get the extra challenge they should be receiving.	1/18/2016 12:57 PM
284	The resources are not readily available. These resources include: personnel (IRT in particular), enough PD - and subsequent planning time, physical spaces in the building, and technology.	1/18/2016 12:57 PM
285	Being able to give enough time to all students. Some students simply need more one-on-one than others and this is hard to achieve. Teacher assistants would benefit in this area.	1/18/2016 12:57 PM
286	Not enough IRT teachers to give proper support	1/18/2016 12:53 PM
287	Lack of resources and lack of allocations	1/18/2016 12:53 PM
288	I am VERY concerned regarding the potential of IRT's losing spaces when the District makes plans for full day kindergarten. Our space is very tight as it is (often shared by 2+ IRTs with students) and it is not conducive to the instructional needs of our students. I also feel if we are to take IE seriously we have to put more money into hiring IRT's and increasing SA's - I hope the district looks seriously at this or we will be failing those students who need so much extra support.	1/18/2016 12:49 PM
289	Not enough support within the school to be able to use the inclusive model. Shortage of student assistants and instructional resources teachers to meet the needs of our students.	1/18/2016 12:49 PM
290	- sometimes the other students may not get the required attention	1/18/2016 12:48 PM
291	I think the challenges are in finding the best balance for in class and out of class supports. I think generally schools are understaffed in terms of specialists and not having enough time with IRTs to implement inclusion to its full potential. Further, in terms of gifted learners, we are missing the mark here I think. We really need more programming and specialists to meet these students' needs.	1/18/2016 12:44 PM
292	L	1/18/2016 12:41 PM
293	Planning and teaching	1/18/2016 12:38 PM
294	Behavior management, incorporation of various IEP strategies	1/18/2016 12:37 PM
295	Meeting individual needs of students (with and without a diagnosis). Meeting the need for small group/ individualized programming. Meeting needs for assessments/ evaluations	1/18/2016 12:37 PM
296	personnel	1/18/2016 12:33 PM
297	Not having adequate human resources to meet the need. Not have technological resources to meet the need	1/18/2016 12:28 PM
298	It does not prepare students for life outside of high school. There is as you know little to accommodate students in post-secondary.	1/18/2016 12:27 PM
299	The students who are borderline, average or gifted are not receiving sufficient support or challenging work because the classroom teacher cannot meet the needs of all students. Too much time is spent helping students with behaviour issues or exceptionalities. IRT support is not always utilized effectively.	1/18/2016 12:27 PM
300	students with behavioural needs take significant time away from other students	1/18/2016 12:22 PM
301	The training we received is insufficient so we can't provide the help they need. Many of these students can be quite bothersome and take up a lot of a teacher's time, thus worsening the quality of education that regular students receive. It is a system that will weaken all of our students in general and make them less competitive in job markets and in university where they will come up against students who will simply have spent more time learning and working with a teacher that is more available to them.	1/18/2016 12:13 PM
302	Some challenges include: - If the IRT teacher has to leave the classroom to attend to other issues - lack of training - including students in all activities - availability of Student Assistants	1/18/2016 12:09 PM
303	Very little training and support	1/18/2016 12:09 PM
304	This does not work for all students.	1/18/2016 12:03 PM
305	Without student assistants, the teacher loses opportunities to help every child by using most of their time attending to the students with exceptionalities.	1/18/2016 12:02 PM
306	Some students (jr high-highschool) want and are entitled to supports in private small setting and they are being denied this right.	1/18/2016 12:00 PM
307	These identified students are getting very little out of inclusion in terms of academics. It is almost impossible for teachers to effectively prepare lessons to address all the needs in classes.	1/18/2016 11:59 AM

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308	insufficient resources.	1/18/2016 11:59 AM
309	When you have children that are constantly disrupting the class and taking up most of the teachers time then the average child begins to fall behind	1/18/2016 11:58 AM
310	Provide the resources required to meet the specific needs identified by programming and accommodations.	1/18/2016 11:57 AM
311	Students with exceptionalities provide challenges in classroom management especially with disruptions.	1/18/2016 11:54 AM
312	The learning of others is negatively impacted because there is not enough support and the regular classroom teacher is dealing with it.	1/18/2016 11:53 AM
313	Meeting all needs	1/18/2016 11:53 AM
314	Not enough resources. Not enough teachers. Too many students with IEPs in one class....the average or exceptional student is dragged down.	1/18/2016 11:52 AM
315	There is never enough planning time.	1/18/2016 11:49 AM
316	Sorry - don't have the time.	1/18/2016 11:48 AM
317	Increased behavioural concerns and having the resources and preparation time to meet the needs of all students. Creating DI lessons takes much preparation and teachers need more preparation time to do this properly. Not to say that we are doing it and many times we are not because of lack of time to prepare.	1/18/2016 11:46 AM
318	Not enough support for classroom teachers. As an example, I have none unless I'm having a test.	1/18/2016 11:45 AM
319	resources and time	1/18/2016 11:45 AM
320	certainly not equally distributed in terms of IRT support; children who need one-on-one are rarely getting it now under this model; the average child who needs that little push is not getting it	1/18/2016 11:40 AM
321	The varying needs present in a classroom, and lack of or insufficient presence of IRTs greatly effect my ability to help the rest of the students and give me absolutely NO OPPORTUNITY to deal with the much-forgotten gifted students. Dealing with behavior issues and trying to accommodate differentiated learning in my classroom without the appropriate resources also eats into my time and causes units to take longer and work to be spread out further, making it impossible to do more activities and practice in class.	1/18/2016 11:39 AM
322	It intention is great but impossible to implement with small staffs	1/18/2016 11:38 AM
323	Sometimes integrating certain individuals with exceptionalities is not beneficial for the individual or their peers.	1/18/2016 11:37 AM
324	Meeting the needs of all the students is challenging. Students' needs are not always being met.	1/18/2016 11:36 AM
325	the idea that including a child in activities or situations that are not what they can handle (for myriad reasons) is more detrimental than good (for the child and for his/her classmates); the needs of one cannot/should not dictate the whole; we have to be ok with the fact that sometimes being "included" is not really inclusive for an individual	1/18/2016 11:36 AM
326	At our current rate, it seems it will be difficult to achieve the goals set out by this initiative. Providing more accommodations to achieve Inclusive Education will make the need for resources far greater than supply. Over assigning of accommodations for students has resulted in students that are not being given the opportunity, knowledge or responsibility of overcoming challenges they face in all aspects of their lives, and a greater demand on resources within the education system.	1/18/2016 11:32 AM
327	Limited resources and misunderstandings in implementation.	1/18/2016 11:31 AM
328	Not enough resources available.	1/18/2016 11:31 AM
329	Inclusiveness often means that we need more human resources (IRT'S, SA'S) to assist students in accessing the least restrictive environment. Without those resources, students will not fully have their individualized needs met. We sometimes find ourselves "prioritizing" student needs to utilize human resources as effectively as possible, but this goes against inclusive policy where the individual needs of all students are to be met; not matter how major or minor these may be.	1/18/2016 11:28 AM
330	Plans are being completed based on the needs of each student, but schools do not have enough Instructional Resource Teachers to meet all of the Needs. Also, alternate areas for assessment should be included as the role of the IRT, as it is not achievable by the classroom teacher. Often students need one on one help during assessments but it is impossible for the classroom teacher to provide this to multiple students.	1/18/2016 11:27 AM
331	As previously stated our resources are stretched thin. It is difficult to meet the needs of these students when you are not given the means to do so. Having a class with 23-27 students makes it impossible to meet the needs of all your students.	1/18/2016 11:26 AM
332	N/a	1/18/2016 11:26 AM

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333	Difficult to meet needs of students due to lack of resources.	1/18/2016 11:24 AM
334	If behaviors are severe, then integration may affect others in the classroom negatively. There has to be a line where inclusion does not affect others in the classroom.	1/18/2016 11:24 AM
335	To many students given to one teacher.	1/18/2016 11:23 AM
336	The extra demand on teacher, discouragement/frustration from seeing/listening his/her peers "succeed" in a classroom environment, and behavioral disruptions to the class as a whole	1/18/2016 11:22 AM
337	Not allowing higher-end students to progress as quickly as *they* need to.	1/18/2016 11:22 AM
338	Human resources to adequately support the initiative.	1/18/2016 11:21 AM
339	Too many needs for one teacher to address.	1/18/2016 11:21 AM
340	- students do not like to be included in classes when they do not understand what is being taught, are being given alternate work. They often have a negative attitude about being in the regular classroom. They are not comfortable or confident in this setting. It is not dignifying for them. IRT allocations are in no way sufficient in meeting the needs of students in inclusive settings to promote the learning of the exceptional child. There are no resources that these students can do independently or with minor assistance from the classroom teacher. It takes a vast amount of time to plan for these students in the regular classroom and there is no additional planning time provided. It interferes with the struggling students who are enrolled in regular classes because the teacher has to give time to the students on alternate programs.	1/18/2016 11:20 AM
341	-	1/18/2016 11:20 AM
342	Sometimes the curriculum outcomes are jeopardized because so much time is spent with students who require teacher's attention.	1/18/2016 11:19 AM
343	Students with severe behavioral issues can disrupt the learning of others unless there are supports for them during difficult times	1/18/2016 11:19 AM
344	Budget cutbacks and allocations are a major concern. We have more students with needs than supports in place to meet those needs. Resources are stretched too thin such that students are getting only minimal support and aren't benefiting as well as the inclusive model proposes. There is too much dependency on the classroom teacher to be able to meet all student needs. This model is idealistic and teachers are often struggling to meet the needs of all students with a lack of the supports necessary for everyone to benefit. Primary students who cannot be diagnosed are also a concern as they are not able to receive supports that are often obviously needed for them to thrive.	1/18/2016 11:17 AM
345	- lack of clear understanding of how to implement programming and of inclusive practices - resources are not allocated fairly and appropriately at the correct levels - not enough key resources "specifically" allocated	1/18/2016 11:17 AM
346	Lack of Human resources	1/18/2016 11:16 AM
347	Lack of in-class support from IRT/student assistants due to board-allocated units.	1/18/2016 11:16 AM
348	There is a limited number of resources when it comes to time. There is not enough time in a teacher's day to effectively plan diversified teaching strategies. Also the required collaboration time is almost non-existent. IRT's are stretched so thin that only students requiring pull out are getting their support.	1/18/2016 11:15 AM
349	TIME RESOURCES TIME TIME	1/18/2016 11:15 AM
350	Not familiar with the initiative	1/18/2016 11:13 AM
351	-It is difficult for one person or a few people to meet the needs of a classroom of 30 students with varying degrees of ability/need	1/18/2016 11:13 AM
352	Limited to no support.	1/18/2016 11:13 AM
353	trying to include kids in a lesson that do not have the background or mental capacities	1/18/2016 11:12 AM
354	Too few resources.	1/18/2016 11:11 AM
355	Inclusion has sometimes complicated learning for other students.	1/18/2016 11:10 AM
356	students without exceptionalities lose time on task when dealing with behaviors	1/18/2016 11:10 AM
357	not enough time to implement, not enough SA supports in place	1/18/2016 11:10 AM
358	lack of resources (training/personnel) also volume of outcomes to be covered	1/18/2016 11:06 AM
359	Students in need are not receiving the same level of support on an individual basis when the IRT is in the classroom with the rest of the students. There are others who need assistance and the IRT will obviously try to help them all if possible.	1/18/2016 11:05 AM

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360	-not always beneficial for optimal learning	1/18/2016 11:05 AM
361	- some students need more one-on-one teaching and are unable to get it	1/18/2016 11:05 AM
362	Children with needs spend most of their day in the regular classroom with their peers.	1/18/2016 11:02 AM
363	Many students are too disruptive and/ or take time away from the other students' learning. Stopping an entire class to deal with one or two students with special requirements effects my ability to teach/ help my other students. The needs of a few students should not negatively impact the learning of the majority. Most teachers, myself included, are not trained in special education, nor do we have the desire to be special education teachers. I want to teach the prescribed curriculum in a regular classroom without the added burden of modified courses and behavioral issues that would be best dealt with in a small group setting away from the distractions of a large classroom.	1/18/2016 11:00 AM
364	The lack of student assistants to assist teachers in the behaviour management of students with autism and high sensory needs. The lack of a District OT to provide density diets for students with autism and extreme sensory needs. The lack of IRT allocation to provide inclusionary in class co-teaching support outside of alternate programming of students with high academic needs. The lack of universal pd and training for all staff in autism and provision of areas, supports and dynamic class instruction parameters for students with autism who cannot remain in the general classroom all day due to high sensory issues (hyper and hypo sensitivity)	1/18/2016 10:59 AM
365	- the ability of one individual to meet the needs of many students in one classroom. -with out help it is virtually impossible to give the students the level of education they deserve -in many cases there is not enough allocation to meet the needs of all students needing inclusion - unfortunately in some cases the behavioral issues of some students hinder the ability of all other students to learn	1/18/2016 10:58 AM
366	not enough personnel at the school to meet needs	1/18/2016 10:58 AM
367	Student needs are not being meet because of a lack of support services.	1/18/2016 10:57 AM
368	Class disruption (at times) plus the student is not getting the benefit of being removed to fully focus on their exeptionalities.	1/18/2016 10:57 AM
369	French support...non existent	1/18/2016 10:55 AM
370	n	1/18/2016 10:55 AM
371	Takes time away from the other classmates which consists of majority of the class. Time spent on getting work ready for these students is overwhelming.	1/18/2016 10:53 AM
372	standards have dropped, grade six has become the new grade 3 in terms of achievement outcomes - spelling, writing, math. Students are overall weaker	1/18/2016 10:53 AM
373	Lack of resource and qualified professionals.	1/18/2016 10:52 AM
374	Trying to accommodate the needs of at least one third of each class is most challenging. It's very time consuming and often it is difficult to do each child justice.	1/18/2016 10:51 AM
375	TOO MANY CHILDREN IN ONE CLASS; Little resources to implement; classrooms are limited in space; IRT positions are continuously cut when they should be increased; low classroom & school budgets; not enough classroom support; inclusion is not a one size fits all - there are many students who become too overwhelmed in classroom situations.	1/18/2016 10:49 AM
376	Students that er still in "grey zone" do not meet criteria but require help ...implementation.	1/18/2016 10:49 AM
377	One teacher cannot meet the needs of 25 students with a wide range of needs. Students that are struggling but do not meet. Criteria for services are getting lost in the system. Teachers do not have time to always prepare adequately for inclusive practices. Demands put on teachers regarding assessment interferes with instructional time.	1/18/2016 10:48 AM
378	There are students with exceptionalities that are not suitable to be included in a regular classroom setting and as a result create a negative learning environment for both students and staff.	1/18/2016 10:48 AM
379	Not enough resources. This has been said for years.	1/18/2016 10:48 AM
380	resources 100%....the inclusive model can only be effective with proper supports...eg IRT in class support to make inclusion a reality cannot happen with current IRT allocations	1/18/2016 10:48 AM
381	Sufficient resources?	1/18/2016 10:47 AM
382	.	1/18/2016 10:46 AM
383	Not having enough resource teachers to meet the needs of all students!	1/18/2016 10:46 AM
384	differing behaviour levels in the one room with one teacher. Impacts instructional times occasionally	1/18/2016 10:42 AM
385	More distractions to students, more work for teachers.	1/18/2016 10:42 AM

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386	X	1/18/2016 10:42 AM
387	Changing the mindset and practices of some teachers	1/18/2016 10:41 AM
388	Not enough resources to accomplish goals.	1/18/2016 10:40 AM
389	Students with exceptionalities take teacher's attention and time more than would be theoretically expected. Students who need a "little" help can easily fall through the cracks due to the teacher having to deal with behaviours that disrupt the learning of others in the classroom.	1/18/2016 10:39 AM
390	Resources are not available to action the major tenets of the inclusive education policy in the manner in which it was intended.	1/18/2016 10:39 AM
391	Some students' mere presence in the room means that the rest of the class is limited in their learning. More time is spent on behaviour issues than on learning for some classes.	1/18/2016 10:38 AM
392	Support is simply not there to ensure it is effective. Then, all students suffer.	1/18/2016 10:37 AM
393	The special needs of some students makes it difficult for the teacher to properly reach other students in the class.	1/18/2016 10:36 AM
394	Balancing program needs for individual students.	1/18/2016 10:35 AM
395	n/a	1/18/2016 10:35 AM
396	Not enough time to write them all down, but here we go: - Extra time on tests can take away instructional time in other courses. - Teachers can not, do not, and should not be providing a multitude of accommodations by themselves during an assessment in class.	1/18/2016 10:34 AM
397	disruption to borderline students who are dragged to basic courses.	1/18/2016 10:32 AM
398	Not enough in-class support to accommodate everybody's needs	1/18/2016 10:31 AM
399	Distractions during instructional time. Not enough student assistant support for needs.	1/18/2016 10:30 AM
400	Individual student needs are far greater than the resources	1/18/2016 10:29 AM
401	Not having enough human resources for students needing accommodations. Students being exposed to dangerous/harmful behaviour.	1/18/2016 10:29 AM
402	Having enough manpower to ensure that students needs are met. I have found that they often need one on one attention which is impossible in a class of 25.	1/18/2016 10:25 AM
403	-Needed IRT support -Proper training - Smaller class sizes are needed	1/18/2016 10:24 AM
404	In cases where students with identified needs may be disruptive to the classroom order.	1/18/2016 10:24 AM
405	Lack of Personnel...IRT	1/18/2016 10:24 AM
406	Needs more resources needs better access to Instructional resource teacher Better PD needed	1/18/2016 10:23 AM
407	The challenge is not being allocated the time for all students that need it.	1/18/2016 10:23 AM
408	IRT time is always a struggle. There are not enough IRT in the classroom to help with struggling students with IEPs.	1/18/2016 10:21 AM
409	Not enough IRT time to meet the demands of all students on a regular basis	1/18/2016 10:19 AM
410	Human resources to support the needs in the classroom	1/18/2016 10:19 AM
411	Disruptive behaviours/violent behaviours impact other students in the classroom.	1/18/2016 10:18 AM
412	Not enough time to cover off all the needs	1/18/2016 10:18 AM
413	There are some instances when people have to understand that some students will need to be removed from the classroom to work on their programming. In many instances, the IRT teacher is not able to provide services for his/her students because they have to cover classes for administrators. Students miss out on their specific service.	1/18/2016 10:17 AM
414	resources	1/18/2016 10:13 AM
415	There is not enough resources to effectively support in a classroom setting those who need the support. resources are spread out throughout the school and when students are at different grade levels it is difficult to give each one the support needed.	1/18/2016 10:12 AM
416	takes away from helping those who are the average learner. Time is spent addressing behavior or students who are completely misplaced	1/18/2016 10:12 AM
417	There are challenges that affect the classroom.	1/18/2016 10:11 AM

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418	Meeting everyone needs	1/18/2016 10:11 AM
419	While the principles are fine, there are not enough human resources to accomplish the lofty goals of the model. Curriculum outcomes are so intense and so many, yet you are expected to adjust all teaching and still complete all curriculum, just not possible.	1/18/2016 10:10 AM
420	Sometimes understanding the needs outside my training.	1/18/2016 10:10 AM
421	Having the increased number of students in the regular classroom that have high special needs makes it more difficult for the teacher to meet the needs of the average to above average students.	1/18/2016 10:07 AM
422	Time management	1/18/2016 10:04 AM
423	Some students needs are extremely high and these needs can not be met in the classroom. There is not enough support to allow these students to benefit from certain aspects of their grade level classroom and to learn in a setting that matches their needs.	1/18/2016 10:02 AM
424	Class size, difficult to really meet all of the different needs in the one room. Tend to "accommodate" for the entire class at times to meet the needs of some	1/18/2016 10:02 AM
425	n/a	1/18/2016 10:02 AM
426	students who are high-achieving are neglected	1/18/2016 10:01 AM
427	Getting teachers, parents, students to understand what being inclusive truly means.	1/18/2016 9:59 AM
428	More time and attention is spent accommodating exceptional students, and students not requiring accommodations are not receiving the education they are entitled to.	1/18/2016 9:59 AM
429	IRT support is a waste of valuable teaching units	1/18/2016 9:58 AM
430	Finding resources/IRTs for French.	1/18/2016 9:55 AM
431	Not enough teachers.	1/18/2016 9:55 AM
432	Resources required for effective implementation do not exist. This leave students, families, and school staff frustrated and even at odds creating a non-inclusive and non caring/respectful environment.	1/15/2016 7:41 PM
433	Great philosophy. Not enough teachers to implement it to its fullest potential.	1/15/2016 6:40 PM
434	We don't the resources needed to effectively have inclusive education in our school	1/15/2016 5:44 PM
435	required supports	1/15/2016 3:53 PM
436	There are not enough human resources provided. In addition, not all students should be in the "regular" classroom all the time; their needs are not being met.	1/15/2016 3:32 PM
437	I feel that there are many challenges with the Inclusive Model. Students who are below grade level are unable to get the basic skills needed to meet the expected outcomes. There is not enough IRT time to meet the needs of students with learning disabilities and exceptionalities. Not every student is suited to inclusive classroom. Often times their needs are better met outside the regular classroom.	1/15/2016 3:07 PM
438	Students who are not able to meet the grade level outcomes are left struggling or lost when the outcomes are too difficult. The classroom teacher can not teach the basic skills the students need when they have grade level outcomes to meet with the rest of the class.	1/15/2016 3:05 PM
439	The teacher needs support at times in the classroom to meet the needs of all students.	1/15/2016 1:55 PM
440	In ways it's not practice to the real world.	1/15/2016 1:08 PM
441	Including students with exceptionalities that are on the extremes. Some subject areas are more difficult to implement these exceptionalities than others.	1/15/2016 11:48 AM
442	Meeting the needs of all learners with resources. It needs to be fair and equitable for all learners	1/15/2016 10:47 AM
443	It has, in the past, been misinterpreted to assume that inclusion should look the same for every student. In 2009, the name of inclusive education, I had a student removed from a pull out program that was working for her, and placed in my grade six math class under a modified program. She cried often, and threw up twice. I was told that I was required to assess her on no less than 50% of the grade 6 curriculum. To this day, I am ashamed that I did not refuse. Currently, she is in grade 12, is pulled out from many classes, is set to graduate in June, and is almost always happy when I see her in the halls. She seems to have forgiven me.	1/15/2016 9:27 AM
444	Not enough resources Continued support after professional learning Teacher/student attitude towards inclusive education Class sizes	1/15/2016 6:35 AM

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445	Resources, actually, the lack of resources, and lack of properly trained personnel	1/14/2016 10:44 PM
446	Government and district trying to do the politically correct thing when the students with needs are better off pulled from the class and getting the programming they need.	1/14/2016 9:45 PM
447	The challenges are having to much diversity in one classroom. If students with exceptional ties could all be taught as a group it would make for a much more fluid and structured learning environment where these students could meet with success. The same holds true for the more academic students.	1/14/2016 7:11 PM
448	We need more IRT time in the classrooms. With the "today's students" your regular students are more needy and you often can not spend as much time as needed, to help other! students. Also we are so concerned about having students partake in the regular classroom, that we have lost sight that maybe they need to be out of the classroom setting more often. Maybe they want to be out and receive help with others that have the same difficulties.	1/14/2016 4:37 PM
449	Cannot comment.	1/14/2016 4:19 PM
450	There are not enough IRT's etc in the school to carry out this initiative thus putting a strain on all resources and the main ones that suffer are the students!!	1/14/2016 2:48 PM
451	teachers have to prepare lessons for as many as 4 different groups in 1 class	1/14/2016 2:14 PM
452	Despite best efforts by the classroom teacher, some students need exceptional and additional resources to best meet their potential. These resources are not always available.	1/14/2016 1:42 PM
453	Limited resources, inconsistency among schools, varying philosophies and mixed messages. High need classrooms	1/14/2016 1:00 PM
454	not enough resources	1/14/2016 12:45 PM
455	-extra services in classroom are too distracting at times, especially during math (particularly noise level; two adults speaking at same time) -cannot cover curriculum at pace required due to interruptions to manage behaviour -most challenged students do not receive enough direct instruction due to requirements of inclusion initiative	1/14/2016 12:39 PM
456	More classroom disruptions. Increased workload on already very busy classroom teachers (I.e. Creating modified assessments, etc).	1/14/2016 12:21 PM
457	Personally, I always feel like an amateur in this area, but limited IRT time makes it more challenging. Also with class size, it is difficult for teachers to meet the needs of average students, let alone those with exceptionalities.	1/14/2016 11:14 AM
458	The children with diagnosed exceptionalities may not be receiving the direct instruction they need based on the variety of needs that already exist in the classroom. The classroom teacher is challenged to meet the needs of all the learners as numbers and needs increase.	1/14/2016 10:20 AM
459	Incredibly hard to administer individual programming when you have a class of 36. Not all may need an individual programs, but all need help and attention in some way. Class sizes are TOO big to help every child experience success.	1/14/2016 10:13 AM
460	Children with behavioural needs rights are being held above those without behavioural needs in trying to make them "fit" the system	1/14/2016 10:06 AM
461	Personnel - placing these students in a classroom with their peers without adequate supports can often lead to more frustrations for the student as well as the classroom / subject teacher.	1/14/2016 9:08 AM
462	Not enough staff, children with exceptionalities use up all your time and you cannot effectively support other students when you are constantly being drawn away.	1/14/2016 8:33 AM
463	The challenges of the Inclusive Education Initiative far outweigh the strengths. The way the model is currently serviced is far too expensive, non-monetarily. Though well-intended, the needs of the children with exceptionalities are not being sufficiently met. Similarly, having these students in the classroom without proper human resources is costing the other children the education they could possibly get; many teachers spend their time managing undesired behaviours and trying to attend to the students with the exceptionalities, to the detriment of their teaching. Even time dedicated to assisting student assistants compromises time teachers can be teaching. Consequently, teachers are not able to teach to the best of their abilities. The demand it is putting on teachers is costing many their health – both physically and mentally. However, by their very nature, most teachers believe in finding a way to help and will go to any lengths to do so. Thus many are faced with burn-out and anxiety issues because of their teaching being compromised by a lack of resources, particularly human resources, to effectively implement an inclusive setting for those students who can handle the regular classroom and not all can. We need help! The cost is scary! Things must change.	1/13/2016 11:03 PM
464	Meeting the needs in the classroom	1/13/2016 9:53 PM
465	lack of resources(human) to provide students with exceptionalities the needed support for their success and lack of PD for teachers to deal with the changing dynamic of the classroom.	1/13/2016 9:45 PM

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466	not having enough teachers to ensure the needs of all the students are met, the idea is great in theory but unless it is properly resourced there is no point, it is very frustrating not to be able to deliver proper programming to the students that we have	1/13/2016 8:28 PM
467	Challenges: 1. Behaviours are very challenging and they vary for so many different reasons. The BMPs are created but often the behaviour does not change much- only for the short term. 2. Accessing enough descent resources that meet the needs of your students who are 3 grades below the reading level. 3. IEP - moving to a modified program requires much paper work. Usually to reach this a student is often reading 2 grade levels or more the class average. Yet, to be on a Modified program students must complete 50 % of the grade level content. If you can't read how can you obtain 50% of the grade level? I.E. If you are reading at level C- which is Kindergarten how can you complete 50% of grade three reading expectations? if you can't read chances are your comprehension level, even read to you, will not allow you to be successful. Feeling success means so much to all.	1/13/2016 8:27 PM
468	Not enough human resources and is not the best situation all the time	1/13/2016 8:11 PM
469	Teachers are not superhuman. You can only address one need at a time and when you put dozens of needs in a single room, it is not humanly possible to meet them all or do justice to the children who just need a regular curriculum delivered.	1/13/2016 6:41 PM
470	you really can not include everyone, everyone is different and there will never be enough resources to accommodate everyone's needs.	1/13/2016 3:16 PM
471	Takes considerable collective planning and not enough people to deliver effectively.	1/13/2016 1:35 PM
472	large class size not enough people assistance in classroom curriculum not meeting needs of students with special needs	1/13/2016 12:58 PM
473	Limited resources including manpower when students transfer in. Comprehensive assessments need to be done; therefore, this needs to be a part of a school's formula for teacher allocation (Special Services).	1/13/2016 11:45 AM
474	Often times IEP students find it difficult to keep up with course material and teachers need to spend a great deal of time helping or dealing with behaviour problems, leaving very little time to help average students and challenge exceptional students. Can be overwhelming, frustrating, and exhausting for all involved, especially when extra supports are not available.	1/13/2016 11:33 AM
475	There are many extreme needs in the classroom and not enough support. You have average students who need assistance, then about five that need you to read and scribe for them. You usually have about two to five behavioural issues, some that can turn violent that you must also juggle in the midst of this. Often, this leads to a 'dumbing' down of material.	1/13/2016 10:54 AM
476	Sufficient personnel to implement learning, teaching and assessment strategies for each student with an exceptionality. Not possible for most classroom teachers to meet all the needs. Most of us have no special education training and yet are expected to understand and deal with these issues.	1/13/2016 10:35 AM
477	The severe lack of human resources (IRT support) to identify needs, implement and oversee programming, track progress, and support classroom teachers. Too many children are not getting what they need and the case loads of IRT too great. Because many of these duties are passed on the classroom teachers, the weaker-average students are not able to be attended to, leaving them falling unnecessarily further behind and through the cracks of our system.	1/13/2016 9:55 AM
478	Students with behavioural challenges spend too much time in the regular classroom, both with and without additional adult support, and then the classroom teacher finds it difficult to teach the other children, many of them who have other needs	1/13/2016 9:53 AM
479	Too many children and one person can not meet all their needs effectively.	1/13/2016 9:13 AM
480	There are simply not enough resources to support the Inclusive Education Initiative and as it currently operates is doing more of a disservice to students that it is of benefit due to the lack of support.	1/13/2016 9:08 AM
481	-not enough time to address specific needs -takes away progress from academic students -not enough one on one time to work with challenging needs	1/13/2016 9:00 AM
482	There are not enough supports in place for successful implementation, specifically IRT, class size and professional learning.	1/13/2016 8:07 AM
483	One teacher + multiple students with IEP's, accommodations, BMP's etc. = a TON of stuff to do and remember for each of those exceptional students.	1/12/2016 10:11 PM
484	Other students in the class are hindered and the inclusive students are sometimes not benefiting being in a regular classroom.	1/12/2016 10:02 PM
485	For the number of needs in a given school and classroom, there are not enough supports to adequately services all students.	1/12/2016 9:10 PM

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486	Not enough support, inadequate prep time, large class sizes, disruptive and distracting behaviours,	1/12/2016 8:53 PM
487	There are many challenges to inclusive education. Children often cannot handle being in the regular classroom for the whole day. At my school this is most often the case. Children are then left for periods of time with no other support than me. I may be doing a math lesson with no one in to help support a child that is going to be following a functional curriculum in the near future. My attention is directed toward this child and away from others that also need my help but whose needs are not as severe. We need more support for our special needs children. There are also children that need time away from the classroom. All day is too long for them and it can be negative. Each child needs to be assessed and the classroom teacher consulted to see what percentage of the day that child should spend in the regular classroom before it is not a positive experience for all. Often numbers in my class are high 22- 24. This is too high of a number when you may be including several special needs children that require constant attention. Support has to be provided. It is overwhelming when you are trying to deliver a very jam packed curriculum wit many hands on activities.	1/12/2016 8:17 PM
488	More student assistant and teacher allocations are required.	1/12/2016 6:19 PM
489	The biggest challenge to the Inclusive education initiative is the lack of resources. This includes personnel such as IIRT's, guidance counselors, Ed. Psychologists, and student assistants. It also includes teacher training and support in effectively delivering IEP, BMP and interventions for children who are at risk.	1/12/2016 5:58 PM
490	Not enough personnel to meet the high needs of students with issues. In lower grades a student that is diagnosed with an exceptionally is very rare and therefore if they are struggling they receive no intervention. They are lost before they start when they should be receiving the foundations of literacy and math. These struggling students are the ones that need the intervention and never get it only when their homeroom teacher gets the time.	1/12/2016 5:54 PM
491	Not enough resources to implement. Realistically not possible for one classroom teacher to implement inclusion effectively, all students end up suffering.	1/12/2016 5:47 PM
492	Actually being able to have support in your classroom. At times I have received support in my classroom, only to have it removed or cut back due to the transfer of a student from another school who now needs the support. Very unfair how support is allotted.	1/12/2016 5:38 PM
493	Most resources and IRTs are needed. I learned in my Special Education degree that in order for inclusion to truly be successful, teachers need more time for co-planning. There needs to be enough IRTs to be co-teaching in the classroom most of the time, and not a half an hour a couple of times a cycle. Sometimes, the best setting for students is the one where they receive specialized attention in a resource room. It seems like students are being placed in classrooms at all costs, even if it's detrimental to their education, and the education of others.	1/12/2016 5:34 PM
494	There are NOT enough resources provided to meet each child's needs including Student Assistants	1/12/2016 4:32 PM
495	Two challenges with the Inclusive Education Initiative is that there are teachers who are unsure how to appropriately meet the needs of students with exceptionalities (especially those with behavioral disorders) within the classroom setting and are unsure of their responsibilities. Also, there are not enough IRT units to support these students in the regular classroom setting.	1/12/2016 4:18 PM
496	Need additional resources and PL.	1/12/2016 4:03 PM
497	lack of people resources!	1/12/2016 2:37 PM
498	Not everyone understands the policy. It is not consistent across the district or province.	1/12/2016 2:19 PM
499	Inclusive education is not working for children with severe exceptionalities. If anything it is alienating them more. Inclusive Education is NOT properly funded. The student assistant and IRT support is profoundly inadequate to the point of teacher burnout and student safety issues. We are overworked and understaffed since Inclusive Education came to fruition in the province.	1/12/2016 1:34 PM
500	1. Not enough human resources to move the program forward. 2. Distracting to other students. 3. Teacher spends majority of their time with these students as a result other students suffer. 4. Behavioral concerns are a major issue. Classes are very difficult to teach. These students are usually defiant.	1/12/2016 1:32 PM
501	Having enough human resources to provide the level of quality education implied within the initiative.	1/12/2016 1:05 PM
502	Hard to do with resources available. Too many kids with needs.	1/12/2016 12:07 PM
503	It is very clear that the drain on resources for a very small minority of high needs children has resulted in a loss ofn servicing for those children with fewer or less severe needs.	1/12/2016 12:02 PM
504	There are simply no supports to actually achieve the goal. It does not matter how much a teacher differentiates instruction, if a student is not at grade level, then they will need significant supports. Most of which a good classroom teacher can accomodate. However, there are students who I have reported to my Principal who are 'sinking' without student assistant time (which they had in the past) in the class to help him/her. I was told there are no resources and to "let him sink!"	1/12/2016 11:37 AM

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505	Due to budgetary constraints, it appears that the inclusive education specialized personnel positions are the first to be cut	1/12/2016 11:27 AM
506	Lack of resources to fulfil the mandate.	1/12/2016 11:14 AM
507	Resources and supports, especially when behavior is a concern.	1/12/2016 11:00 AM
508	.	1/12/2016 10:29 AM
509	all students need to learn at different rates in different environments, putting them in one room reduces costs for gevenment and sounds really good in the media, it is not the case in the classroom	1/12/2016 10:09 AM
510	Without the support of IRT's and the education of teachers, the model is ineffective in most settings. It is not possible for some students to academically achieve in their grade level program. There is a major push in the junior high level toward inclusive education with in-class supports, however when these students reach senior high they frequently lose all support because IRT resources are not available and they are no longer a "priority".	1/12/2016 9:48 AM
511	Meeting the vast individual needs while getting my average students to meet their full potential. The needs are becoming so diverse, it becomes overwhelming at times(for myself and the student)	1/12/2016 9:42 AM
512	-	1/12/2016 9:29 AM
513	The difficulty that it can cause in a classroom due to the limited resources for students who need them.	1/12/2016 8:54 AM
514	Students who are not able to cope with the chaos of a classroom are forced to do so regardless of their needs.	1/12/2016 8:23 AM
515	Not enough resources and IRTs. Teaching assistants would even be an asset. Student assistant time also gets cut when independence increases slightly.	1/12/2016 12:34 AM
516	Lack of appropriate resources (especially human) to effectively implement inclusion. Inclusion sounds great in theory but in a practical sense it is very demanding for a classroom teacher who only has a certain amount of time in their day.	1/11/2016 10:35 PM
517	General classroom teachers asked to be specialists.	1/11/2016 10:09 PM
518	The model is not being resourced the way that it was intended, therefore, no justice is being served to anyone. Struggling learners are failing in classrooms that are too large for a regular classroom teacher p, with minimal IRT support , to be able to provide for the diverse needs of all the children in the classroom	1/11/2016 10:01 PM
519	Challenges: 1. In order to receive a Modified program for a child the student must meet 50% of the curriculum of the grade the child is in at the moment. If you are in grade three you should be reading at about k-p level. If you are Modified you are, in most cases, reading at c-d. That is late Kindergarten early 1. How can you complete 50% of a grade three program if you can't read. This makes no sense! Not to mention write. Students need to receive a modified program at about the grade level they can achieve with some success. Not leave them floundering around 2 grade levels above their capabilities. If they can read at about a grade 1 level then the reading component/expectations should be around that level - not 2 grades above where you know they can't achieve even 50%. Students must feel success. Just saying...	1/11/2016 9:19 PM
520	There are many challenges with the inclusive education initiative. The classroom teacher is expected to be an expert on all exceptionalities. The classroom teacher may have to deliver several individualized plans within the classroom. Meeting the needs of all learners can be challenging. There is lack of Irt support . Sometimes we can exclude children through inclusion . Pull out is often necessary to further develop important basic skills to help children meet their learning needs . Small pull out groups can help students feel success which they don't often experience in the regular classroom.	1/11/2016 9:18 PM
521	Too many students are in one classroom with one teacher who cannot possibly meet the needs. we need more IRT support for our teachers. These children are suffering because there is just not enough time or resources for their needs to be met. They are being left behind. All of our students are suffering because of this model, not just our students with exceptionalities. Teachers can no longer deal with the huge amount of behavioral and academic issues they are finding in their classrooms.	1/11/2016 8:48 PM
522	Effdfdfv	1/11/2016 8:27 PM
523	Slowing down the learning process for other students.	1/11/2016 6:57 PM
524	When inclusive education allows all students to be included, but disregards the healthy learning environment of the the majority of students in a classroom, there is a problem. When six-year-olds are afraid to come to school because little "Johnny" screams or might "hit me today" there is a problem. When little "Johnny" screams because he can't concentrate or it's too noisy in the classroom and is overstimulated there is a problem. When there has to be a protocol in place that 25 students must be removed from the classroom for safety from one student there is a problem.	1/11/2016 6:52 PM
525	Not enough IRT support. Lends its self to an approach where students are treated equally and not fairly. Further disruption in the classroom.	1/11/2016 6:48 PM

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526	Most teacher time goes to working with students with exceptionalities and struggling learners whereas the more capable students are left on their own with limited teacher time.	1/11/2016 6:22 PM
527	The challenges are many. Children who are "challenging needs" are not learning the skills they need to know. The classroom teacher is responsible for accommodating for a plethora of needs that in reality is an impossible job. There are not nearly enough support teachers to address the needs that exist. Inclusion is great in theory but not in reality.	1/11/2016 5:10 PM
528	It's hard for teachers to implement in the classroom. There are too many needs and behaviour problems and no support.	1/11/2016 4:31 PM
529	Misunderstanding by all about the intent - inclusion is good but it has to be meaningful to the student. Class sizes are too big to enable teachers to work under this model of service.	1/11/2016 4:13 PM
530	Teachers, at our high school level, need more support to deliver their curriculum especially when trying to implement DI etc. within their class.	1/11/2016 4:10 PM
531	Too many needs in one room and not enough support	1/11/2016 3:45 PM
532	Lack of support personnel and teacher reductions.	1/11/2016 3:41 PM
533	enough personnel to make it work right	1/11/2016 3:34 PM
534	Not all students are able to achieve in the regular classroom setting.	1/11/2016 3:28 PM
535	We are trying to fit square pegs in round holes and trying to service all students the same way. It does not work that way!!!!!!	1/11/2016 3:18 PM
536	The human resources provided are not sufficient to meet the needs of the students in the classroom. Although all students are present it is often the role of the classroom teacher to try to meet all those needs. If you have a large number of students with varied needs it is often difficult for the classroom teacher to meet all those needs. The presence of an IRT in the classroom would help that to take place.	1/11/2016 2:57 PM
537	In my opinion the greatest hurdle is buy-in on the part of the staff. In my opinion, DI is uncommon, co-teaching is nonexistent, and one size fits all is the teaching norm. Accommodations are the only strategy effectively utilized. Provincial exams are language demanding even in math and therefore penalize students with a language or reading disability.	1/11/2016 2:48 PM
538	At times there is total disruption for other students. Hard to accomplish your outcomes when most of class time is spent dealing with disruptions such as screaming, rolling around on floor, flatulence, oppositional behaviors, student assistants coming in and out because of their break schedule, children having inconsistencies in their medication.	1/11/2016 2:36 PM
539	Not enough personnel and resources. Other countries are abandoning inclusive education, realizing the drawbacks. We always seem to be behind.	1/11/2016 2:31 PM
540	Huge lack of resources. Major disconnect between policy makers and those actually in the system.	1/11/2016 2:28 PM
541	As an IRT I often have to sit down next to a student and try to teach quietly an alternate math program to him while he is in the regular classroom. It distracts the regular classroom teacher and the other students. It also prevents concentration for the student with the exceptionality.	1/11/2016 2:08 PM
542	Difficulty for teacher to manage behavioral issues in a classroom. May be difficulty to include student who does not want to be included. Classrooms can have numerous disruptions throughout the day.	1/11/2016 2:04 PM
543	RESOURCES	1/11/2016 1:58 PM
544	TEACHER ALLOCATIONS! RESOURCES! PROFESSIONAL DEVELOPMENT!	1/11/2016 1:48 PM
545	Sometimes, the lengths to which schools are expected to go to include everybody actually end up excluding a certain group of students. Those on the fringe, those who need just a little extra time/help from the teacher are the ones who lose out when we make all the efforts to include everyone.	1/11/2016 1:30 PM
546	Children are not meeting the same expectations that we had for them 10 years ago. When almost half of every elementary classroom in my school have IEP's, there is something wrong with the current set up. Students are simply not learning the same because of: -constant interruptions to daily lessons -large percentages of classroom are not in grade level -the gap between learners is too wide.(I have a child in my grade 4 room who does not recognize the letters of the alphabet, while others are reading beyond grade level. -disruptions are constant with behavioural issues -grade level government issued resources are not able not be used at times because the reading levels of the students are so low. -we continue to advance students through the grades even though they are essentially "failing". This practice of passing them on to the next grade has gotten us into the situation that we are in now... -too much work had fallen upon the classroom teacher and not enough resources (human included) to help support.	1/11/2016 1:29 PM
547	Not enough supports, teacher aids.	1/11/2016 1:21 PM

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548	The challenge is when the classroom teacher has so many needs in the classroom that the depth of instruction on outcomes is limited. Time management becomes more difficult when the Assessment & Evaluation Policy provides multiple opportunities for students when they miss assessment.	1/11/2016 1:19 PM
549	a	1/11/2016 12:39 PM
550	Very simply put: 1. It is not properly resourced. We need more trained professionals (i.e., SLPs, teachers, IRTs) in the front lines.	1/11/2016 12:02 PM
551	Under resourced.	1/11/2016 11:49 AM
552	-shortage of student assistants -individualized lesson plans -inadequate knowledge and skills on how to collaborate and include students	1/11/2016 11:37 AM
553	Sometimes it is difficult to service all children with exceptionalities in the regular classroom setting and they have to be taken out one-on-one or in a small group setting.	1/11/2016 11:34 AM
554	The theory of inclusive Education looks great; we'll all be together all kum-bah-yah and all. The intent was right, but the reality of it is not working. No matter which way you spin it, students feel labeled and do not feel included; there is limited or no affinity/comraderie with their peers. They struggle through their classroom time feeling 'lesser' - no matter which way we frame it.	1/11/2016 10:59 AM
555	Lack of human resources	1/11/2016 10:57 AM
556	Not enough people . Students out number the personnel.	1/11/2016 10:38 AM
557	There are too many needs within the regular class to meet the needs of the Inclusive student. I feel that inclusion lessons the self esteem of a student in a regular paced room as they may become even more aware that they are unable to achieve.	1/11/2016 10:15 AM
558	...	1/11/2016 10:01 AM
559	Many students with diagnosed needs are expected to conform to a 'normal' standard as there is a lack of teacher resources for additional support. So we are still providing a one shoe fits all educational system no matter how much we drill classroom teachers towards the new inclusive model.	1/11/2016 9:58 AM
560	Resources (teacher allocation) as well as technology.	1/11/2016 9:56 AM
561	- limited resources - delays in formal identification of students with exceptionalities - inadequate student assistant allocations for the needs of students - teacher understanding of the Inclusive Education Initiative and their lack of confidence in working with students with exceptionalities - Understanding of the referral process - the role of each participant	1/11/2016 9:46 AM
562	Very limited resources!	1/11/2016 9:44 AM
563	-	1/11/2016 9:33 AM
564	-staff have varied experiences and comfort levels working with children with an array of exceptionalities -school staffs need increased awareness of how the model should be implemented so that everyone has ownership and a collaborative approach is used	1/11/2016 9:05 AM
565	Insufficient numbers of IRTs providing in-class support. Classroom teacher workload. IRT workload and caseload. Classroom teacher attitude.	1/11/2016 9:04 AM
566	does not meet the needs of anyone- it looks good on paper and from a theoretical standpoint, but in practice it does not work for the regular student as they are subjected to a violent or disruptive student in their class all day. it does not work for the special needs student either as they are expected to fit in and will never be able to- it can be frustrating and embarrassing for them. the money spent on having irts in the class would be better spent on providing special programming out of the regular class.	1/11/2016 8:56 AM
567	In ELA, students who have strong needs are often not able to keep up with their peers. This often leads to issues with class pacing and sometimes how they feel they are looked upon by others in their classes.	1/11/2016 12:40 AM
568	Insufficient knowledge and available IRT units within the school	1/10/2016 11:24 PM
569	The resources are not there to help all students succeed. Once remedial students got both Math and LA help. Now most of the resources go to many students who will have assistance throughout their lives based on their disability while remedial students will have to do the best they can with what they get and find their way into society and obtaining a living based on how much education they were able to succeed at. Also IRT's are pulled at a whim because the classroom teacher is always there to carry the weight so the IRT position is minimalized.	1/10/2016 10:04 PM
570	sometimes being in the classroom for all activities is not the best for all students to learn the best way they can. ex. distractions	1/10/2016 9:42 PM

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571	IRT = student assistant inclusion = torture for some special needs students no help for elementary students without severe diagnosed exceptionality	1/10/2016 9:09 PM
572	Students with exceptionalities often have a serious negative impact on the education (and some times safety) of other students.	1/10/2016 9:08 PM
573	- Inclusive Education requires a lot of juggling of resources and time. To properly support all students, IRT collaboration would be necessary for each classroom teacher and that is difficult to organize as well as expensive.	1/10/2016 9:02 PM
574	Ensuring there are enough qualified staff to deal with the issues that some students may have.	1/10/2016 8:34 PM
575	Students behavior is disruptive in the classroom and they are in many cases not benefiting from being there. One on one time with an IRT is much more beneficial in most cases.	1/10/2016 7:55 PM
576	The IRT time being decreased, as well as the focus on Primary/Elementary reading specialists.	1/10/2016 7:54 PM
577	Teachers have not been given enough PD and they do not believe inclusion is a positive initiative. They believe that we are doing a disservice to students with exceptionalities, by placing them in a classroom with a teacher who does not have the time to provide the one on one attention that they require.	1/10/2016 7:11 PM
578	- Lack of human resources to implement inclusion education - Co-teaching is great but teachers cannot work together because of programming for individual student needs - IRT teachers are spending the most of their time delivering alternate programming. - Limited time for intervention strategies and co-teaching within the regular classroom.	1/10/2016 7:05 PM
579	Knowing how much should be inclusive for a student and how much is individualized learning without compromising their sense of belonging.	1/10/2016 7:00 PM
580	-	1/10/2016 6:41 PM
581	A multi-grade environment makes it difficult to always ensure that differentiated instruction occurs. It is difficult to respond to the needs of all students in the curriculum when often times the curriculum is directed toward a single year or stream of students.	1/10/2016 5:08 PM
582	inservicing IRT's meeting needs of gifted students dealing with behavioral issues resources as in number of units	1/10/2016 2:53 PM
583	Depending on the child it can cause a lot of disruptions and interfere with the learning of others.	1/10/2016 2:15 PM
584	-IRT's are being used to do student assistant work due to lack of student assistants being allocated. This has impacted their ability to provide educational programming to students who require it and to those who would benefit from some additional support to meet their academic learning needs. -Guidance Counsellors are spending majority of time writing letters and doing testing and are unable to provide support to students who need someone to talk to (i.e. counselling services) -Teacher-student ratio is too high in EFL(26+ students) and we have no IRT support to help meet student needs.	1/10/2016 1:46 PM
585	Not enough teachers.	1/10/2016 12:40 PM
586	Students quickly see that they are unable to keep up and tend to act out in a negative manner as they get older.	1/10/2016 11:09 AM
587	class sizes and academic issues are too great for just the classroom teacher to effectively meet needs of students	1/10/2016 10:53 AM
588	When behaviours are involved, it does not work. If you have a child who is screaming and physical - keeping them in the classroom stops learning for all others. It is not beneficial for anyone. As well, Kindergarten classes need a consistent person full-time in these cases. 4 and 5 year olds can't work on own. They need constant guidance. Teacher can't do everything for all when exceptionalities are present.	1/10/2016 10:52 AM
589	resources and attention are so heavily devoted to inclusiveness that the average student is disadvantaged	1/10/2016 9:56 AM
590	not sure	1/10/2016 8:36 AM
591	Reality. Students are being pushed ahead without adequate literacy and numeracy. Every year their deficits grow and are never fully addressed. We have classroom inclusion and learning exclusion.	1/10/2016 12:11 AM
592	However, the students in the classroom often lose valuable instructional time when emphasis is placed on a concern with a student with an identified exceptionality.	1/9/2016 10:44 PM
593	Students specific needs are not being met. I understand the social needs, however this can be done in classes such as phys ed or music or art where social interaction is a part of the class. Students are supposed to be listening to the teacher during academic courses. There are some students in language or math class that cannot read or write or cannot add 2 + 1. These students are in Junior high. They need to have one on one attention to learn these things that will greatly benefit them in society.	1/9/2016 8:38 PM

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594	Limited classroom sizes/ lack of quiet work spaces within the room make this initiative very difficult to put into practice. [IRT's can assist students succeed with the regular curriculum/ modified courses (reduced number of outcomes)/ remedial work]; however it is extremely difficult to offer prerequisite programs/ alternate courses to students with an IEP while the classroom teacher is already teaching/ talking to other students. It is extremely difficult to concentrate on what someone is saying when another adult is talking next to you. It's even more challenging for children, especially children with exceptionalities such as ADHD or autism. We've been instructed to do our work in the regular classroom, and we've been warned that we must be working on a program when we're in the regular classroom. For example, how does an IRT provide a reading program to a grade 5 student reading at a grade 1 level, while the regular classroom teacher engages in a lesson with the other students?	1/9/2016 5:19 PM
595	Not a good understanding of how to integrate the students with exceptionalities, a misunderstanding of inclusion, lack of personnel	1/9/2016 4:45 PM
596	Too many needs in primary grades too many outcomes to cover	1/9/2016 1:55 PM
597	Students with lep need IRT for every period of the school day. not just 1 period per day as allocated now.	1/9/2016 1:22 PM
598	Lack of Time	1/9/2016 1:21 PM
599	Not sure.	1/9/2016 12:24 PM
600	teaching the outcomes in the IEP in the regular class. many of the outcomes require one-one instruction	1/9/2016 10:09 AM
601	Sometimes a student is challenging to keep in the classroom. Also, students may disrupt the lessons and other students have difficulty focusing.	1/9/2016 7:08 AM
602	Students with behaviour issues and emotional outbursts are disrupting the education of others and and alternate programs are not supported or encouraged in lower grades when student clearly is not capable of doing regular curriculum	1/8/2016 11:10 PM
603	Trying to meet the needs of all students. I think some students could use more support to meet their needs.	1/8/2016 10:48 PM
604	Lack of support personnel in the classroom to assist with the extra individual attention many students with exceptionalities require. Teachers are on a fairly tight timeline and if a student requires almost constant individual attention from the classroom teacher then that could mean that there is not enough time for the rest of the students to cover the entire curriculum.	1/8/2016 10:12 PM
605	Class size too big.	1/8/2016 9:47 PM
606	Money and staff	1/8/2016 9:32 PM
607	Not nearly enough human resources to help regular classroom teachers. Every class should have at least one teachers aid, especially in larger schools. Innocent children are being exposed to violent behaviours and getting hurt. Instructional time is being lost because teachers have to spend more time on classroom management with so many behaviour problems in the classroom. No to very little support for teachers and students	1/8/2016 9:22 PM
608	- Disregard for the least restrictive environment. Students are placed within a general classroom with (seemingly) a disregard for their academic and behavioural challenges. - Having students with pervasive needs attending classes in core subject areas (I.E., Science or Social Studies) when they present with severe behavioural issues and extreme cognitive deficits is negligence to all students. Inclusiveness MUST be balanced with the reality; the educational rights of students with special needs and their mainstream classmates.	1/8/2016 7:09 PM
609	The biggest challenge is the unheeded cries of those on the front lines - teachers in the classroom have been saying for years now that this is NOT working because there is not enough money or resources or bodies in the classrooms and yet cuts continue to be made	1/8/2016 7:06 PM
610	The challenges in this initiative are people resources. My IRT schedule looks lovely on paper. The Grade 8 Language arts class, grade 9 math class, grade 7 math class, math 1201 class, and math 3202 class have 2 teachers. As an IRT, I feel not reliable as a teacher in these rooms. Half of the time, I am pulled out to cover testing or in-class assignment supports for other classes in the school. Because of this, I am unable to keep up with what is going on or help my students with their work in my support classes. I am pulled in so many directions. Many days I feel totally ineffective at my job. I tell myself daily that I have to accept things as they are as there is nothing more that can be done. Meanwhile my students miss out on my assistance.	1/8/2016 7:00 PM
611	The biggest challenge is that there is not near enough resources per school to support and implement the initiative as it is and needs to be in order to be truly successful as intended. Many students are falling through the cracks and not reaching the potential because they cannot receive the support and classroom teachers do no have the time.	1/8/2016 6:17 PM
612	With inclusive education the classroom is a place where behavioural issues have increased as a result of high academic needs. Instructional time decreases as a result of behaviour management. Students who struggle lose out on one on one time and students who are excelling become bored as they are not challenged enough.	1/8/2016 6:10 PM

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613	lack of consistency in application. it should be rolled out NOW to ALL. Also. a lot of students who are not on an iep are falling now in the cracks as all our resources are re allocated.	1/8/2016 5:11 PM
614	Not having enough resources to meet needs, such as allocation of Student Assistant time.	1/8/2016 4:15 PM
615	My understanding of inclusive education is that every child has a right to an education in the least restrictive environment. The classroom is not the least restrictive environment for many children, and many schools do not have the necessary space or personnel to meet their identified needs. I feel that it is pointless to attempt an Inclusive Education Initiative without first addressing the very real physical constraints that most schools face.	1/8/2016 3:38 PM
616	keeping the multi-dimensional layer of learning moving forward while simultaneously dealing with normal disruptive behaviors from all students and the immediate environment along with those arising with our diagnosed exceptionalities. Another issue is the time it takes to get a diagnosis til the time it takes to get support can often be lengthy	1/8/2016 3:15 PM
617	Not enough in class support	1/8/2016 3:09 PM
618	The pendulum has swung so far that every child is staying in the classroom and many of the special need children are interfering in the education of others.	1/8/2016 3:04 PM
619	the inclusion of those students who are unable to socialize appropriately, who are below their peers significantly in (emotional) maturity, and are not on any programming but are below their peers significantly academically. This does nothing for the child, and draws attention to them more .	1/8/2016 3:00 PM
620	_ Can't just make a policy without adding PEOPLE resources! - More Student Assistants (8 for 32 children is not meeting the needs! - More IRT teachers - Reallocate ED. Psych jobs- they are often doing training themselves or training others.... leaving little time to interact with schools and children! Make them ASSESSORS! That will assist the counsellors and give them time to do Proactive work!!	1/8/2016 2:51 PM
621	Meeting needs of all students in a timely manner	1/8/2016 2:35 PM
622	It is difficult to meet the various needs of all the students due to a lack of support. Students with diagnosed exceptionalities get limited support due to students with higher needs requiring these services. Often when students transfer into the school we are not provided with additional allocations to meet the needs of these students so support for others is taking putting these students at higher risk of not receiving their accommodations and supports they require in order to succeed in the classroom environment	1/8/2016 2:30 PM
623	Time and resources (both teachers and money) cannot sufficiently meet the needs of all students. Differentiation requires a significant increase in planning time and preparation and limitations on IRT resources continues to be a challenge with this initiative.	1/8/2016 2:28 PM
624	Not enough resources and the behaviours consume way to much time.	1/8/2016 2:25 PM
625	Not enough IRT teachers. They are needed in all subject areas in every class where there are students identified as having a need.	1/8/2016 2:23 PM
626	TIME RESOURCES (training for classroom teachers, IRT allocation - not enough time to allow for in class support as there should be)	1/8/2016 2:23 PM
627	Lack of resources, disruptive behavior	1/8/2016 2:22 PM
628	Lack of support and resources	1/8/2016 2:15 PM
629	As above.	1/8/2016 2:03 PM
630	Not enough IRT support to meet the high needs. We are a school with children with very severe needs and require 100% IRT support, yet the time granted has to be shared and this means some students are not getting the necessary support.	1/8/2016 2:03 PM
631	Lack of resources.	1/8/2016 1:57 PM
632	Challenged across the board. Even though students enjoy being with their peers, they are still seen as the student who has the student assistant or the student who is going to special ed.	1/8/2016 1:00 PM
633	N/A	1/8/2016 1:00 PM
634	Human resources are not available to provide support for the students that require it. Teachers are burning out trying to do the work of 2-3 teachers at once (meeting the needs of all the learners in the classroom). Lack of recognition by school and district administration of the challenges of the initiative, and associated impact on the learning environment and teacher stress.	1/8/2016 12:59 PM
635	Lack of human resources, such as IRT's, student assistants, teacher assistants, and guidance is the greatest challenge. Training for classroom teachers is another area that needs improvement	1/8/2016 12:40 PM

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636	1 Teachers being expected to follow the notion with little to no formal education/training (a PD day clearly does not cut it) 2. When a class is too large, with a number of different exceptionalities, as well as a number of different needs with respect to DI, no matter the teacher, the task will be near impossible in reality.	1/8/2016 12:38 PM
637	The classroom is sometimes too structured and frustrating for some students.	1/8/2016 12:23 PM
638	The allocation of IRT services, and the inconsistency amongst school in how service is delivered. (i.e. IRT teachers should have Degree in Special Education, and regular classroom teacher should not be classified as IRT because they are in co-teaching situation	1/8/2016 12:20 PM
639	no response	1/8/2016 12:16 PM
640	Mentioned above.	1/8/2016 12:03 PM
641	Watering down of outcomes which penalizes high achieving students.	1/8/2016 12:01 PM
642	Not enough teachers.	1/8/2016 11:57 AM
643	The major problem is having the number of teachers to make the model work.	1/8/2016 11:42 AM
644	There is not enough support to help students build their basic skills and be successful in the regular program. We are only putting a bandaid on the student's struggles. We need to have daily support in all classroom to help the regular teacher meet the many needs their classroom, and increase success of the students.	1/8/2016 11:40 AM
645	Teachers are not machines, and trying to meet the individual needs of 8/25 (a sample classroom for example) kids with exceptionalities, and these exceptionalities are all individual, can be next to impossible. This leaves teachers drained and feeling incompetent. The IRT co-teaching model does NOT work in the Jr/Sr High system with rotations of teachers and limited resources. It is impossible to meet the needs of exceptional learners in a way that leads to academic success when you are trying to get to all classes that have exceptional students as often as they need. Especially when some with great need take up the majority of IRT time, others that are not in that student's class get left with limited to no supports.	1/8/2016 11:36 AM
646	Too many children with exceptionalities do not have adequate supports while they are in the regular classroom. The classroom teacher is left with an impossible job when supports are not provided.. They are unable to realistically implement what is written on IEP documents. This leads to high stress levels for all involved. In our school about half of the students are not reading at grade level and there are many other exceptionalities in each room. There is a huge disconnect between the typical classroom and theories that are generated. Inclusive education is not working because of the limited personnel and the number of students that are arriving with mental, physical and/or emotional issues. The average student is not receiving the help they need due to the needs of others, and this has negatively impacted literacy and numeracy levels for all.	1/8/2016 11:27 AM
647	meeting the needs of 100 % of the students with the resources that we have	1/8/2016 11:25 AM
648	Many students with moderate to severe exceptionalities (Autism, CD) who are spending the full day in the classroom are missing out on the opportunity to engage in learning that is useful and important to them (life skills, social skills). They are unable to complete the curriculum and are getting lost and falling behind in the classroom. As a result, negative behaviours often occur due to frustration and as a means of avoidance.	1/8/2016 11:14 AM
649	not enough resources and assistance to classroom teachers	1/8/2016 10:54 AM
650	Classroom teachers are frustrated with the academic needs and added behavioral concerns of a greater number of students with exceptionalities than ever before. Added responsibilities of paperwork and meetings with IEP,s, BMP bi-weekly meetings, Diverse assessments to meet individual student learning, etc.	1/8/2016 10:54 AM
651	1. Students on the high end (high achievers) really dont get anything extra. The "smart" kids dont often get enrichment. Neither do they want more work just because they are smart. Maybe they need to move ahead of their peers. 2. Resources it - the work load increases but kids who need more help don't necessarily get it. More downloading to the teacher for oral testing, scribing etc.	1/8/2016 10:52 AM
652	Lack of formal training. Out of touch with the realities of the modern curriculum and classroom. Makes far too many assumptions. Students with some exceptionalities may not want to be included and may function better in a quiet place with one-on-one supports. The negative impact on instruction to the majority of students.	1/8/2016 10:41 AM
653	Not enough IRTs to meet the needs of the studnets in the building. This is increasing the demands on the classroom teachers as a result. There are not enough student assistants to cover student's throughout the day, then IRTs are being used to monitor behaviours instead of teaching. The lack of physical space in schools does not allow for adequate teaching spaces for alternate programs or courses that need to be delivered outside of a classroom setting in a small group or 1-1 environment. Limited resources to provide students to meet their needs.	1/8/2016 10:25 AM
654	meeting the needs of all in one specific setting	1/8/2016 10:18 AM

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655	Not enough professional learning during years in which the school is not involved in a phase of the inclusion initiative. Lack of time for classroom teachers and IRTs to collaborate and plan for team teaching. Disconnect among staff members as to the policies and practices under the inclusion initiative.	1/8/2016 10:15 AM
656	Not all teachers understand the Inclusive Education Initiative and as a result students are not receiving appropriate instruction based on abilities,	1/8/2016 9:41 AM
657	Students with issues often distract the other students. Students often mimic the kids with challenges. " Joe don't have to do it why should I"? To include all students the lessons often have to be watered down. It's impossible to include all students in a large class without extra resources, ie. another teacher for Team Teaching. .	1/8/2016 9:40 AM
658	Children receive less service.the classroom teacher has more responsibility and frustrations as she cannot realistically do what is expected and necessary. Children are embarrassed to be singled out in class in front of their peers being taught at much lower levels than their peers. Those with the last need, BUT WHO CAN IMPROVE THE MOST, receive the least service and are first to be cut. Those e with the most need, but often will improve the least suck up all the services. It becomes babysitting services and irts do student assistant duties for behaviour issues. Student and teachers safety is in great danger. I have witnessed and experienced biting, spitting, hitting, kicking, throwing chairs. Desks. Etc.	1/8/2016 9:36 AM
659	Not enough teachers in a school to do it justice	1/8/2016 9:35 AM
660	Given the financial restrictions that will likely imposed, I think this area is going to have to re-evaluate how resources are allocated.	1/8/2016 9:34 AM
661	Time and human resources	1/8/2016 9:34 AM
662	Too many challenges to mention! Insufficient support from student assistants, IRT's, etc, negative impacts on other students learning, increased stress level of classroom teacher, lack of satisfaction in my job as I feel I never truly do a good job - the needy children consume me! Time required to prepare required differentiated activities is beyond reasonable, amount of time spent meeting about these students is unreasonable, I can go on.....	1/8/2016 9:26 AM
663	Predominantly insufficient human resources, and ill-equipped classrooms and environments for the challenges that come with some of the inclusive practices.	1/8/2016 9:19 AM
664	Lack of personnel, need for quiet settings for students, esp those with EBD or high-functioning ASD	1/8/2016 9:13 AM
665	These students are finding the curriculum difficult and are more aware of their short comings.	1/8/2016 9:06 AM
666	There are times when students with exceptionalities may feel more comfortable actually not in the regular classroom.	1/8/2016 9:03 AM
667	There are not even close to enough supports available to general classroom teachers to teach the prescribed curriculum along with IEPs for students with exceptionalities, often times with no student supports in the classrooms. IRT supports are stretched too thin and classroom teachers are not appropriately educated to deal with the variety of special needs in today's inclusive classrooms. In my first full year teaching in a general classroom I was repeatedly physically assaulted by a student with special needs who was also a runner and still did not qualify for a full-time SA and received no in-class IRT support. Smaller schools are impacted due to lack of staff and larger schools have too many students for resources as well. The plan is unrealistic.	1/8/2016 9:01 AM
668	not enough time for direct instruction to help with pre requisite skills such as Math and reading	1/8/2016 9:01 AM
669	There is not enough classroom support for teachers.	1/8/2016 9:00 AM
670	Real lack of training for classroom teachers, they should all be required to complete special education courses and maybe even have the degree to teach in k-6 (moving forward for new teachers entering the system).	1/8/2016 8:51 AM
671	too much allocated instructional time being spent on too few students...majority of students not getting enough teacher-attention Also, scheduling of tests, or ANYTHING which will be evaluated needs accommodations that are too few for too many	1/8/2016 8:45 AM
672	Students with behavioural issues are in the classroom too much and are jeopardizing the education of other students	1/8/2016 8:44 AM
673	hinders meeting needs of higher end students	1/8/2016 8:39 AM
674	The students are only being integrated into English classrooms at my school. These students could be integrated into French Immersion classrooms in order to teach the French students more empathy.	1/8/2016 8:36 AM
675	Many of these students bare just sitting in class doing nothing. They are not able to do the work being taught and as such it would be much better for them if they were doing thing that actually benefited their needs.	1/8/2016 8:35 AM
676	Significantly less time to devote to stronger students who might also need guidance (in some cases). Time wasted on behavior	1/8/2016 8:24 AM
677	Meeting all the needs in a class of 28 that has behavioural, academic, social, and psychological needs.	1/8/2016 8:11 AM

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678	With the increased demands by these students, the teacher is not always given the luxury of spending the required time with these individual students, one on one, and still complete the lesson with the remainder of the class. Sometimes outbursts by these students disrupt the class, and distract the other students from learning the lesson.	1/8/2016 7:26 AM
679	Too many to list here-based on idealism not realism; not enough irts,insufficient resources for irts and classroom teachers,class sizes too large,quality of insect ion sacrificed due to high numbers of needs, lack of training, scheduling issues, lack of support personnel up the line eg Ed psych, need for interventions where exceptionality is result of trauma or history of absenteeism etc etc	1/8/2016 2:40 AM
680	In my experience, inclusion has negatively impacted instructional time. I have also seen students experience high levels of anxiety in school directly related to the behaviours of students with identified exceptionalities.	1/8/2016 1:53 AM
681	Not enough support for students with high needs, which is disruptive and impeding the learning of other students.	1/7/2016 11:32 PM
682	Not nearly enough resources! Severely lacking! Difficult for teachers to meet the needs of all students with out the proper supports in place. Classroom teachers seem to be unsure of their role and the IRT's role. Little time for collaboration. Improper understanding of what inclusion really means.	1/7/2016 10:34 PM
683	Little to no support to meet needs. It is not acceptable to expect one individual to be able to meet all the needs while delivering a differentiated curriculum.	1/7/2016 9:52 PM
684	Trying to teach a class of 20 - 28 kids, when trying to speak over a kid yelling, running around the room, etc. Usually, the child being included is not having their needs met the best way possible!	1/7/2016 9:52 PM
685	To meet the needs of all students in the math classroom especially in junior high where the ability level and needs varied.	1/7/2016 9:45 PM
686	Not enough Student Assistant or IRT time!	1/7/2016 9:28 PM
687	Many...behavioural issues, disruption of teaching and learning of others, learning barriers, class size has been an issue...cannot meet the needs of all children, especially when challenges are very great....instructional time is affected greatly...the learning environment can become very stressful for other children especially if the exceptionality of the inclusive child is severe, etc....	1/7/2016 9:25 PM
688	The needs of the majority are being sacrificed for the needs of a few who often will not continue in an academic program in the future. However, in Junior High there is nowhere else for them to go.	1/7/2016 9:24 PM
689	Inclusive education should not be at the detriment to other students. Some children can not learn well in a classroom setting and their presence in that setting and their obvious displeasure in being there should not negatively affect the learning of others.	1/7/2016 8:45 PM
690	Inefficient amount of resources to meet the challenging needs of the school environment.	1/7/2016 8:37 PM
691	L'enseignant ne sait pas quand l'élève est inclus(e) dans la classe et quel l'étendu de ses responsabilités par rapport à l'engagement de l'élève en classe.	1/7/2016 8:24 PM
692	Not enough resources to implement the program properly	1/7/2016 8:23 PM
693	program is not sufficiently funded. Student assistants shared by 3 students in a classroom mean those children are being moved year to year together, never getting any individual support or certainly not enough. Initiatives done in small schools or maybe 'ideally' sized schools don't work in a school with 6 or 7 streams.	1/7/2016 8:22 PM
694	Class sizes are too large; students with the most needs are divided among two or three classes per grade level in order to make best use of IRT teachers, but IRT teachers are then pulled for other duties, leaving classroom teachers to deal with all students on their own; responsibilities initially expected of IRTs, such as modifying courses, have been downloaded to classroom teachers; students with major behavioural issues are disrupting the learning of all other students in their classes; classroom teachers who, knowing their strengths, chose not to become special-education teachers are now expected to fulfill this role.	1/7/2016 8:21 PM
695	Many of the students needs are too severe for schools unless we recieve a massive injection of resources. If this does not happen wevare merely housing children, not educating them. Sadly, that is what is happening now all over the province.	1/7/2016 8:10 PM
696	The challenges is that there are not enough resources - IRT's to deal with the amount of needs and to effectively deliver the programming to those on IEP's/ISSP's. The most scary challenge is that some of these students are a danger to staff and students. Teachers are being physically abused by students who bite, kick, hit them with objects such as chairs, metal, pencils, and scissors. Students are afraid to be in their own classroom and are actually peeing in their pants, don't want to go to school because they are scared of these students who have severe behavior. It is not fair to the regular students to have to be forced to be in the same room with those students who disrupt, threaten, tramatize, and enstill fear in students. These students with severe behaviors do not belong in the same school let alone in the same classroom as other students. It is only a matter of time before someone is seriously injured or killed by a student who should be in an institution or alternate school.	1/7/2016 8:07 PM

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697	There is not enough IRT in the school to provide the right amount of support to the classroom teacher. The classroom teacher is often left to teach students with diagnosed exceptionalities, handle students with behavior problems, students who need just a little extra support, students who are gifted, plus the other 20 students who are doing the prescribed curriculum. IRT may get one to two classes/cycle to go in with the classroom teacher. The rest of the classes, the classroom teacher is on their own to teach all these students with needs in the classroom. Inclusion sounds great on paper and could possibly work for SOME students if there was a trained IRT available to go in with the classroom teacher EVERY day in core subject areas like Language Arts & Math. Inclusion will NOT work for everyone! There are some students who need the pullout to succeed but unfortunately this is not happening because some feel then we are not practicing inclusion. There are MANY students who are in the regular classroom who are grades behind and are not capable of working on the outcomes at their grade level no matter if there were ten IRT in the classroom. Although many of these students receive 1's & 2's on their report card, and may receive Alternate Programming in certain areas, these students move on to the next grade still behind & this continues until the student is so far behind there is no chance of catching up. Therefore, the number of students who end up at the High School level with no reading, writing & math skills are increasing. There are some severe autistic students who require a very structured environment and sometimes the classroom is not always the best environment for the student to experience success. Sometimes, their needs are better met with one on one, in a structured classroom.	1/7/2016 8:07 PM
698	producing students who are bored and sick of our education system. Lack of progress for academic students so they end up choosing basic courses. Their they can stop do very little and be successful without any effort.	1/7/2016 7:55 PM
699	Students are often in the classroom with insufficient support. Those children with behavioural challenges do not get the help they deserve and learning is definitely impacted in the classroom.	1/7/2016 7:38 PM
700	Allocation of resources and its flexibility and the classroom distributions to effective teaching is extremely upsetting	1/7/2016 7:37 PM
701	Lack of serves A great deal of students with exceptionalities cause interruptions to lessons and this impact other students learning Class sizes are high and needs are high. This adds to teacher stress as well as lack of time to spend with students that need one-on-one instruction	1/7/2016 7:34 PM
702	TimE, planning and education. Teachers are bogged down with work and it requires planning to have inclusive education. And many teachers do not understand the exceptionalities in their classrooms	1/7/2016 7:27 PM
703	There are not enough professionals to effectively meet the needs of students.	1/7/2016 7:18 PM
704	Without the right supports, such as IRT availability, team-teaching and planning, assisted technology, etc., students with exceptionalities can be overlooked in an inclusive classroom setting.	1/7/2016 7:09 PM
705	Often times these students are just "holding the space" in the class and are not truly included. As an IRT we tend to bring separate activities for the pervasive needs students so that they can at least be in the presence of their peer group when they should be fully included through the use of DI.	1/7/2016 6:43 PM
706	At times, students are subjected to the violent rants or tendencies of fellow students with severe behavioural and emotional problems. If the nature of a particular students' issue is to verbally/physically attack students and staff, I find inclusion to be difficult and unfair to the majority. Sometimes the needs of one or two require the regular teacher to spend more than 50% of their class time managing emotional and social issues of these students. That is ineffective for the class as a whole.	1/7/2016 5:49 PM
707	Many needs cannot be met within the regular classroom. Also classroom teachers are not trained to deal with some exceptional needs. Some behavior issues interfere with the learning of other students in the regular classroom.	1/7/2016 5:43 PM
708	Behaviour challenges. Some so severe that poses a risk to other students and teachers. Also a lack of IRTs in school. Class sizes are too large. Limited space for differentiated grouping of students.	1/7/2016 5:07 PM
709	In-class support from IRT can be unreliable due to many needs in the school. Prioritizing can be difficult. Inclusive education includes All children.	1/7/2016 4:40 PM
710	NOT enough Human or Instructional resources - too many other needs in classroom to meet teaching and learning goals. Children are being exposed to behaviours that they are not capable of understanding. Children being physically injured by children with limited/ no self-regulation skills.	1/7/2016 4:34 PM
711	Not enough support in the classroom. Students can't keep up with the class.	1/7/2016 4:33 PM
712	Unable to give sufficient time to any student or groups of students. Extra workload. Untrained teachers dealing with exceptional kites.	1/7/2016 4:32 PM
713	Not all student needs are being addressed. Teachers are finding it difficult to cope with added teaching expectations and responsibilities. Teachers feel most of their teaching time is spend on struggling students, as supports are not in place to support those students who require one-on-one.	1/7/2016 4:31 PM
714	Unknown	1/7/2016 4:30 PM

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715	The pendulum has swung too far in the direction of maintaining students in the classroom when the best means of meeting their needs would be outside of the regular classroom. ONE teacher cannot meet the needs of all: Eg. Grade 3 class: Behaviors (3 autistic students, 3 ADHD), selective mute student who is functioning at an early grade 1 level, and other students who are functioning well below for math and reading.	1/7/2016 4:16 PM
716	Class sizes are too large; not enough IRT support	1/7/2016 3:55 PM
717	Outbursts are extremely disruptive to an effective classroom environment; children are frightened by outbursts; too many adults in the room; constant noise (from exceptional student and/or support person) is very distracting for many learners	1/7/2016 3:54 PM
718	Not enough resources- more IRT and support services needed.	1/7/2016 3:44 PM
719	* There are a major lack of resources and support to properly put the model in place.	1/7/2016 3:42 PM
720	Time	1/7/2016 3:41 PM
721	is lofty	1/7/2016 3:39 PM
722	Not enough personnel to meet the needs	1/7/2016 3:38 PM
723	Not enough resources to properly implement initiative.	1/7/2016 3:38 PM
724	It's become a catch all solution to some very real problems, and resources are spread very thin in places, and it creates disparity in what you're able to do in the classroom and from group to group. Due to limited resources, IRT, and student assistant time, groups are essentially streamed, having groups that are setup to have IRT and assistance, and stronger academic groups - to split them would make supports impossible with the current model and allocations, however it creates huge disparity from group to group.	1/7/2016 3:32 PM
725	It is very challenging as a teacher trying to get the students at the bottom of the class up to where the top students in the class are.	1/7/2016 3:31 PM
726	As a classroom teacher most of my time is spent addressing needs which often negatively impact my instructional time with some of my struggling students.	1/7/2016 3:25 PM
727	lack of resources (teacher/ Student assistant) time for planning, modifying, and creating	1/7/2016 3:20 PM
728	Focusing time, energy, and resources to engage some students, potentially detracting from the education and momentum of others.	1/7/2016 3:19 PM
729	meeting the specific needs of identified students;	1/7/2016 3:17 PM
730	If supports are not in place for inclusion of high needs students, then it drains the classroom teacher resource because that student needs so much attention.	1/7/2016 3:16 PM
731	Some students benefit from one on one instruction and require some time away from the regular classroom to address concerns in areas like mathematics and language arts.	1/7/2016 3:14 PM
732	-Support staff to implement the initiative -PD on the initiative	1/7/2016 3:08 PM
733	Not enough teacher resources to properly implement effective programming	1/7/2016 3:07 PM
734	I do not use these services	1/7/2016 3:05 PM
735	Not enough in class IRT support, especially in classes where we have 30-40% (or higher) of our students on IEP's or receiving accommodations. There is such as range of ability that not even differentiated instruction is able to handle this issue. Also, priority, in many cases, for in class support is provided for Math and Language Arts classes and other classes receive what little time is left. I teach classes where students receive little or no in class IRT support.	1/7/2016 3:04 PM
736	Too many expectations placed on the regular classroom teacher; limited IRT support.	1/7/2016 3:03 PM
737	It is being used as an excuse to refuse needed support to students. Students needs are not being met.	1/7/2016 2:57 PM
738	There are SO many needs in many of the classrooms that teachers often cannot provide attention to certain students, particularly to deliver alternate programs/courses. Moreover, many children who require these courses have difficulty paying attention, which is an issue within a crowded classroom.	1/7/2016 2:57 PM
739	Human Resources Classroom teachers trying to implement prescribed. curriculum to reg. students and having students with exceptionalities disrupting the teaching and learning for extended periods of time, having to move students out of their classrooms to avoid aggressive behaviors Using IRT's to supervise inclusive students because there are not enough student assistant hours available, different student assistants with students every year	1/7/2016 2:55 PM
740	It cannot work without an adequate number of personnel and necessary resources required for proper implementation and that is why it isn't working currently.	1/7/2016 2:52 PM

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741	Class sizes are too large. Two of my classes have 30 students, 1 of these classes has 6 students with IEPs. These are Core French classes. When doing classwork and projects I physically cannot help everybody. There is also no support available for Core French. Other subject areas have had support cut back greatly as well. I also teach ELA to a class of 25, four of whom have IEPs. Previously, with these numbers I would have had a support person in my class every second day. Now, I am lucky to see a support person once a cycle when they do not have testing scheduled.	1/7/2016 2:52 PM
742	Some students have behaviors that strongly interrupt the focus and learning of others. Some students miss time in subjects in order to receive help, but then fall behind on what was missed when they were out with another teacher.	1/7/2016 2:52 PM
743	Testing seems to be a concern sometimes. Hard to accommodate all needs during a test or exam	1/7/2016 2:51 PM
744	A lack of time and resources is present in schools. Detrimental to the learning environment. The needs and behaviors of students in the classroom results in less time for all students involved. As a result nobody's needs are being fully met. Detrimental to the work/life/health of teachers	1/7/2016 2:40 PM
745	Not enough supports for students with needs in our classrooms. Some students who need support for most or all classes are not receiving the supports. What is planned on paper is not what always happens in the classroom.	1/7/2016 2:39 PM
746	Behavior issues that disrupt the classroom learning environment for the other students, or cause them to be frightened, annoyed, or frustrated. These behavior issues also cause a great deal of stress on the teacher as they are trying to get to a high number of students who also have many different needs.	1/7/2016 2:33 PM
747	Not enough support or resources	1/7/2016 2:33 PM
748	In my personal opinion of Inclusive Education is, that it's simply a farce. We have sacrificed the learning of so many children because we are more concerned with having them sit with their peers in the regular classroom and pretend that everything is good when they are so lost and disconnected it's not even funny.	1/7/2016 2:32 PM
749	Inclusive Education does not mean we must include students with exceptionalities in our classroom when it negatively impacts those students with exceptionalities.	1/7/2016 2:32 PM
750	Lack of autonomy for school to use these resources as per the identified need.	1/7/2016 2:32 PM
751	Delivery without the correct support.	1/7/2016 2:31 PM
752	The biggest challenge is that students all learn differently and an academic setting may not be the best place for these students to reach their potential. We are under resourced in people power as well. It all looks good in theory and on paper but in reality the inclusive education initiative was never communicated properly to teachers and administrators. There are so many more children entering our school system with needs than ever before that without more resources the inclusive education initiative will never work in this province.	1/7/2016 2:31 PM
753	limited resources and not enough staff	1/7/2016 2:31 PM
754	Not enough support. Last years group had 22 students. 2 were non readers, 4 read at gr 1 level, 8 were at grade level, and the rest were well above grade level.	1/7/2016 2:27 PM
755	Resources are very limited. Students not identified not counted into support yet we need to meet their needs.	1/7/2016 2:27 PM
756	More human resources are needed.	1/7/2016 2:25 PM
757	It just doesn't work! The model is great in theory and the perfect world. It is the worst thing to happen to education in Newfoundland and Labrador next to Whole Language.	1/7/2016 2:24 PM
758	There are never enough teachers to help meet the needs of all students within the classroom, plus there is never time allocated for planning periods between teachers and IRTs.	1/7/2016 2:23 PM
759	I don't feel I am aware of the program enough to comment.	1/7/2016 2:15 PM
760	The most pronounced challenge with the Inclusive Education Initiative is the lack of support staff to assist students with severe disabilities or behavioral issues. The total inclusion policy piece from this perspective then severely interferes with the delivery of education to other students (distractions, increased noise levels, continuous stop-go instruction by a teacher.)	1/7/2016 2:13 PM
761	Students with severe exceptionalities appear to monopolize all of the allotted IRT units. Students with mild exceptionalities slip through the cracks or go undiagnosed. Students with pervasive exceptionalities are getting less specialized training in life skills. The argument is often made: "why is Molly in Algebra class when she can't even dress herself?"	1/7/2016 2:12 PM
762	Sometimes it is not appropriate to have a student with an exceptionality in a regular classroom (depending on the severity of course). Many times it may be too many distractions for both the regular student and the exceptional student when outcomes are trying to be implemented in the regular classroom. Sometimes we need a reality check on what is right for ALL students and not just those with an exceptionality.	1/7/2016 2:05 PM

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763	Resources- Personnel (teachers ans student assistants) Training- teachers need more PD on specialized challenges and how to integrate them Large class sizes Limited prep time for teachers to plan	1/7/2016 1:55 PM
764	IEI struggles with a lack of funding for resources. It is extremely hard on the classroom teacher to provide QUALITY curricular output when there is no IRT time provided, and few resources to manage the growing needs - especially behavioral.	1/7/2016 1:51 PM
765	IRT's who can be in the classroom to help is a must. Schools' needs must be addressed individually, not by a blanket or 'numbers based' policy.	1/7/2016 1:51 PM
766	no idea	1/7/2016 1:50 PM
767	Not enough resources based on the students needs	1/7/2016 1:49 PM
768	Resources (human and PL), resources, resources!	1/7/2016 1:47 PM
769	Not enough support	1/7/2016 1:45 PM
770	Not enough resources to meet the needs presented in our schools.	1/7/2016 1:42 PM
771	Poorly trained support staff.	1/7/2016 1:41 PM
772	Resourcing - for example, a SA is assigned to our school due to the needs of a specific student. However, SA hours are less than the hours the student is in school.	1/7/2016 1:35 PM
773	-Some of these Students don't participate -Some of these Students take up most of my time -Some of these students create behavior issues -Some of these students expect the work to be done for them.	1/7/2016 1:34 PM
774	Resources. When first introduced, the inclusion model called for TEACHER assistants in each classroom, and an IRT for each GRADE. This is not the reality. With high class sizes and the increase of students with diagnosed exceptionalities, it is increasingly difficult to deliver a quality education to all students.	1/7/2016 1:33 PM
775	Not enough human resources (IRT, student assistants)	1/7/2016 1:32 PM
776	We do not have enough IRT support for the needs in our school. Children who have more severe needs still have to be our priority and this may impact children who have learning disabilities. Time may not be there to give other students the special education that every child deserves regardless of diagnosis.	1/7/2016 1:31 PM
777	RESOURCES !!!! With the number of students being diagnosed with learning disabilities, it is totally impossible to meet the needs of most students.	1/7/2016 1:31 PM
778	Too many adults taken up with one student, leaving ratio of adult to child too large in other areas. Assignment of IRT and specialist should not come out of formula for assigning teaching units to a school. They should be outside the formula, small schools programming in other areas suffer because resources are gone to special education	1/7/2016 1:31 PM
779	usually a challenge to get age-appropriate resources for these students.	1/7/2016 1:27 PM
780	Students without exceptionalities are not getting the same attention as 10 years previous	1/7/2016 1:20 PM
781	that fair is not always equal	1/7/2016 1:13 PM
782	to meet the needs of all children in the classroom when you are working with students that are aggressive, disruptive, and at times scares the other students. teaching time is affected when you have to stop and deal with behaviours.	1/7/2016 1:05 PM
783	Class instruction can be more difficult.	1/7/2016 12:57 PM
784	It is becoming increasingly difficult to meet the needs of all learners in the classroom due to the increase in needs, behavioural issues and a large curriculum. "The average" and "high achiever" learner get the least amount of time and attention because all the time is spent on those with exceptionalities and behavioural issues. There are students in the classroom who cannot read/write in English yet they are expected to complete French. This is outrageous and an injustice to those students. Inclusive Education needs a major revamping. It is not effective and many teachers feel as though the curriculum continues to be watered down while students are asked to do less which often creates a condition of learned helplessness. There has to be some student accountability for learning as teachers are expected to meet all their needs in a period with half the class having serious exceptionalities and behavioural issues. Mental health issues are increasing and we are not medical professionals - we are not equipped to deal with these issues.	1/7/2016 12:56 PM

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785	Mainstream students often have learning opportunities disrupted or changed to meet the needs of one or two children. Examples: having to leave the classroom for safety while an autistic student is calmed, not doing certain field trips/activities bc it cannot meet the needs of a child with physical/behavioral problem. Not getting enough one on one bc teacher is so consumed by a few high need students. (esp if IRT time is short). Also, routines have to change based on what works best for the highest need, not for the majority even if its not what's best for the whole group ("he's having an off day today, painting is not a good idea", "you can't put up too many colors/signs/boards bc it's too stimulating for her". "All scissors, sharp objects, pencils, pointers have to be hidden so he can't use them as weapons". "She has to sit up front bc of her sight even though she is disruptive and blocking the view of everyone else by jumping, rolling, standing..." Some children are pushed into classrooms when they cannot handle the stimulation. This can be hard on everyone. Also, at times multiple children with high needs are clumped together for "scheduling" so as to not have to add more IRT/SA time. This can often cause tension for the children and a stressful working environment for staff.	1/7/2016 12:53 PM
786	not enough human resources	1/7/2016 12:49 PM
787	lack of support both financially and personnel, lack of resources, class sizes, physical classroom space, expectations put on classroom teachers to cover outcomes and delivery of alternate courses	1/7/2016 12:47 PM
788	supports	1/7/2016 12:47 PM
789	There are not enough HUMAN resources to properly and effectively implement Inclusion. IRT's are being used to manage behaviors because there aren't enough Student Assistants. IRTs are being allocated based on school enrollments as opposed to numbers and severity of needs.	1/7/2016 12:18 PM
790	It doesn't work for all students. Three years ago I taught a student with extreme behavioral issues. At times he was violent. My students witness their teacher getting punched and threatened. His outbursts would disrupt teaching, especially with subjects he didn't like. He didn't want to socialize and forcing him to, caused more behaviors. At this point, one child was impacting the education of 24 others.	1/7/2016 12:17 PM
791	Misunderstanding of how it works. When a teacher indicated that a child is not ready for class they need to be listened to. Not enough resources. Making classes too heavy with exceptionalities because providing services is easier	1/7/2016 12:17 PM
792	We have students who find it hard to be in the classroom all of the time and they require a quiet place to go to either cool down or just have a break. With the shortages of teachers, teacher assistants and IRT's we are unable to do this. Children because of decreases in allocations are not receiving the proper education that they deserve!	1/7/2016 12:16 PM
793	Other students notice the limitations of the student with an exceptionality Students who need help are often too afraid to ask in a large class setting Its hard for a teacher to reach all students and with some on the prescribed program and some on a modified its really hard to address all needs	1/7/2016 12:16 PM
794	Not enough resources, forcing all students into the classroom - not all benefit from inclusion, not enough training for teachers. While commendable, the program is severely lacking.	1/7/2016 12:13 PM
795	Some students just do not function well in the regular classroom. They can not handle the regular curriculum and it is being forced on them. Also, they can be behavioral problems and this interferes with others students learning and achievement.	1/7/2016 12:12 PM
796	It is still not consistent and still very open to interpretation	1/7/2016 12:10 PM
797	In some cases, there is not enough IRT/Student Assistant time. Scheduling into appropriate classes/courses can be challenging.	1/7/2016 12:09 PM
798	Students do not get the one on one time they need to help comprehension (Math). When you have 25 students and so many outcomes, time in the classroom is not always conducive for the one on one support they need based on their LD diagnosis.	1/7/2016 12:09 PM
799	xxx	1/7/2016 12:02 PM
800	Not enough resources. Outcomes not always flexible for class make up. Classroom teacher cannot address all the needs of all the students - leads to teacher burnout.	1/7/2016 11:56 AM

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801	<p>There is not enough resources to deliver programming for students with exceptionalities in an inclusive classroom. Specifically Autistic students have no support (student assistant) and are truly struggling. IRTs are expected to support classes of 29 students with 12-14 students with exceptionalities (3 autistic, 6 behavior and 3 students who are reading at a level k-2.). I am also expected to deliver an alternate course primarily in the classroom while the Language Arts teacher is actually teaching. I have sporadically pulled out students for short time periods (last 20 mins) to work on assignments and I indirectly address outcomes but I feel this is not truly delivering an Alternate Course as I have refused to make up a report insert on an Alternate Course that I have no time to actually teach to students. Also an Alternate Course in Writing Strategies should have different outcomes than the prescribed Language Arts course. It is at times impossible to support certain classes as their are too many LD students (10-12 in some classes) per class and I feel I am ineffective as I cannot address their needs. My job role has become at times unmanageable and I feel like I am just pushing paper. I am also expected to support 7 different classes, assessments, caseload of 22 students, extra supervision duties, and support the districts new At Risk initiative (2 students to track regularly, goals, home contact, etc). IT support is non-existent in the district as our school(6 IT people for the entire district) has been waiting for 18 mths to set up 16 new computers and warranties will be expired by the time they are a set up. Computers are regularly breaking in our lab with no one to fix them (currently 6 of 21 broken). This is not acceptable. There is obviously not enough IRTs to provide programming for LD students within this model. It is actually an Exclusive model in the classroom as LD students are not getting the support they need to be successful at school.</p>	1/7/2016 11:54 AM
802	<p>Time and resources - student/teacher assistants should be in every school full time. We need more resources in the Primary to catch and give intense support to our youngest children for literacy etc.</p>	1/7/2016 11:54 AM
803	<p>Teachers are spread too thin. We need more in classroom support to effectively manage the exceptionalities and behaviour problems so that we can focus on the curriculum outcomes.</p>	1/7/2016 11:54 AM
804	<p>Simply placing students with diverse needs into schools without adequate supports is not inclusive and is even reckless. Some children need one on one attention, and some even need two on one. Transitioning from a home setting where a young person is one of a few to a school setting where that same person is one of many is challenging for those so called "normal" students who are able to cope. For those students with learning disabilities or mental health issues the transition must be overwhelming. If inclusive education means anything, then the needs of these students must be addressed, without impacting the educational experience of others. How do we deal with violent students? For a number of students the issues are more medical than educational.</p>	1/7/2016 11:49 AM
805	<p>It does not work.</p>	1/7/2016 11:46 AM
806	<p>The students' needs are not always being met.</p>	1/7/2016 11:44 AM
807	<p>Other students are often distracted by exceptional behaviors and instruction is interrupted as well, resulting in loss of instructional time and time on task.</p>	1/7/2016 11:40 AM
808	<p>Class Size. For example, 25 students is a big class for Grade 1 whether you have exceptionalities or not.</p>	1/7/2016 11:40 AM
809	<p>Not Enough Support.</p>	1/7/2016 11:36 AM
810	<p>Resources, and the fair and equitable distribution of unit allocations and time. people are needed to manage students who, in general, as a population are becoming more needy. Resources in the form of Teachers, Specialists in behavior management, and teacher and student assistant time needs to be increased.</p>	1/7/2016 11:31 AM
811	<p>Lack of resources including personnel. Lack of time for planning i.e. co-teaching etc.</p>	1/7/2016 11:30 AM
812	<p>The idea that students should learn with their peers.</p>	1/7/2016 11:30 AM
813	<p>Keeping students in the classroom who cannot cope in there, is MAJORLY and NEGATIVELY impacting other students' learning.</p>	1/7/2016 11:30 AM
814	<p>Not useful for me since IRT don't have any knowledge of my subject area (French). As well, sometimes it's not in best interest of the other students in the class. We are all too quick to find what's best, including the student, however who's thinking of those in the classroom that sometimes have to put up with outbursts, even hitting and throwing things</p>	1/7/2016 11:28 AM
815	<p>Integration of students into the regular classroom is also a challenge because we do not have the resources to do this in a manner that we desire. We have great ideas of how this can be done but we don't have the time nor the teachers to implement this ideas effectively.</p>	1/7/2016 11:15 AM
816	<p>Meeting specific needs of students within a larger class - when you are the only adult in the room.</p>	1/7/2016 11:12 AM
817	<p>More children are excluded...The inclusion isn't always meaningful or purposeful and can be very disruptive to children. Children who are this young are very easily distracted and having a child crying because he/she needs constant or significant amounts of support at times, and the one teacher in the class is unable to address all the needs, causes a lot of disruption to valuable teaching time. The rights of ALL the children are not being recognized. Children are mandated by law to come to school and end up hearing some children swear, hit, throw chairs around, and either hit them or their teachers...and it's emotionally very upsetting to them. It's one of the many reasons why we have such an increase in mental illness in young children, specifically anxiety levels.</p>	1/7/2016 11:11 AM

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818	IMPOSSIBLE for teachers to meet all of the needs of these students! Class sizes are too large with the myriad of needs, even without all these exceptionalities it is difficult to meet the needs of 25 students.	1/7/2016 11:11 AM
819	Lack of student assistant time to ensure behavioral needs are being met. Lack of IRT teacher time for inclusion within the classes to ensure programming needs are being addressed when children with exceptionalities are in the class. Needs are being met outside the classroom within small group instruction but this does not always ensure easy transfer of skills and knowledge to larger class.	1/7/2016 11:06 AM
820	Time/resources not allocated to support classroom teachers	1/7/2016 11:04 AM
821	the needs of children are not and can not be developed in the classroom. Their needs are different than the classroom	1/7/2016 11:01 AM
822	IRT's are unable to help all of the children with supports due to no computers in the classrooms, headsets unavailable for auditory support, other students are more vocal and IEP students don't always get enough support. The children are embarrassed about having things scribed and read for them in front of their classmates. Regular students are distracted from assigned work and often unable to focus with so much going on at the same time in their classroom.	1/7/2016 11:00 AM
823	Class size it too large to be able to properly plan/ implement strategies for all those with exceptionalities. becomes too little, not a through job done, when done at all. Also implementing Inclusive education adds excessively to workload, which limits available time to plan for academic / curricular needs of all other students in the class. programming can suffer or else Teacher burn-out means everything suffers. Meetings outside of classtime also impact ability of tecahers to do the other required elements of their job.	1/7/2016 10:59 AM
824	not properly resourced. not always the best option for some students with exceptionalities.	1/7/2016 10:57 AM
825	Inclusive education does not work. I am failing my students every day. The class sizes are way too large. I receive no IRT time. Unless there is a coteaching model whereby there is a second teacher in every class 100 percent of the time then Inclusive Education does not and will not work. The government implemented it to save money...not to help students. And the model has failed our students.	1/7/2016 10:55 AM
826	A lack of support for classroom teachers, lack of training on what inclusive education looks like, lack of IRT to help support the inclusion of all students in a classroom setting, lack of student assistants for students with needs, lack of resources/availability of resources to support inclusion, lack of time to plan inclusive lessons and assessments, increased teacher workload due to demands of inclusive education. It is a program with good intentions and NO SUPPORT.	1/7/2016 10:53 AM
827	No preparation time with homeroom teachers	1/7/2016 10:52 AM
828	I feel that because of this initiative, we have in essence lowered our expectations, and "dumbed-down" programs. I also believe that we are no longer challenging the bright students as too much time is taken up with those who need more help. Is it fair that we are "robbing Peter to pay Paul"? We are also on times leaving our weaker kids frustrated in the regular classroom thereby fostering exclusion. Is it really a one-size fits all theory?	1/7/2016 10:51 AM
829	It's challenging to meet the needs of many children at once, especially high needs/ behaviours that can disrupt other learning.	1/7/2016 10:51 AM
830	TIME, by the time plans are put in place to meet individuals needs they are gone on to a new grade.	1/7/2016 10:48 AM
831	Currently, many children are not getting the services they need to become independent life long learners. Children who previously benefitted from help with basic alphabet and reading/decoding skills or numeracy skills, in the primary grades, are not getting the intervention they need. Children on the cusp of having extra services because of their cognitive abilities are doing without as well. Pervasive children with very high needs are taking up the majority of the IRT team services meaning others who could benefit from short programs/courses are doing without. Children who are disruptive (sometimes no fault of their own) or who have behavioral issues suck the resources from other children. If you sit quietly and do not cause a disturbance you may be put on the back burner. The physical aggression of some special needs children are putting other children at risk of physical harm. the adults who deal with these children are in harms way daily.	1/7/2016 10:47 AM
832	The current program does not allow for those students who cannot thrive within a regular classroom. Often the needs of those students are severe enough that an academic setting is not appropriate. In some cases this can be managed with in school pullout. In other cases the child is not ready to access academics (short term or sometimes long term) .	1/7/2016 10:47 AM
833	Not enough resources, impacting on regular classroom teacher	1/7/2016 10:41 AM
834	Addressing the strength and needs of children with identified exceptionalites in an inclusive classroom. Resources are limited and scheduling of credit classes becomes a barrier. IRT allocation is often limited in most schools.	1/7/2016 10:37 AM
835	not enough IRT support	1/7/2016 10:33 AM
836	N/A	1/7/2016 10:32 AM

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837	There are many challenges mostly in relation to behavior management in my classroom. So much of my time is taken up in managing children's inappropriate behavior that I feel like I am doing an injustice to the other students in my class.	1/7/2016 10:30 AM
838	Resources to support the students in the classroom,	1/7/2016 10:30 AM
839	Human Resources at the school level.	1/7/2016 10:27 AM
840	Challenges are not enough teachers to meet the demanding needs especially beyond grade one. the curriculum is so intense, to complete it with all children and only one teacher is impossible. Grading students on differentiated activities doesn't fit the report card grading. But ultimately there aren't enough teachers to carry out an inclusive education, one teacher is unable to do this with a class of 23-25 along with the amount of high needs facing us daily.	1/7/2016 10:27 AM
841	It would need to be reviewed every year so that we understand and remember	1/7/2016 10:26 AM
842	It is simply a matter of inadequate resourcing. More IRT time is needed to meet the needs of all learners.	1/7/2016 10:25 AM
843	It is often hard to adapt lesson plans to accommodate certain students. Also, some students that have behavior issues are a distraction to others in the class and therefor can have a negative affect on the classroom environment and the ability for other students to learn the material.	1/7/2016 10:23 AM
844	resources and manpower	1/7/2016 10:20 AM
845	The challenge is the resources to meet the needs of those students. Schools are still resourced based on numbers not by need. Until school are resourced based on the needs of the students, there will always be challenges with this model.	1/7/2016 10:20 AM
846	IE is ok - but when behaviors and needs takes away from the other children - then I totally disagree with inclusive education. The special needs children receive all the attention - nothing extra for the children who are performing at grade level	1/7/2016 10:18 AM
847	Resources are not in place.	1/7/2016 10:17 AM
848	Lack of staffing, lack of resources, lack of support. Behavioural issues are a huge challenge given that many issues take away from the overall teaching and learning experience of the other students in the class.	1/7/2016 10:16 AM
849	Not enough teacher training in how to implement this initiative Not enough time in the day to plan and prepare so many different lessons Class size of 25-28 is too large to be successful with this type of grouping initiative. Too much time is wasted looking for lesson materials for so many different levels Too much time wasted fighting with photocopiers which are often broken.	1/7/2016 10:14 AM
850	adjflasdjflasdjfla;sd	1/7/2016 10:13 AM
851	Needs of a few students are overtaking/disrupting the learning of others. Too many behavioural issues in the classroom. Students are in classroom when it is inappropriate. Unfair to other learners. Mainstreaming has occurred. Not inclusion. DI is not the solution. Poor professional development opportunities offered.	1/7/2016 10:07 AM
852	The theory is sound but the resources have not been given for any form of successful implementation.	1/7/2016 10:06 AM
853	Too many students for one teacher	1/7/2016 10:05 AM
854	- Not everyone understands Inclusive Education. - Many think it is only about Special Education. - Some do not "buy into" the philosophy. - Some think it is all about having all students in the classroom at all times with no pull out. - Some do not understand or accept that "Fair is not always equal".	1/7/2016 10:03 AM
855	It is very challenging and frustrating for teachers to try and teach such a diverse group of learners. In struggling to meet the needs of students who may require most of our attention, our "average" and above students are often left with very little attention and the expectation to work on their own. More support can lead to a crowded classroom space as well. I am not a special education teacher. I believe the mental health and wellness of many teachers is at risk due to unrealistic expectations with this initiative.	1/7/2016 10:02 AM
856	Not sure	1/7/2016 10:02 AM
857	resources- more specifically, the number of irts needed to effectively meet the needs of students in the classroom	1/7/2016 10:00 AM
858	Average and gifted students do not get the needed one on one time to maximize their learning potential.	1/7/2016 9:59 AM
859	Delivering an effective curriculum within the pacing of it.	1/7/2016 9:58 AM
860	Children are identified by peers as different and this sometimes affects relationships. Children do recognize children who are weaker or they may consider "not very smart. RESOURCES ARE NOT AVAILABLE TO MEET THE NEEDS OF STUDENTS,. Teachers often struggle to meet outcomes, this is particularly true for French Immersion.	1/7/2016 9:57 AM

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861	<p>1. Assumes being in the same room makes you included and in fact many times for more challenging students the opposite is true. 2. Inclusive practices in the classroom have statistically significant impact on students with exceptionalities performance. Again, little research to support this "so-called claim" 3. Student assistants in the classrooms have the same impact with students as special education teachers 4. Direct, personalized small- group instruction outside the classroom is somehow taboo for students with exceptionalities when research into student performance says otherwise. 5. Assuming that having children with very significant behavioral challenges in the classroom all or most of the day is not negatively impacting the other students in the class who have rights, too.</p>	1/7/2016 9:55 AM
862	n/a	1/7/2016 9:55 AM
863	<p>The biggest challenges are having the human and physical resources to actually meet the needs of all learners. The high priority children with significant behavioral concerns always pull the human resources away from other children in a crisis. Many children who are borderline academically rarely receive the little extra support they need to become more independent learners due to the resourcing of high needs students. EX: a SA is out and an IRT is pulled to cover, student X is physically aggressive and the SA and IRT and pulled from their roles to cover.</p>	1/7/2016 9:54 AM
864	<p>Students with learning difficulties often feel self-conscious working with students who have no difficulties with the material. It makes them feel inferior and as a result they often lose motivation to try. Students who struggle but are not diagnosed with an exceptionality do not receive the help they need because the teacher's attention is mostly focused on the students with the greatest needs. Students who excel are often not challenged and become a distraction because they are working at a much quicker pace. It is difficult as a classroom teacher to allow students with exceptionalities the time needed to finish work while engaging the rest of the class. I often have students who finish in an hour and it takes some of my students 8 hours to finish the same project. It is difficult to move on when those students require so much extra time. Scribing by the classroom teacher is impossible during test time without being a distraction to others and without embarrassing the student with the exceptionality. I implement all of the accommodations necessary for my students (use of technology, alternate test format, copies of notes, etc.) and many of them are still unsuccessful.</p>	1/7/2016 9:53 AM
865	<p>Too many students with exceptionalities in the one classroom, makes it difficult even with two teachers in the room IRTs being taken out of the classroom for testing accommodations on a regular basis. Leaving general classroom teacher alone to deal with a high need class. Not enough student assistants to help out with those students who have behavioural issues Students with severe needs, have less opportunity for inclusion and less choice in course selection, even in non-academic areas</p>	1/7/2016 9:52 AM
866	<p>Challenges: -There is not enough time allocated to meet the needs of all students. When there is lack of IRT time in the classroom, the variety of needs is too severe for one individual teacher to meet</p>	1/7/2016 9:52 AM
867	<p>Violent students or students with behavior issues that interfere with others learning regularly should not be in regular classroom.</p>	1/7/2016 9:48 AM
868	<p>The "inclusive" process was brought in as an initiative to carry out with with the same staffing levels (teacher, specialists, student assistants) in a large group classroom. However it used the same staffing ratio / existing staff when schools had 'pods' /alternate settings to address needs. For example, if there were 3-4 students with pervasive behavioural needs, these students would receive approx 1/4 teaching unit, with a full time student assistant to address their needs in a separate setting. Now schools are expected to deliver a better service, with a similar or lesser allocation with the 3 students who would be in 3 separate classes most of the day with effectively 1/3 the previous support..</p>	1/7/2016 9:47 AM
869	<p>- Classroom teacher is stretched too thin trying to deliver all accommodations, modifications and alternate programming - students' learning is negatively affected because teacher is constantly having to address behavior concerns and provide supports. (Borderline students are falling below the line).</p>	1/7/2016 9:47 AM
870	Haven't read it.	1/7/2016 9:46 AM
871	<p>The biggest challenge is that it is hugely under resourced for IRT's. Co-teaching cannot be implemented as intended in all classrooms without the human resources. Sound philosophy however without it being properly resources and followed up with ongoing good PD it will simply fall apart quickly.</p>	1/7/2016 9:45 AM
872	<p>I am still not sure inclusion is right for every student, particularly in French Immersion where strong literacy skills are needed. In my school, there is no irt support for French Immersion. Also, while trying to meet the needs of students with disabilities, higher achieving students are not getting the teacher attention they deserve and are not getting opportunities for enrichment</p>	1/7/2016 9:45 AM
873	<p>- students feeling lost, not as smart as everyone else, lack of confidence. - disrupting behaviours for other students - Time for DI takes away from the majority of the students</p>	1/7/2016 9:45 AM
874	<p>Not enough staffing units for monitoring and helping these students. Teachers are not equipped or trained to deal with these new students.</p>	1/7/2016 9:44 AM

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875	Not enough IRT and SA resources to meet all of the needs of the students. Teachers, IRTs, & SAs are stretched to their max to meet the highest needs at a basic level. It is difficult to provide true beneficial support for all students. Those who need it, but are low on the pyramid (some LDs, ADHD, etc.) are being overlooked.	1/7/2016 9:44 AM
876	The lack of resources: we need more student assistants and more IRT's and more personnel to perform testing and assessments on students who have been referred.	1/7/2016 9:43 AM
877	Not enough IRT support Not enough resources (Money to purchase required sensory equipment etc). Not enough classroom teacher training. Not enough time in the day to collaborate with classroom teachers. Not enough Counselling time.	1/7/2016 9:43 AM
878	Teacher is spread very thin in being able to meet the needs of all of the students in their class.	1/7/2016 9:41 AM
879	Limited manpower is the major problem. Lack of classroom space is challenging.	1/7/2016 9:40 AM
880	a	1/7/2016 9:39 AM
881	Classroom teachers need to be educated on it.	1/7/2016 9:36 AM
882	getting all school personnel to operate with the same inclusive mindset	1/7/2016 9:34 AM
883	hard sometimes to meet the needs of everyone when there is not a lot of support in IRT available. we have had the schedules changed three times with different people coming in as replacements.....	1/7/2016 9:33 AM
884	Triple grading means barely surviving in the classroom. Adding additional work with IEI without any support is stressful and VERY difficult to accomplish	1/7/2016 9:30 AM
885	Trying to find the time to meet the needs of all students, without ignoring those who do well. The challenging students take up too much classroom time, which is not always fair to the strong students, who still need my attention and support.	1/7/2016 9:30 AM
886	Having the resources and personal	1/7/2016 9:29 AM
887	-providing enough of the necessary support -meeting individual needs -providing supplemental skills -inadequate planning time with classroom teachers to maximize in-class support effectiveness	1/7/2016 9:26 AM
888	Not enough people at the ground level. We need more teachers to make this model work for all.	1/7/2016 9:26 AM
889	The challenges of the Inclusive Education Initiative are: 1) when students are in the regular classroom and they are not responsible for the entire course they are getting confused as to what they are required to complete. 2) Increases classroom/subject teacher workload significantly. 3) Impacting self-esteem of students, and not in a positive manner. 4) Scheduling of IRT supports in classrooms is difficult as there is not enough resources available to implement the initiative as it should be.	1/7/2016 9:25 AM
890	Teachers (high school) that still do not take ownership of IRT students.	1/7/2016 9:25 AM
891	Students are not receiving the supports in class that they need. Numbers as high as 30% of a class of 30 students with learning issues is impossible to address as one teacher, no matter how great you differentiate.	1/7/2016 9:25 AM
892	Lack of personnel resources	1/7/2016 9:25 AM
893	human resources	1/7/2016 9:23 AM
894	there is NEVER enough support	1/7/2016 9:23 AM
895	The classroom setting is not always suitable for all students all the time.	1/7/2016 9:21 AM
896	Not enough teachers to implement an all inclusive education system;	1/7/2016 9:21 AM
897	It is difficult for regular classroom teachers to meet the needs of all students during all classes.	1/7/2016 9:18 AM
898	??	1/7/2016 9:18 AM
899	There are not enough resources at any level. There isn't enough IRT time for us to effectively meet the needs of all of our students. There are currently 27 students on my caseload, many of whom I don't see during the run of the day because they aren't in the classes I co-teach.	1/7/2016 9:17 AM
900	From past experiences, making sure classrooms are equipped with the proper resources	1/7/2016 9:17 AM
901	Lack of support in regards to number of units allocated to schools.	1/7/2016 9:16 AM
902	The model is not working. This inclusive model excludes most students and is leaving more and more students struggling in the classroom. Students who need help are feeling excluded sitting in a classroom where they are unable to work as other students are. Many are falling further behind because the program is not meeting their needs. It is impossible to teach several different levels of curriculum in a classroom using the model presented to teachers.	1/7/2016 9:15 AM

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903	students who have exceptionalities that don't fit the criteria	1/7/2016 9:14 AM
904	-Lack of individualized instruction (for example, "pull outs" on a more regular basis so student do not get "lost" in the fast paced curriculum) --Learning and socializing with peers MAY be a strength, however, on the flip side, it can also lower confidence in students who get overwhelmed with instruction and become frustrated because they find it difficult to "catch up", especially in math. -Students who constantly disrupt a classroom, whether receiving accommodations or not, have a right to belong, but other students in that room have a right to an classroom environment which is conducive to learning. More needs to be done for students who find it difficult to be part of a regular classroom.	1/7/2016 9:10 AM
905	N/a	1/7/2016 9:10 AM
906	behaviour mostly. Other students are suffering because IRT and classroom teacher are spending their time with the high need students. Medium level need LD are suffering	1/7/2016 9:10 AM
907	There is not enough resources to meet student's needs.	1/7/2016 9:10 AM
908	Allocation of resources to meet the needs of all students	1/7/2016 9:09 AM
909	The model is teacher centered not student centered. Based on the Supreme Court case, all students with exceptionalities have right to delivery of individualized programming by personnel with the skill set to meet their needs. This is not happening and it is piece meal based on limited resources and board imposed resource allocation based on parents who complain. Students with LD's which has expanded based on the low number for cognitive on the WISC are screwed!!!!	1/7/2016 9:08 AM
910	Not enough personnel on the front line to help.	1/7/2016 9:08 AM
911	Supports are not sufficient or constant enough for inclusive education to have a positive impact. Child who requires the additional support but not receiving is left frustrated when handling a "normal" classroom.	1/7/2016 9:07 AM
912	Not properly resourced in terms of personnel. Classroom teachers are not Instructional resource Teachers. We do not have the same training or expertise but are expected to provide for all needs within the classroom. Class size is too high.	1/7/2016 9:07 AM
913	The level of abilities in a class are extremely diverse and difficult to balance. Curriculum for those at an academic level at times is slowed or watered down to provide the time and support for others to cover material and outcomes.	1/7/2016 9:06 AM
914	few opportunities for inclusion for students accessing alternate courses and students who follow an alternate functional curriculum	1/7/2016 9:06 AM
915	THERE ARE NOT ENOUGH RESOURCES!!!	1/7/2016 9:06 AM
916	limited resources to meet the needs of some students with exceptionalities students	1/7/2016 9:05 AM
917	The time taken to give to students with challenges can negatively impact teaching to those students without challenges	1/7/2016 9:04 AM
918	Lack of Human Resources to support the plan.	1/7/2016 9:04 AM
919	Simply placing students in the regular classroom and calling it inclusion is not adequate and simply not fair to the majority of students in the classroom. When resources are limited and the responsibility falls on the classroom teacher alone, all students end up suffering. The student with the exceptionality cannot receive the supports they require all of the time, and the rest of the class can become severely disrupted if there are behavioural issues on top of the exceptionality.	1/7/2016 9:02 AM
920	Being able to navigate the course content in the allotted time while meeting all the needs of the individuals in your care	1/7/2016 9:01 AM
921	SUPPORT,SUPPORT,SUPPORT,SUPPORT,SUPPORT,SUPPORT,SUPPORT,SUPPORT,.....	1/7/2016 9:01 AM
922	resources	1/7/2016 9:01 AM
923	time allocation of teacher resources not sufficient	1/7/2016 9:01 AM
924	Not enough personnel to implement the program effectively.	1/7/2016 9:00 AM
925	- sometimes having high needs students in classroom most of the time negatively affects other students learning	1/7/2016 9:00 AM
926	We spend to much time, resources, money on the "bottom" students and ignore helping the gifted. Its good on paper, but the does not work in the real world classroom setting as it is meant to.	1/7/2016 8:59 AM
927	If you have all of these students spread throughout all of your classes in the school and only 2 IRT teachers, there are going to be some classes that receive no in-class support and need it.	1/7/2016 8:59 AM

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928	Human Resources!!! It is very difficult to accommodate students with behavioral issues without enough human resources (i.e. teacher assistants in addition to student assistants and IRT's). In addition, it is unfair that weak students that do not cause trouble for teachers often sit there with needs unmet in the classroom because teachers are so busy dealing with behavioral issues of other students.	1/7/2016 8:56 AM
929	ensuring the needs of the students with needs are met, while at the same time not affecting the needs of the others in the classroom	1/7/2016 8:55 AM
930	difficult to address all the needs of all the students	1/7/2016 8:55 AM
931	Definitely not enough personnel. IRT positions are too few. Too many responsibilities. Impossible to do a good job for all with exceptionalities.	1/7/2016 8:54 AM
932	Lack of resources, too much being put onto the classroom teacher to create and implement programming for students with needs. Many times teachers are not trained in special needs however are expected to meet the needs of a special needs child.	1/7/2016 8:54 AM
933	Resources, specifically up to date functioning assistive tech	1/7/2016 8:54 AM
934	Not every child's needs can be met in the regular classroom and it is becoming harder to remove students from regular classrooms when needed. Also a lack of support/training for classroom teachers who need to teach a large size class with many diverse needs	1/7/2016 8:53 AM
935	The negative effects that Extreme behavioral issues have on the general student population. Their ability to learn is affected by interruptions and sometimes fear.	1/7/2016 8:52 AM
936	Inclusion is difficult for some students. There needs to be exceptions in incidences where students cannot cope in the regular class. In order for this to happen there needs to be enough personnel to deliver more suitable programs.	1/7/2016 8:51 AM
937	Not enough time from professional is available to provide the proper level of support.	1/7/2016 8:51 AM
938	Expecting students to be included when resources are limited or not provided; differentiating instruction is difficult without supports; not enough IRT's to support the growing number of students with challenges	1/7/2016 8:51 AM
939	- Attempting to deliver multiple programs while adequately covering a regular curriculum. - Attempting to deliver an academic program in the midst of severe behavioral needs and academic needs - Effectively communicating the real challenges so that no one misunderstands and believes the solution is in-service.	1/7/2016 8:49 AM
940	Ensuring everyone is aware of the procedures and policies in all school and that these procedures are being consistently followed.	1/7/2016 8:47 AM
941	may not reach all students	1/7/2016 8:46 AM
942	Its really not being communicated well to the regular classroom teacher like me.	1/7/2016 8:45 AM
943	Again, the above response applies	1/7/2016 8:45 AM
944	Some students with exceptionalities do not benefit from this model and they can detract from the education of the majority.	1/7/2016 8:44 AM
945	As with most issues in education, there is a lack of time in order to implement such programs. We have too many Board human resources and not enough school based resources. Classroom teachers are expected to take care of everything while IRT's "check in" with you once in a while. Major problem!	1/7/2016 8:43 AM
946	- Adequate in-class support (human resources) to meet the needs of students with exceptionalities	1/7/2016 8:42 AM
947	Students in academic courses, with exceptionalities, do not receive the support they need from IEP teachers since our resources are already allocated to more severe students. Teacher resources are lacking and the PD that goes along with it.	1/7/2016 8:42 AM
948	Not enough teachers	1/7/2016 8:42 AM
949	Occasionally pull out is necessary to help develop skills that student's have missed, or are late in developing, and pull out is seen as negative	1/7/2016 8:41 AM
950	Usually when a student with a BMP is 100% in my classroom, they need my attention. This takes away from the other students who also need help. Challenges I face is that I have never received training about how ways to be an effective Inclusive Educator.	1/7/2016 8:41 AM
951	Expecting us to meet the needs of all learners when our needs as teachers are not being met because we need more support in the classroom to help all of these students.	1/7/2016 8:40 AM
952	balancing needs for out of class programming while maintaining in class support. collaboration time	1/7/2016 8:38 AM
953	Limited resources (people) to make it work	1/7/2016 8:38 AM

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954	I do not know enough specifics to answer this question confidently.	1/7/2016 8:38 AM
955	Trying to include students that only disrupt learning.	1/7/2016 8:36 AM
956	Yes, sometimes the individual needs of students varies so much that it is not possible to meet them all within the regular classroom.	1/7/2016 8:34 AM
957	not being able to meet the needs of the child	1/7/2016 8:34 AM
958	Demands of so many children with so many needs and not enough human resources.	1/7/2016 8:32 AM
959	Theoretically it is sound. However, when implemented in an actual school, challenges arise in terms of meeting the number and intensity of student needs based on the allotment of IRT time provided. There is minimal time available for classroom teachers and IRTs to collaborate. IRTs, typically, move from class to class during the day and have little 'prep' time to coordinate with other teachers.	1/7/2016 8:32 AM
960	Sometimes there is not enough time or certain resources readily available for a specific situation/student. Depends on the individual circumstance, school may have never dealt with that issue before.	1/7/2016 8:24 AM
961	manpower	1/7/2016 8:24 AM
962	The ways that inclusive education does not benefit all involved. By including some, there are actually limitations being (unintentionally) placed on other students. This is unfortunate and, in turn, not serving the purpose the initiative had intended.	1/7/2016 8:19 AM
963	- Good philosophy without adequate supports is doomed to fail - Front line educators opinions on the realities are heard but not acted upon - Too much pressure on the Classroom Teacher to make an unrealistic amount of accommodations - Many classrooms are too physically small to accommodate material supports needed - Specialized disability and technology training is not being readily provided to Classroom Teachers - Time to prepare and plan for inclusive curriculum designs and methodologies has not been provided, Classroom Teachers are often left to find ways to accommodate on their own time - Human supports such as consistent Student Assistants is significantly inadequate	1/7/2016 8:16 AM
964	Resources- staff specifically Delivery of program is exceptionally challenging when academic needs are diverse and cannot be met with the level of support given to a school.	1/7/2016 8:16 AM
965	Not enough IRT's to help students with all their needs. Also we cannot be expected to be able to deal wit all the problems of all students. There are limits to what teachers can do in a school setting.	1/7/2016 8:13 AM
966	The classroom teacher cannot be everything to every student. While, in theory, the IRTs are there to support, the onus still falls back on the classroom teacher. My workload, outside of instructional time, has drastically increased as a classroom teacher since the inception of IE. The workload of the former Special Needs teachers, outside of instructional time, has drastically decreased. It has created a huge workload imbalance resulting in greater stress and sick leave for the classroom teacher. Which, of course, does not benefit any student.	1/7/2016 8:12 AM
967	na	1/7/2016 8:06 AM
968	-not enough personnel, IRT, guidance or student assistants -not enough specialized resources to meet the needs of these students. Funding is very restrictive. -lack of physical space in schools, some schools have very little room to meet the needs of the students	1/7/2016 8:03 AM
969	Students who show with signs of severe aggression and a safety issue to other students.	1/7/2016 8:02 AM
970	I think that when students with needs are put in the classroom they will definitely need supports, which quite often are not there. I question whether this is good for the student being in the regular classroom and trying to cope with everything. Last year I have a challenging class with very little support, are we doing justice to these high needs students.	1/7/2016 8:01 AM
971	The academically stronger students suffer at times, while others aim to complete tasks.	1/7/2016 8:00 AM
972	Not supplying the support staff necessary to properly serve the students. Not acknowledging that some students simply cannot be served best in the regular classroom!!	1/7/2016 7:59 AM
973	With so many needs in all classes, it is more than difficult to do justice to all students.	1/7/2016 7:58 AM
974	Teachers cannot effectively meet the diverse needs of students in a typical classroom. We are doing a great job of diagnosing learning disabilities but a poor job of providing support services. Students are still, for the most part, taught all the same due to a lack of time to meet all the needs.	1/7/2016 7:57 AM
975	Schools are provided with fewer resources to offer programming for students with special needs. Don't agree that students should always be in the regular classroom. As school teams, we no longer have the flexibility to determine what we feel are the best interest of the child. We are often told what we have to do by school board personnel who are not part of the IEP/ISSP team.	1/7/2016 7:56 AM

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976	The greatest challenge is for teachers (who are human beings that should not be expected to work 24 a day) to meet the needs of the high numbers of students who I feel have been abandoned by the school system. Inclusive philosophy is essential and should be the foundation of planning in the school.	1/7/2016 7:49 AM
977	Not enough prep time or teacher allocation to apply co-teaching methods which would really benefit all students.	1/7/2016 7:49 AM
978	Meeting the needs of 26+ students, many of whom have accommodations, is near impossible.	1/7/2016 7:48 AM
979	Not enough in-classroom support for classroom teachers. While it's great that a higher number of students are in the classroom all day, it would be much more effective if there was increased support where the students are.. the classroom!	1/7/2016 7:45 AM
980	Inclusion for sake of inclusion, not enough irt allocation	1/7/2016 7:29 AM
981	not practical to think one teacher can meet the challenges of students with a high variation in ability and need.	1/7/2016 7:21 AM
982	Lack of adequate resources - primarily human. As well many of the students who present with mental health issues that result in behavioural issues would be better able to get their academic needs met in the regular classroom if their mental health needs were addressed. Itinerant position, while positive as indicated above, does not allow for the itinerant to effectively revisit schools who were on initiative in earlier phase - this is not a reflection of the individuals who currently or have held these positions.	1/7/2016 7:13 AM
983	Realizing that all kids have exceptional items and the most severe, most loud, most weak student -who requires so much teacher time- cannot have more focus than any other.	1/7/2016 7:13 AM
984	one teacher or two aren't enough for all the exceptionalities in classroom	1/7/2016 6:44 AM
985	getting the regular students to become more inclusive	1/7/2016 5:02 AM
986	Since diagnosis takes such a long time and there are few resources to do it, students are going longer and longer without supports and falling further and further behind. Only two hours of support are given for every 50 hours of instructional time in my classroom, mainly because students are too young to have received a diagnosis yet! It is also difficult to find physical space for small group work, as the school is overcrowded. Using the current model, it is often the children with the highest needs, to whom intervention will make the least difference, who receive the bulk of the resources.	1/7/2016 4:52 AM
987	It isn't possible to differentiate instruction and still deliver the curriculum. Behaviour problems and inadequate numbers of student assistants make it a less than ideal learning environment for all students. It will never be properly resourced and we should follow the lead of other western nations (besides the US) and move on to what is possible.	1/7/2016 2:24 AM
988	Not enough teaching resources to adequately provide quality programming. The one size fits all approach to policies and expectations. Lack of professional development. Lack of respect for teachers on the front line who are working within the system. Lack of communication between decision makers and teachers.	1/7/2016 1:08 AM
989	I feel like the classroom has become a "dumping ground" where all students are expected to learn the same things at the same time. The reality is that this is not the case - all students are unique and learn differently. However, it is an unfair, unrealistic expectation to assume that one teacher can accommodate ALL these needs while still trying to cover curriculum. Sounds good in theory , but does not work. In fact, the focus has shifted from academic learning to social development and acceptance.	1/7/2016 12:26 AM
990	Not enough resource personnel to meet the need	1/7/2016 12:25 AM
991	Not enough professionals to implement this initiative	1/7/2016 12:08 AM
992	Lack of resources to successfully implement. IRT teachers are often lacking in knowledge of curriculum. IRT teachers need to specialize in subject areas when offering support in specific subjects. IRT teachers spend a lot of their time administering tests to students who are unable to write them in the regular classroom.	1/7/2016 12:07 AM
993	Often not enough support to provide the proper instruction for all the needs in the classroom.	1/6/2016 11:54 PM
994	Lack of human resources	1/6/2016 11:43 PM
995	See # 23	1/6/2016 11:39 PM
996	To give adequate attention to all students in the class if the included child is disruptive.	1/6/2016 11:39 PM
997	There are individual situations and circumstances where it may be in the best interest of the child, or his/her classmates, to have the child in a separate learning environment.	1/6/2016 11:31 PM
998	It is of benefit to nobody!!!! The student with special needs is placed in a class where they cannot keep up and know they cannot do what everyone else is doing so it is not great for their confidence. The other students lose out on learning due to teacher time dealt with behavioural issues and learning challenges of that student. The teacher is stressed and burnt out which ultimately affects student achievement.	1/6/2016 11:22 PM

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999	The lack of IRT allocation per school and heavy workloads of guidance counsellors to pick up the slack. Large class sizes preventing classroom teachers to adequately support all students needs/plans especially when more time is spent on behavioural issues, so that the students who are not part of the "inclusive" initiative tend to get lost in the cracks and which in turn leaves all students in a position where they may not be receiving the quality education they deserve despite all the teachers and schools efforts	1/6/2016 11:18 PM
1000	Depending on the needs of the student, it can be difficult for the classroom teacher to spend the time necessary with that student in order to succeed.	1/6/2016 11:14 PM
1001	Not near enough resources within the school	1/6/2016 11:11 PM
1002	Regular classroom scenarios are not always conducive to the best learning environment for all students. And the learning of other students is often disrupted/negatively impacted by needs and/or behaviour issues of those students that we try to keep in the mainstream. All this increases teacher stress and workload, neither of which is good for any student.	1/6/2016 10:57 PM
1003	Students are not getting the individual attention of teachers. Class size limits individual attention. Support teachers offer some assistance but do not prepare work for these students. Teachers are not trained or equipped to deal with significant issues with some students.	1/6/2016 10:50 PM
1004	The diversity of the types of learners and challenges faced by these students are unique to the learner. Each student will require unique solutions and instruction. If done correctly this will be time consuming and require specific resource personnel. Given our current financial situation I see these students suffering the most in the next few years.	1/6/2016 10:46 PM
1005	Resources and support. Not enough to deal with the issues faced by many classroom teachers. Teaching children that we are not qualified to teach. We are not nurses, psychologists, or therapists.	1/6/2016 10:37 PM
1006	The challenges with this initiative is that we often do not have the resources that we need to do justice to the position of helping those who greatly struggle within our school even if they are receiving pull out supports as well. The allocation of time is not enough considering the diversity amongst our students.	1/6/2016 10:36 PM
1007	Not enough supports. Misplaced students causing major disruption in class thus causing a major loss in instructional times.	1/6/2016 10:34 PM
1008	This program does not work unless there is ample resources available to the teacher in the classroom (student assistants, working technology)	1/6/2016 10:33 PM
1009	There are not enough special education teachers to support all of the children all of the time.	1/6/2016 10:33 PM
1010	Inclusive education is gravely misunderstood in that the individual must be and at all cost kept in the classroom. The IEP/ISSP not clearly understood that this is the process to determine the classroom time, ect, needs of the student. Your team determines what's best for that student. "THEM STUDENTS" say a lot about our society. PS. I think our school gets it most right!!	1/6/2016 10:29 PM
1011	I can not comment on something I do not know about?	1/6/2016 10:24 PM
1012	.	1/6/2016 10:24 PM
1013	Managing so many different needs at once. Keeping track of all the different behaviours, struggles, best practices, accommodations, modifications, etc. Finding projects that suit everyone while covering outcomes.	1/6/2016 10:19 PM
1014	I believe inclusion is an excellent approach but no approach should be implemented 100% across the board. It needs to be done on a case by case basis. It needs sufficient staffing. All inclusion is not the way to go, and no inclusion is not the way to go. There needs to be a happy medium. I have observed cases where high needs children have been in a classroom environment full time when it was not in their best interest for learning.	1/6/2016 10:19 PM
1015	Children who have behavioural issues or diagnoses are taking up way too much of the classroom teachers time. Trying to get them to focus or stay on task instead of trying to teach the rest of the class. The other students in the classroom are at a disadvantage because of the behaviours of these particular children.	1/6/2016 10:16 PM
1016	Simply too many students with identified needs for the number of IRTs allotted. Also, classroom teachers often have to sink or swim without training.	1/6/2016 10:16 PM
1017	Lack of instructional resource teachers to meet their needs. Some higher needs students need more intensive "out of class" teaching and then brought back to classroom. Due to lack of resources, this is not possible.	1/6/2016 10:10 PM
1018	Honors students are not challenged due to time constraints.	1/6/2016 10:05 PM
1019	?	1/6/2016 10:03 PM
1020	There is not enough personnel to adequately implement the Inclusive Education Initiative effectively.	1/6/2016 10:01 PM
1021	The average student sometimes don't get the attention they need	1/6/2016 9:58 PM

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1022	I am not familiar enough with the initiative to comment.	1/6/2016 9:49 PM
1023	The needs of students' in today's classroom are huge! Students do not get enough support. Too much of IRT time spent with behaviours. Often two IRT's with a single student. The weak learner is falling through the cracks. Inclusive Education is not working.	1/6/2016 9:41 PM
1024	Scheduling. Not enough time.	1/6/2016 9:38 PM
1025	IRT teachers can only be in one classroom at one time. Very little time to collaborate with teachers to plan for inclusion. Some time needs to be built into the school day. With teachers commuting and so many meetings after school it makes it nearly impossible to collaborate.	1/6/2016 9:31 PM
1026	Too many students with a wide range of exceptionalities on different programs with a wide range of needs. Teachers can not adequately meet all their needs. Disruption of class due to behavior issues-class becomes less productive/loss of teaching time, which often negatively affects the class. Students with exceptionalities, often recognize their limitations and feel like giving up, they feel inadequate. (results in behavior problems!) Teachers spend a great deal of time looking for resources for students with exceptionalities, meeting with IRT teacher, attending IEP meetings, and trying to accommodate students during test taking situations.	1/6/2016 9:27 PM
1027	Meeting the needs of all students in a class is overwhelming.	1/6/2016 9:25 PM
1028	Placing significant pressure upon classroom teachers and students which negatively impacts learning and success. Insufficient human resources and physical space to properly support students with diverse and complex needs.	1/6/2016 9:24 PM
1029	People resources, pd resources, physical resources in the building, and resources such as supplies and furniture	1/6/2016 9:23 PM
1030	Just too many needs overall in the classroom, not just those on IEPs/ISSPs. We need more people to provide the necessary support. We were cut one unit IRT this year and we have almost one third of our student population on IEPs/ISSPs. Everyone is doing their best and maxed out; just too many demands and needs to bring out the best in each and every student. We need more support!	1/6/2016 9:20 PM
1031	See above	1/6/2016 9:16 PM
1032	Providing support personnel, such as student assistants, adequate IRT support, collaboration time for teachers, planning time for differentiated instruction, meeting all students needs	1/6/2016 9:14 PM
1033	In conversations with colleagues on this topic there is been a common feeling that Inclusive Education is not working. We have students sitting in classrooms where they are lost, because they are unable to process the information we are expecting them to process. Many students need basic skills and yet we are expecting them to participate in activities for which they do not yet have the prerequisite skills. The human resources and the physical space in classrooms are not sufficient to meet the needs and requirements to participate fully in inclusive classrooms. The glossy brochures look lovely but they are not reality for this provinces current attempt to implement the initiative.	1/6/2016 9:12 PM
1034	If inclusive education is to be effective human resources have to be put in place to help deliver appropriate programming. Presently there are not enough resources to implement the inclusive education appropriately. It is very challenging to meet the needs of our students when they are expected to remain in the regular classroom with only the regular classroom teacher trying to deliver the curriculum. The programming needs of many of our students, especially those with IEP's are not being met.	1/6/2016 9:08 PM
1035	In class support DOES NOT WORK for all students, there are many students who would benefit from more individualized attention in order to find success with the academic curriculum.	1/6/2016 9:08 PM
1036	- Meeting the needs of all students - Co-teaching with teachers who are not open to having a second teacher in the room. I have been on many classrooms where I was nothing more than the regular classroom's teacher's lackey. I often felt more like a student assistant than a teacher and was quite often referred to as a student assistant. - Co-teaching in a high school classroom when I am not trained in that area. How can I teach in a high school math class if I do not have the math background?	1/6/2016 9:07 PM
1037	There are many challenges and while things may look okay on paper that is not the reality of our school systems. Instructional Resource teachers along with other school personnel are being expected to deal with dangerous students, students that are both physically and verbally dangerous. There are simply not enough supports being put in place for these children and there are many of them in our school system. There are also many students in our school system that need cannot access help from mental health professionals and while there are Guidance Counsellors in school to help with some of these problems, the problems are too complex and the students requires medical support. There waitlist is often too long. While we are supposed to be focussing on education, the difficulties with waitlist and insufficient number of medical professionals such as pediatricians, psychiatrist all impact the education system. Lack of services and training all around is a major problem.	1/6/2016 9:06 PM
1038	Some schools may consider some of the suggested strategies as add ons and this may the success of the initiatives.	1/6/2016 9:06 PM

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1039	Not enough personnel	1/6/2016 9:03 PM
1040	Regular teachers are not in-serviced on the initiative. There is not enough support in terms of guidance and special services teachers. There is an additional workload applied to classroom teachers in supporting this initiative.	1/6/2016 9:01 PM
1041	Resources/adult support in class	1/6/2016 9:01 PM
1042	The challenges are as stated above the severe lack of resources, materials, and people such as Student Assistants, IRTs, Ed. Psychs, OTs, SLPs, and Guidance Counsellors to meet all of the varied and often medically challenging needs of students.	1/6/2016 9:00 PM
1043	Limit supports, IRT, and trained classroom teachers knowing how to use the resources available. High cases of students with behavioural problems that affect the amount of teaching time vs dealing with behavioural issues.	1/6/2016 9:00 PM
1044	More teachers needed to implement.	1/6/2016 8:59 PM
1045	Too many student needs, IRT can't cover what they need to cover.	1/6/2016 8:59 PM
1046	The implementation	1/6/2016 8:55 PM
1047	Providing the supports for students needs to be met in the way that best fits the student, not a policy. Just being in the room is not meaningful inclusion.	1/6/2016 8:53 PM
1048	There are simply not enough people for it to be effective. Also, there are some students for who the inclusive environment is not the best environment. There needs to be other provisions for these children.	1/6/2016 8:51 PM
1049	- limited resource personnel - time consuming trying to meet with all those involved to plan programming	1/6/2016 8:51 PM
1050	-Not enough IRT to meet the need of schools -Students put in a position to fail -Junior High students do not have access to programming to meet their needs	1/6/2016 8:50 PM
1051	IRT support	1/6/2016 8:48 PM
1052	I feel that our school is not using the Inclusive Education Initiative correctly and therefore I feel that I am unable to comment on its benefits.	1/6/2016 8:45 PM
1053	Difficult for the classroom teacher to keep track of, and provide supports needed, as the IRTs are being reduced.	1/6/2016 8:45 PM
1054	Class disruption when a student with exceptionalities has an outburst. Frustration occurs when students who require more attention academically aren't receiving the help they need due to behavioural problems with other students.	1/6/2016 8:44 PM
1055	- difficult to reach the needs of the learner - difficulty keeping up with the course content (sometimes much too difficult, especially in science and Math classes) - sometimes the student is intimidated by the large class - sometimes the needs of the student would be better served if he or she was completing an alternate course, in an alternate setting. At times, inclusion is simply not the best idea. At times, it is the absolute worst idea. A student who does not know the difference between a division sign and a subtraction sign would find the practical mathematics courses at the high school level overwhelming. Yet, these students are being placed in these courses.	1/6/2016 8:42 PM
1056	Planning time / proper supports to keep all students in the classroom and on task. Some students are not cut out for regular curriculum, and we need to accept this.	1/6/2016 8:42 PM
1057	SUPPORTS/SOME STUDENTS NEED TO BE IN SMALLER GROUPS/CHILDREN WITH BEHAVIORAL PROBLEMS OR AUTISM NEED MORE INTENSIVE SUPPORT IN SMALL GROUP SETTINGS.HAVE TO LOOK AT WHAT'S BEST FOR EACH CHILD.	1/6/2016 8:41 PM
1058	More and more children are identified with varied exceptionalities and the majority of the work load falls on the classroom teacher. While IRT support is in place the students remain in the classroom for the school day and the classroom teacher is left to meet the learning needs of these special students . Other students needs are not always met as a result - especially in large classrooms. I have had as many as seven students with special needs in a class of 25-27. This type of workload is often unmanageable and students needs may not be met . Inclusive education may be effective in theory but is not adequately resourced in many schools. Class sizes are too large and the needs of all students are difficult to accommodate .	1/6/2016 8:38 PM
1059	There is not enough IRT support assigned to the classroom.	1/6/2016 8:37 PM
1060	-lack of emphasis on high ability -lack of focus on other aspects of diversity--religion, sexuality, ethnicity, etc.	1/6/2016 8:34 PM
1061	Some of my challenges are listed in the first question in order to explain the difficulty that arises in an Immersion setting in particular. I have had several children on pre-referral at a very young age; however, the only assistance provided is that which I can give in the class and the things I do outside of school to give the child(ren) extra to review/ further strengthen and reinforce what is being done at school.	1/6/2016 8:31 PM
1062	Sometimes inclusive education detracts from the learning of the majority of the class. Much time is spent on one or two individuals and this reduced time on task makes it hard to effectively complete the curriculum.	1/6/2016 8:25 PM

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1063	Staffing would be one. Having people buy-in to the process and give the process the treatment it deserves would be another.	1/6/2016 8:25 PM
1064	Lack of resources (personnel, esp. IRT support) makes this very difficult to implement. Teachers are facing larger class sizes, with increasing needs & pressure to differentiate.	1/6/2016 8:16 PM
1065	People's opinion that inclusion is only about students with exceptionalities. Much larger than special education and students with exceptionalities. People thinking that students have to be included in all classes all of the time. Appropriate inclusion is best! Pull-out is one option but many times people's thinking is very narrow. Sustained PL, more than one or two sessions...need to build capacity and work directly with teachers in the classroom I.e. Differentiation. Once schools were part of phase-in, no opportunity for new staff members to be a part of PL.	1/6/2016 8:13 PM
1066	Student to teacher ratio impedes the success of inclusive education.	1/6/2016 8:06 PM
1067	Sometimes students with exceptionalities feel less intelligent while in a regular class with their peers. They do not want to participate in fear of being "stupid" and subsequently, do not learn effectively. They often do not like an resource teacher being in the room helping because it singles them out and they feel their is a stigma attached.	1/6/2016 8:04 PM
1068	Teachers lose too much instructional time dealing with behaviours and do not get to struggling academic students that need extra support in the early years in order to be successful in later years.	1/6/2016 8:04 PM
1069	Not enough resources	1/6/2016 8:04 PM
1070	Not all students needs are met in the regular classroom. It is sometimes a long process to get them to where their needs are best met. There is not enough IRTs and time to meet the needs of the students in the regular classroom.	1/6/2016 8:02 PM
1071	Teacher is in classroom with 25-30 students. 5 are on an IRT list, two are strong behaviour issues and there is NO time available for IRTs to come in and support. So really the students that are Inclusive just sit in class struggling or are a distraction with their behaviour during class.	1/6/2016 8:01 PM
1072	Time and number of supports and teachers/student assistants...not enough	1/6/2016 8:01 PM
1073	The learning and well being of many students are often negatively affected when the classroom teacher has to deal with students who are very aggressive, physical and verbal. The classroom teacher does not have the proper training and resources to deal with many students with exceptionalities. Classroom teachers do not receive enough irt support and time to help children with high needs. Not enough behavioural specialist, guidance, occupational therapy presence and time in the schools to meet the many needs of students with exceptionalities.	1/6/2016 7:58 PM
1074	Too difficult to give one on one teaching to someone who need a lot of help in a classroom full of student. This is especially true when I am not trained to deal with many of these issues. One half a day training every year or two won't cut it!	1/6/2016 7:58 PM
1075	Inclusion is not working for many reasons- lack of in class support is one of the biggest challenges	1/6/2016 7:57 PM
1076	Not enough In-class support for classroom teachers for those kids	1/6/2016 7:54 PM
1077	Not enough human resources	1/6/2016 7:54 PM
1078	-Teachers are spread too thin to come up with resources for so many different learners. -It is stressful for the students to be in classrooms where they do not understand the instruction. -Students fall behind and never catch up.	1/6/2016 7:53 PM
1079	Resources are spread too thin at times. This means that the average student does not get the help that they need.	1/6/2016 7:49 PM
1080	Too much need, too little time for me to take on other responsibilities of my job. Exceptional students are often left out or unchallenged. The pace of the classroom curriculum tends to be slower. Weaker students often feel I empowered because they compare themselves to their stronger peers.	1/6/2016 7:46 PM
1081	Anxiety, Attention, Impacting other students education	1/6/2016 7:41 PM
1082	Pd	1/6/2016 7:40 PM
1083	There isn't enough support to meet the diverse and many needs in each classroom. A teacher is just one person and it is impossible to effectively teach with the numerous behavioral, emotional and academic issues that are arising.	1/6/2016 7:39 PM
1084	There are not enough resources- including professional development and staff to help address the needs of the students. The classroom teacher is expected to do the work of many professionals in classes of 26, 27 or 28 students with varying needs. French immersion students are not supplied with support, which often allows them to pass through primary grades without identifying needs and even once needs are identified, there is no support for the students.	1/6/2016 7:37 PM
1085	There are many challenges. Not enough resources in the actual classroom. Children being exposed to swearing, screaming , telling, teachers bring physically harmed in front of them.	1/6/2016 7:37 PM
1086	Not a realistic approach to providing all students with the best possible education.	1/6/2016 7:37 PM

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1087	The challenges are that there is not enough hours assigned to each school. It is based on population not on the number of students requiring services. Giving a student 4 hrs out of a 14 day schedule is not very much.	1/6/2016 7:34 PM
1088	It is not always practiced.	1/6/2016 7:32 PM
1089	Not all needs can be met, resources	1/6/2016 7:31 PM
1090	There are not enough supports for teachers. Teacher stress is way up. I believe the point of inclusive education was to have all children included and getting what they need in the classroom. Not only are our children with exceptionalities not getting everything they need, due to lack of supports, but the children who don't necessarily have exceptionalities are suffering as well because teachers are stressed far too thin.	1/6/2016 7:30 PM
1091	The initiative's biggest challenge is the constant cutbacks and lack of teaching units to support its goals	1/6/2016 7:25 PM
1092	sometimes IRT/student assistant support is lacking when children with exceptionalities need extra support in the classroom environment	1/6/2016 7:23 PM
1093	it is a major challenge when extreme behaviours are interfering with teaching and learning.	1/6/2016 7:22 PM
1094	It's difficult to tend to each student's needs when there are so many different accommodations and needs for students with and without exceptionalities, and such a rigorous curriculum. Most teachers also don't have the necessary training to appropriately accommodate all students.	1/6/2016 7:21 PM
1095	-Not enough people resources to help implement -Not enough money to buy technology	1/6/2016 7:21 PM
1096	Same as above	1/6/2016 7:17 PM
1097	not funded sufficiently and neither have the full duties of IRT been identified. Consequently responsibility of the learner's needs falls primarily with the classroom teacher depending on the interpretation of responsibility.	1/6/2016 7:15 PM
1098	The needs are very high and current staffing is not sufficient.	1/6/2016 7:13 PM
1099	Not enough resources to effectively meet the needs of all student in an inclusive manner	1/6/2016 7:12 PM
1100	Please give us the resources to do it well!	1/6/2016 7:10 PM
1101	This education model does not work as having those with exceptionalities in the classroom with not enough support in turn creates a learning environment that is not "the best" learning environment for those who do not have exceptionalities!	1/6/2016 7:09 PM
1102	Those students who cannot cope with the basic curriculum should not be forced into classes where it is difficult for them to find success (example Jr. High Core French).	1/6/2016 7:09 PM
1103	Amount of staff	1/6/2016 7:08 PM
1104	Students are unable to do most of the work in the class without help but only receive support about 25% of the time if they're lucky. Focus is given to extreme cases but those students with ADD and other learning disabilities do not get the support and resources they need. Also, a teacher has to go through months of struggle with behaviour issues and often do not get much help. Last year my doctor wanted me to take time off work because I was so stressed out trying to deal with the daily disruptive behaviour of a student in my class. It was February before I received any help.	1/6/2016 7:06 PM
1105	-Too many children without student assistant support and a lot of children who transfer into school may have support at another school but not able to provide the same resources for the that child at the current school he/she is attending because of high needs -many IRT teachers are covering student assistant time and as a result there is less time to provide support to those students on accommodations with individual IEP's and as a result there needs are not met - Not enough support in classrooms	1/6/2016 7:05 PM
1106	That higher based needs children are accommodated first and foremost leaving insufficient time left to distribute among all other students who may require services.	1/6/2016 7:05 PM
1107	it has merit in concept but lacking in implementation- class size impedes it- lack of irt time impedes it- you can't deliver individualized programs or differentiate instruction when you can't get to all the kids as they require- even when you group them- some kids need to be in smaller classes to work at their level without being embarrassed on how far behind they are from peers- self esteem is shot when you read at a Kdgn level in grade 5-	1/6/2016 7:04 PM
1108	Na	1/6/2016 7:04 PM
1109	Oh my! Where to begin! Students with exceptionalities that can get by at all by staying in the classroom are kept in, even if this is detrimental to them. In some cases this is exclusive. E.g., having a child with ASD run in the back of the classroom for a "sensory break". Teachers and staffs are forced to "be creative" to the detriment of students because there are not enough IRTs. Also, Teachers and staffs do not understand what inclusion really means e.g., if a student needs an accommodation or strategy they give it to everyone. Individual needs are lost. Programming for the individual is being lost. It's about staying in the classroom.	1/6/2016 7:03 PM

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1110	Items are discussed once then put away. i.e one of the first PL sessions a few years ago we received a differentiated learning resource. that at the PL that went with it was great but it was never reviewed again. As with everything we always need to revisit things	1/6/2016 7:03 PM
1111	Not enough human resources; the education of children without exceptionalities is being severely compromised; overwhelming responsibility on classroom teachers, we can sort of touch on all the needs but few students are getting the full attention they need;	1/6/2016 7:01 PM
1112	need more info	1/6/2016 7:01 PM
1113	Implementing the initiatives with ballooning class sizes and a reduction in support personnel. The initiative on paper and in a school with no student issues (which does not exist) allows the implementation of the initiative but the reality where the rights of the mainstream student begins and where the rights of the students with exceptionalities end. There is also concerns at the high school level that students are coming to us with deficits in basic math and English skills and because of the inclusive education initiatives and ballooning curriculums that there is very little time and opportunity for remediation. Teachers are doing their best but there is only so much that one person in a classroom can do with the wide range of academic needs that appear to be getting wider and wider each year.	1/6/2016 6:51 PM
1114	Teachers are constantly juggling to perform the impossible. No one person is capable of delivering effectively in a class of 25 in which, many times, over half require so much support.	1/6/2016 6:51 PM
1115	- not all students strive in regular classroom setting. - students with exceptionalities are not distributed equally in classes. Certain classes have most (all) students with identified exceptionalities, while others have few (none). This excludes consideration of French immersion. - not enough support (irts)/time and resources for teachers.	1/6/2016 6:51 PM
1116	Not enough co-teaching.	1/6/2016 6:51 PM
1117	To my way of thinking the "pull out" model where students stayed in the classroom for most subjects but went to a special education teacher for core subjects like English and Math was a better system than what we have now. You can be alone in a crowd and you can feel bad when you can't seem to "get" what other students catch on to right away. When students are segregated we have a bad situation; but when students are in the same room as their classmates but are still lost, they would fare better in an alternate setting where someone could more effectively meet their needs through individualized programming for that student. It is fine to say "differentiate" and we do so regularly, but with 25+ students in a room one person can only do so much.	1/6/2016 6:47 PM
1118	The greatest challenge are disruptions to the class caused by the exceptionalities (eg. loud outbursts) which reduce the quality of learning for all students present.	1/6/2016 6:46 PM
1119	Insufficient resources, especially personnel (teachers and student assistants) Expectations and work now placed on the classroom teacher is far beyond what can be met. Increased class size, increased needs in the classroom and the number of accommodations that must be in place. Often students not on programming IEP are not able to get time with the classroom teacher when they need it. Teacher time focused on students with IEP.	1/6/2016 6:45 PM
1120	Lack of human resources to include students effectively, too many demands on the classroom teacher, average and above average students do not receive adequate attention because the majority of time is spent on behavioural and struggling students, sometimes impossible to provide all the accommodations to all students at all times given the amount of physical resources and human resources.	1/6/2016 6:45 PM
1121	Not enough resources, i.e. IRT support, guidance time, student assistants.	1/6/2016 6:42 PM
1122	the challenges are in relation to the students who are disruptive to others learning some physically aggressive, verbally aggressive or scream loudly during class time scare the other students. Also if the classroom as a large percentage of students with exceptionalities the teacher has a very difficult task of meeting everyone's needs.	1/6/2016 6:40 PM
1123	Lack of resources to properly implement the initiative, which in some cases can create more stigma for students with exceptionalities. Also teachers need a better understanding of when a child should be taken out of a class. Inclusion shouldn't mean, keeping the child in the class to the detriment of that or other children.	1/6/2016 6:39 PM
1124	Students are unable to receive the in class supports they need because IRT are working with alternate courses and program's first and if time permits, in class supports are squeezed in.	1/6/2016 6:39 PM
1125	I think it's easier for students to fall through the cracks and not get the individual help that students with similar challenges once received in small classroom settings. I'm not sure that IRTs are being used effectively and often play the role that was formerly played by student assistants in terms of behaviour management, keeping kids on task, etc. Needs review and needs to change.	1/6/2016 6:39 PM
1126	Not enough irt support available to meet the needs of students	1/6/2016 6:37 PM
1127	Simply put, try to make do with little or nothing. It's time to stop fabricating a utopian ideal and start dealing with reality. Needs are much greater, so provide the resources to address them.	1/6/2016 6:36 PM
1128	NA	1/6/2016 6:33 PM

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1129	Very poorly funded and supported. Co-teaching , etc doesn't happen. Needs not always met. Behaviour issues pull IRT teachers away from programming they are supposed to be offering. The number of personnel hired to offer inclusion the way it is intended in the plans needs to probably double or triple. Classes are too big to differentiate effectively. Behaviour problems also interferes.	1/6/2016 6:32 PM
1130	It is being used to support having special needs students in the classroom so that government can make cuts to teaching positions instead of what it was really intended for as inclusive education for all students to feel welcome in the class.	1/6/2016 6:32 PM
1131	Students who struggle feel alienated and afraid and are reluctant to participate because they do not want the class to know they LD's. Most times this leads to a student rejecting the lesson and becoming bitter about school.	1/6/2016 6:32 PM
1132	disparity in support for core versus non core subjects.	1/6/2016 6:31 PM
1133	One challenge is teaching units / staff and time to do the best job possible	1/6/2016 6:31 PM
1134	Lack of resources, lack of money, lack of IRT's	1/6/2016 6:30 PM
1135	...	1/6/2016 6:30 PM
1136	Trying to differentiate my instruction for many different needs. I am lucky that I don't have behavioural needs on top of that in my classroom.	1/6/2016 6:29 PM
1137	Inclusion often makes children feel excluded in the regular classroom when they struggle in front of their peers.	1/6/2016 6:28 PM
1138	System takes far too many units for the value gained. System as it existed before inclusion was superior.	1/6/2016 6:26 PM
1139	Not enough resourcing or teachers	1/6/2016 6:24 PM
1140	Lack of support (itt, slp, educ psych, guidance, itineratea)	1/6/2016 6:20 PM
1141	Including all the various needs in a class that has limited extra teaching resources (limited IRT time and student assistants). Having the time to effectively differentiate instruction for the wide range of learners in all subjects.	1/6/2016 6:18 PM
1142	Financial and availability of sped aides	1/6/2016 6:18 PM
1143	There is not enough IRT time to ensure that all students meets are met. Too much responsibilities are placed on the classroom teacher. A classroom teacher's role is expanding with little or no support.	1/6/2016 6:14 PM
1144	See above.	1/6/2016 6:12 PM
1145	High priority students are using up IRT time. Classroom teachers are expected to meet too many needs without enough support. Students with disabilities are no longer receiving direct instruction.	1/6/2016 6:11 PM
1146	Human resources are no where near where they need to be in order to reach the need of most learner.	1/6/2016 6:11 PM
1147	Lack of sufficient resources. And a lack of PD it seems.	1/6/2016 6:08 PM
1148	A ridiculous expectation on classroom teachers to implement a great idea yet act as an IRT or Guidance counsellor. Alloyed time with irt's and guidance counsellors cannot possibly achieve the goals of IE.	1/6/2016 6:04 PM
1149	Resourcing, both human and material.	1/6/2016 6:03 PM
1150	N/a	1/6/2016 6:01 PM
1151	Resources IRT personnel and time	1/6/2016 5:59 PM
1152	Resources to meet individual student needs - formulas do not work	1/6/2016 5:59 PM
1153	More work for the classroom teacher, less resources available.	1/6/2016 5:58 PM
1154	The challenge is ensuring that the role of irt teacher is consistent between schools.....the expectation of workload needs to be shared....too much is put back on the regular classroom teacher who leaves the school with bags of school work while the irt goes home empty handed....	1/6/2016 5:58 PM
1155	.	1/6/2016 5:53 PM
1156	- irts stretched too thin often times - limited time for collaboration except after school/lunchtime - lack of technological resources available in the classrooms for students who need technology to increase their independence with task completion - classroom teachers not always knowledgeable of IRT roles - class sizes are too large, to effectively meet the needs of all students	1/6/2016 5:52 PM
1157	Often it can negatively impact the learning of an entire class depending on the level of issues with the students with exceptionalities.	1/6/2016 5:52 PM

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1158	it is unfair to those students who have smaller needs that get skipped because of the often overwhelming behaviors that get included in the classroom and drain time and attention	1/6/2016 5:52 PM
1159	Those students with very high needs are difficult to incorporate in the classroom setting. Need more irt and student assistant time if it is to be done properly.	1/6/2016 5:51 PM
1160	as a teacher it's difficult to be everything to everyone. The biggest issue I see is the level of increasing behavior issues and anxiety in children. I believe the inclusion of some student actually increases anxiety in others as well as behavior issues.	1/6/2016 5:50 PM
1161	Large needs in one classroom with not enough support.	1/6/2016 5:48 PM
1162	Meeting the individual needs of your student(s) in the larger setting; the classroom IS NOT always the "least restrictive" environment for the student.	1/6/2016 5:46 PM
1163	Not enough reources	1/6/2016 5:45 PM
1164	Teachers don't modify - cross off some test items instead of changing instruction and testing	1/6/2016 5:45 PM
1165	Just said that I do not know what the initiative	1/6/2016 5:44 PM
1166	Meeting accommodations/supports for testing/evaluations is always a challenge	1/6/2016 5:44 PM
1167	Not enough human resources	1/6/2016 5:44 PM
1168	Resources in professionals who are able to support the classroom teacher in body and develop programs in order for each child to be challenged and be successful.	1/6/2016 5:43 PM
1169	Appropriate support to carry out the program.	1/6/2016 5:41 PM
1170	meeting the needs of all students in your class during large group, small group or individual conferencing.	1/6/2016 5:40 PM
1171	Children with exceptionalities need a place to go where the environment is suited to their unique learning. Nobody wins when behaviours impedes learning. The main issue is there needs to be more direct one on one service for the children who need a quite low sensory environment to learn. We need more expertise based at school level who are trained in the area of ASD for example. Class size needs to be based on level of needs within that room.	1/6/2016 5:39 PM
1172	There are not enough resources allocated to properly implement inclusive education. The result is students who struggle to keep up and end up falling behind, and students who feel isolated from their peers.	1/6/2016 5:38 PM
1173	resources	1/6/2016 5:38 PM
1174	The lack of human resources; Class size.	1/6/2016 5:37 PM
1175	some kids need to be pulled out. Class sizes are too big. SOME of these kids rquire HEALTH professional as well as mental health professional to deal with thei issues NOT classroom teachers	1/6/2016 5:33 PM
1176	No planning time. Extra work. ,a lot of good ideas but where is the time coming from?? Our preps are cut, our teaching assignments are more intense and challenging, where is the time to put into this? Children with such diverse and specific needs in our classes where in many cases we know nothing about the disorder/exceptionality, our classroom doors open, children are put in and we are left dealing with in some cases, many unknowns. The expectation that we just do more, know more, accommodate more.	1/6/2016 5:32 PM
1177	not having the resources and supports in place to meet all the individual needs of students. Needs which are getting more profound and more common every year.	1/6/2016 5:29 PM
1178	Behaviour concerns and lack of support/ help from IRT and/ or French assistant. I am only one teacher with high needs and 26 in my class. I do not feel I am able to get to everyone in one day. Support and smaller class sizes would be a big help to us Primary teachers.	1/6/2016 5:28 PM
1179	The challenge is that a. it is seriously under-resourced and b. reduces the amount of individual teacher attention for students who do not have any particular learning issues. I have one class with 3 autistic children, 1 ESL child, 4 LDs of various kinds, plus other children who are at risk because of poverty and other problems. I have no support in the class because the IRTs are all ready supporting general classes, rather than academic classes. When I give a test, 1/4 of the students need to have a support teacher (which could be a classroom teacher who has lost a prep) work with them in an alternate setting. This is not feasible.	1/6/2016 5:25 PM
1180	Not enough support. It appears sometimes that students who cannot cope with the curriculum are dropped in a class without support because there isn't enough personnel to work with this/these students	1/6/2016 5:24 PM
1181	not enough support for students	1/6/2016 5:23 PM
1182	It is woefully under resourced and its consequences are particularly felt in a small school. Students who are included are faced with an almost unique brand of being excluded - present but forgotten. It's a terribly sad situation.	1/6/2016 5:22 PM

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1183	Not all children belong in the classroom and do not want to be there. They are happier in different settings but the resources are not there to provide this. By putting so much effort into inclusion of difference students who are just "normal" are being excluded.	1/6/2016 5:20 PM
1184	Absolutely not enough resources available. Limited or non-existent IRT. Very few students, if any, get needed amount of IRT time. IRT not effectively implemented in some classrooms. Some IRT unwilling to plan, correct, or teach and function as student assistants. IRT should attend department meetings to effectively provide needed support and intervention but this often does not happen. IRT not permitted to accommodate testing (done on teacher preps) which means IRT staying with kids in class who do not need any intervention at all. This doesn't make sense.	1/6/2016 5:19 PM
1185	The implementation of the initiative is not nearly as effective as it should be given the lack of human resources.	1/6/2016 5:15 PM
1186	Human resources are insufficient Hard to do justice to every student when a few require a high percentage of your time every day Scheduling irts - to maximize learning / teaching Effective teaching to student needs when there's a huge gap of abilities	1/6/2016 5:13 PM
1187	Not enough teachers, not enough student assistants, not enough specialists such as guidance counsellors, IRTs, etc. In short, too many students with special needs in the classroom for one teacher & perhaps one student assistant to handle. It ends up in chaos & both the special needs students & the rest of the students suffer. It is burning teachers out or turning them towards less high-stress employment.	1/6/2016 5:12 PM
1188	Students who have major exceptionalities may not be getting the support they need in a classroom environment. Some students need to have one-on-one time with their support teachers.	1/6/2016 5:11 PM
1189	Admins don't understand what it means	1/6/2016 5:07 PM
1190	Not enough in class support	1/6/2016 5:06 PM
1191	Limited IRT time, this needs to be consistent, ie have the same IRT doing Math and LA in the same classroom. The behaviour of some children in the classroom impedes the learning and safety of both the other students in the class and the teacher. Children do not need to hear other students swearing, being defiant and throwing objects in the classroom. They do not need to feel afraid and have to be removed from the classroom because another child is misbehaving.	1/6/2016 5:03 PM
1192	We r not trained for these needs	1/6/2016 5:03 PM
1193	-	1/6/2016 5:02 PM
1194	Not enough supports and a definite void between regular classroom teacher and the IRT. It is a system that works in theory only.	1/6/2016 5:00 PM
1195	trying to make feel included trying to prevent outbursts trying to prevent physical fights in the classroom trying to keep behavior under control trying to make feel like they fit in trying to have them engage in conversation with others	1/6/2016 5:00 PM
1196	lack of time to prepare and not enough available personnel hours to help support the initiative fairly and consistently	1/6/2016 4:59 PM
1197	Not all needs can be met in the regular classroom with Inclusive Education.	1/6/2016 4:58 PM
1198	Not enough personal to implement it properly. Class sizes are too large. Behavioral issues are interfering with instruction.	1/6/2016 4:57 PM
1199	- Integration leads to students with great learning challenges being placed in classes where their chances for success are minimal because they are being placed in academic classrooms and are forced to try and keep up. This ends up affecting all students in a negative way.	1/6/2016 4:56 PM
1200	too large a class size, and not enough staff.	1/6/2016 4:56 PM
1201	I feel that children need to be taught in the best environment. That does not always mean in the classroom. There are many children in my class who are traumatized by other children in the class/school who have behavioural issues. It is difficult for me to help them feel safe.	1/6/2016 4:52 PM
1202	Limited resources and staff. Inclusion only works and makes sense if classroom teachers are supported by IRT at least 40% of the time.	1/6/2016 4:52 PM
1203	Students are being placed in the regular classrooms often without the supports needed. In some cases it has become glorified baby-sitting because the teacher is not trained to deal with the student, or there are so many needs that it can't be done effectively.	1/6/2016 4:51 PM
1204	Great idea, but not enough resources or support personnel to properly implement.	1/6/2016 4:51 PM
1205	Resources- human and text	1/6/2016 4:51 PM
1206	The needs of the student cannot be sufficiently met due to the amount of extra time and assistance that they need to acquire concepts.	1/6/2016 4:50 PM

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1207	Where does inclusive education end...are these students to be included in everything and every class especially if it has an impact on learning of other students in the class	1/6/2016 4:46 PM
1208	Some individuals think that inclusive education means that we do not take students out for small group or individual support. We also need more support for student with exceptionalities to help them in the regular classroom and also in smaller and individual settings.	1/6/2016 4:43 PM
1209	not enough resources available too many demands on the classroom teacher too many distraction for the regular student	1/6/2016 4:43 PM
1210	ability to provide fair programming for all students	1/6/2016 4:41 PM
1211	Not enough qualified IRT	1/6/2016 4:40 PM
1212	Not enough IRT support Big need for teacher assistants Qualified student assistants for LD students & autistic students	1/6/2016 4:35 PM
1213	Students come in weaker each year.	1/6/2016 4:35 PM
1214	Consistency of the model ... An IRT might only get into 3 classes per cycle . Some classes like science ir social studies do not get support because math and language get the support. There are not enough IRTs to cover all classes.	1/6/2016 4:34 PM
1215	classroom teachers do not have enough planning time and in class support to effectively deliver meaningful programming to all students. Class sizes are too large to give students the attention the need.	1/6/2016 4:34 PM
1216	Children with exceptionalities require support in many areas in order to function. They may require alternate setting, 1:1 support, sensory breaks, etc. Why would we force them to stay in the regular classroom when they should be provided with an opportunity to focus on what's being taught, regulate their bodies, and be motivated to learn in a supportive environment.	1/6/2016 4:32 PM
1217	I feel that it takes away from other students learning as often times the student or students with exceptionalities requires more teacher support	1/6/2016 4:30 PM
1218	Student assistants need to be trained as educational aids and more involved partners in education	1/6/2016 4:29 PM
1219	Not enough human resources to support the high demand in classrooms and within the school	1/6/2016 4:28 PM
1220	Meeting the challenges of students with exceptionalities within the class.	1/6/2016 4:25 PM
1221	Resources(teacher and technology)	1/6/2016 4:25 PM
1222	Ensuring that all that can be done is being done with limited resources (IRT). teachers have a very full plate and more keeps being added to it while services and support for making positive changes to the classroom learning environment are eroding	1/6/2016 4:24 PM
1223	One teacher with with the entire group makes if extremely difficult to provide the one on one with all students. Our high achieving students are also not getting what they deserve because the techies are spread thin trying to meet the needs of struggling students. It is a great model but needs to be more heavily resourced.	1/6/2016 4:24 PM
1224	Sometimes a child with special needs will get frustrated with the work and need some space . They may act out. A student assistant or an IRT teacher is not always there.	1/6/2016 4:22 PM
1225	Students with Mental Health issues are becoming more and more a concern. We are NOT equipped to deal with their concerns. Students at the Intermediate Level are not given enough support.	1/6/2016 4:19 PM
1226	Good idea in theory. Not enough support at the school level for the initiative to work in practice. For example, if I am in a class of 25 students and I am an IRT working in the classroom with 2-3 pervasive needs students in addition to 6-7 students who require accommodations and pre-requisite programs, how am I able to assist all students who need my help? More IRT time is required to support large numbers of students in inclusive classrooms.	1/6/2016 4:19 PM
1227	There is a lack of support	1/6/2016 4:18 PM
1228	There is not enough support for the classroom teacher. Not enough allocations for each school for IRT, Guidance Counsellors, etc.	1/6/2016 4:18 PM
1229	Unsure	1/6/2016 4:18 PM
1230	Students are falling through the cracks because there is no testing. Resources are not provided to schools to properly support this initiative.	1/6/2016 4:17 PM
1231	Can Disruptive to teaching and learning process when dealing with behaviours.	1/6/2016 4:17 PM
1232	Disrupts learning of other students	1/6/2016 4:16 PM

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1233	The challenges are that students who really need the support or one on one are not getting it because teachers are dealing with behavioral issues in the classroom.	1/6/2016 4:15 PM
1234	- Limited resources - Limited time to implement certain aspects of inclusion	1/6/2016 4:14 PM
1235	Resources for French immersion teachers are limited. Not enough resources to serve all the students.	1/6/2016 4:12 PM
1236	Not enough human resources, irt available Too many needs in one classroom Students could benefit from small group pull out are lost in the classroom	1/6/2016 4:11 PM
1237	Teachers can do it all!! Too many needs in some classrooms. Can not be addressed inclusively.	1/6/2016 4:09 PM
1238	Other students in the classroom suffer from the constant distraction and lack of quality time they avail of due to the excessive attention needed to be given to those needs.	1/6/2016 4:09 PM
1239	Not having an IRT in the classroom for elective courses when students have diagnosed exceptionalities.	1/6/2016 4:08 PM
1240	Lack of resources. When IRT are pulled and used as Student Assistants, students miss out. Very disruptive.	1/6/2016 4:08 PM
1241	Meeting the identified needs of all students	1/6/2016 4:07 PM
1242	Students are left behind in a bigger class size. It does not work for all students.	1/6/2016 4:07 PM
1243	The biggest challenge is the high demand on teacher time in order to plan DI lessons, prepare multiple materials for DI and complete differentiated assessment. This is especially demanding in a multi-graded classroom since the teacher is already working to achieve outcomes from more than one curriculum.	1/6/2016 4:06 PM
1244	Not enough resources / not enough in-service and continued in-service to support teachers / curriculum is too jammed pack at the JH level to allow for time for planning	1/6/2016 4:06 PM
1245	Not enough resources to provide what needs are identified. Only a specific few perfectly diagnosed exceptionalities are permitted to have help. NONE of the brilliant students I know receive ANY challenge from IEI at all.	1/6/2016 4:05 PM
1246	The pressure to include everyone in your classroom at all times ignores the very real differences in childrens' ability to learn.	1/6/2016 4:04 PM
1247	There are not enough instructional resource teachers assigned to schools to meet the needs. Students are not necessarily all in the same grade or classroom. When that happens, the only way to effectively provide service is to have students pulled out. When they are pulled out, it is no longer inclusive. However, that is often the only way that programs can be delivered when there are too many students in too many different grades and classrooms with not enough IRTs to go around. Unfortunate!	1/6/2016 4:03 PM
1248	Meeting the needs of these same kids who are included	1/6/2016 4:03 PM
1249	Staffing issues don't always allow the following: Some students, whether for medical, academic, social or emotional reasons, need individualized or small group instruction periodically, in order for their needs to be met.	1/6/2016 4:02 PM
1250	It is hard for a classroom teacher to meet the needs of students of diverse needs when there are so many in the classroom.	1/6/2016 4:02 PM
1251	Some children benefit from small group setting and this is not always available to them. Being in the large group in a classroom does not help them achieve to their potential. More children could stay in FI if we had the resource people to help them.	1/6/2016 4:01 PM
1252	Some students would benefit from more small group instruction in another setting. Some children get lost in the big group.	1/6/2016 4:00 PM
1253	Can be difficult to provide support in classes where there is a large range of needs and sometimes multiple courses happening in one class	1/6/2016 4:00 PM
1254	The proper resources are not in place	1/6/2016 4:00 PM
1255	Proper training and follow- up with I E practices including differentiated instruction and assessment.Often the teachers only receive initial in-servicing with no follow up.	1/6/2016 3:59 PM
1256	Can take a lot of planning and time to accommodate those students in need.	1/6/2016 3:59 PM

Inclusive Education Initiative Survey

1257	Inclusion is destructive to children with special needs when they are in a classroom all day with a curriculum that is beyond their means. Most research states that children with autism may function better in quiet spaces with low numbers yet we keep putting children with special needs in busy over stimulating environments. I do agree with inclusion but not for a much time as possible during the day. Only for portions of the day. We know that many children with special needs need educated and skilled caregivers. Student assistants and classroom teachers are not adequately trained in special education. It bothers me that we know what's in the best interest of children with special needs and we keep doing the opposite. Special needs students and all students have strengths and needs we need to accommodate them individually and not with a blanket solution.	1/6/2016 3:58 PM
1258	-so many needs and not enough personnel -great in theory, however without enough support it is too much for one classroom teacher to handle alone -too many students on an IRT caseload, means that students are not getting the time they need to make gains -even if all students stay in the classroom, students still know that others are behind or at different levels. Not being pulled out does not help their self-esteem	1/6/2016 3:57 PM
1259	1. Lack of support!!! I don't need to say anymore. 2. Inconsistency between IRT teachers on their roles as Inclusive teachers. Many times there is no collaboration and at times refusal by some teachers to support inclusion.	1/6/2016 3:57 PM
1260	Lack of supports	1/6/2016 3:57 PM
1261	It is not resourced properly. IRT, GC's, EP's and SLP's are only able to fulfill a small portion of their job title because there are so few of them and so many students and schools to maintain. Teachers are ill equipped to deal with the learning, social, and behavioural problems in the classroom and students are failing. Everyone is frustrated and no one wins.	1/6/2016 3:56 PM
1262	Lack of support in the classroom. I currently have a class of 29 students. Within it, varying levels of abilities. Six students with identified exceptionalities and only one student assistant (assigned to only one of the six). I have advocated for years for an IRT to come into my classroom as that would be an ideal environment for the Inclusion program. As it stands, I have far too many students to give individualized attention and they all suffer. I could do so much more with all of these students with more support. (I have had to enlist the help of a volunteer from the community) Inclusion works best when the support matches the needs in the classroom. Too many students and/or too many with high needs and everyone's learning is negatively impacted.	1/6/2016 3:55 PM
1263	many times behaviour issues disrupt the entire class and learning and teaching is very difficult.	1/6/2016 3:55 PM
1264	--	1/6/2016 3:54 PM
1265	Under resourced; developing empathy for the needs of students with exceptionalities / behaviors in the parent body.	1/6/2016 3:51 PM
1266	Not enough funding or support. Some children find being in a classroom with 25 other kids making noise very difficult. Not enough IRT time or student assistant time.	1/6/2016 3:51 PM
1267	Staffing	1/6/2016 3:49 PM
1268	Students who are placed in regular classrooms who are not benefiting from the classroom environment and are also negatively impacting the students without exceptionalities. This is because resources are spread thin when pervasive needs students have high needs. Student assistants are scarcer than hens' teeth so the classroom teacher has to assist a student who is obviously not getting anything out of the class. It seems they are there not because it benefits the child, but because it is politically correct to do so. The child is stressed, the class is stressed and the teacher is stressed.	1/6/2016 3:48 PM
1269	More assistance is needed and intervention needs to happen earlier before the child falls too far behind especially with reading	1/6/2016 3:48 PM
1270	Having the resources (teachers) in the classroom to meet the needs. IRT teachers for co-teaching. With the growing needs in our classrooms, it is very hard for an individual teacher to meet all of those needs.	1/6/2016 3:47 PM
1271	Some students take advantage & become dependent on IRTs, instead of actually learning the material. Too many students are relying on it.	1/6/2016 3:47 PM
1272	More resources to meet the needs of students AND a better program. Classroom teachers have all the responsibilities and ALL of the work because IRT breezes in and out of our classrooms. IRT don't plan, they don't correct, they aren't here!	1/6/2016 3:46 PM
1273	Being able to meet all the needs in a classroom with one teacher	1/6/2016 3:46 PM
1274	The amount of work pushed upon teachers is unreasonable as we fail to find the time to be able to adequately accommodate all students in a way that we feel is fair to them. Many students who are not involved directly in the inclusion model are missing out because of the amount of time teachers are spending with students with behavioral issues or require extra attention academically. It is expected of us that all students succeed and to make this work, as teachers often do to our own detriment, those who can excel are ignored to push the others to pass.	1/6/2016 3:46 PM

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1275	an idealistic model that encourages everyday average students to be excluded or receive unequal teaching and learning moments	1/6/2016 3:46 PM
1276	There are not enough resources - i.e. student assistants and IRTs to meet all the needs within the classroom. IRTs are not able to co-teach or provide other supports when they are consumed with meeting the needs of students with severe needs/challenges (i.e. behavior)	1/6/2016 3:46 PM
1277	More PD for all teachers and support staff	1/6/2016 3:46 PM
1278	don't know	1/6/2016 3:46 PM
1279	All students with exceptionalities CANNOT be included ALL of the time.	1/6/2016 3:46 PM
1280	Staffing! IRTs need to be assigned and time needs to be provided within the schedule for collaboration and planning. As well, when we have approached Student Support Services they do not seem to understand the role of our IRTs as inclusion support within the classrooms. They see our IRTs as easily being redeployed to address other school needs that may arise, thus diminishing the value of their role in promoting and maintaining an inclusive environment.	1/6/2016 3:45 PM
1281	They are not practicing what they are preaching (see above). Telling us we are an inclusive district when not enough money or resources are being allocated to schools. Not looking at schools and classes on individual bases for needs. Inclusion does not work if sufficient resources/money is not spent.	1/6/2016 3:45 PM
1282	The inclusive education model is bogus, and creates real exclusion, since the student cannot get in any an individualized learning plan, this is a ludicrous expectation. They feel their exceptionality and it isn't positive. Students need specialized teachers with specialized training to put a dent in real learning for these students, and lumping them in with everyone else and expecting the classroom teacher to manage and facilitate and teach specialized lessons while covering curriculum is a farce. It doesn't occur and to expect it, is a model with heads in the sand.	1/6/2016 3:44 PM
1283	There simply is not the ability to adequately meet the needs of diverse classes with class sizes as large as they now are, and a department of education that does not recognize a need for maximum class sizes in a high school. Even at the junior high and high school level where they implemented class maximums, they have somehow become confused with the notion of ideal, as it is the number that occurs most commonly	1/6/2016 3:44 PM
1284	There are not enough staff and resources to help identified students.	1/6/2016 3:44 PM
1285	.	1/6/2016 3:44 PM
1286	Time. In my experience, having students with exceptionalities or LD in the regular classroom become behavioural issues that have a negative impact on the remainder of class. The teacher is then having to waste instructional time dealing with behaviours and not with teaching. Also, if not a behavioural issue some students, who may not have an identified exceptionality, require so much one on one that the students who require some help, don't get it because there isn't enough time or teachers to help.	1/6/2016 3:43 PM
1287	students are dumped into a classroom for the sake of lack of supports/resources or scheduling issues which again falls onto lack of resources to meet needs of these kids.	1/6/2016 3:41 PM
1288	High demands placed on the classroom teacher especially teachers who have multigrade classrooms who are already responsible for a vast breadth of curriculum; inadequate IRT time to allow the effective inclusion of students with needs; difficulty accommodating students with severe behavioural challenges.	1/6/2016 3:41 PM
1289	Not enough resources. The older model provided much more support for these students. In an alternate location these students have their needs met. In the current model all students suffer, no ones needs are being met!	1/6/2016 3:40 PM
1290	Not enough IRT for each grades. Challenges in equipments in the classroom. More PD days for IRT.	1/6/2016 3:40 PM
1291	Implementation	1/6/2016 3:40 PM
1292	extra work for classroom teacher, confusion on what inclusion really means, clear direction on roles and responsibilities for all educators.	1/6/2016 3:40 PM
1293	The main issue is lack of resourcing. A great idea is shared and then pressure is placed on employees to make magic happen. . . .The process is similar to an abusive relationship or making a recipe with only half the needed ingredients. We are given inadequate resources to follow through completely with a plan therefore making it impossible to meet with success - yet, despite the lack of logic, employees are treated as though they are inadequate in some way when the end product does not turn out like the picture in the book. Sounds like a definition of insanity.	1/6/2016 3:38 PM
1294	However, resources for mental illness, behaviours and diverse learning needs are extremely limited. I also believe knowledge is lacking with respect to appropriate programming.	1/6/2016 3:38 PM
1295	In one classroom, there may be a huge gap between abilities and exceptionalities which causes more time to prep and differentiate.	1/6/2016 3:38 PM

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1296	- A need for more resources (IRT and Student Assistants) to meet the needs of a school, both at the beginning of a school year and when a new students arrive who also have diverse needs. -Today's norm of large class sizes do not suit the Inclusive Education model.	1/6/2016 3:37 PM
1297	Inclusion is a big challenge in a K-12 school, because most resources go to elementary section, where they are hoping intervention will help. However, these children still have difficulties in junior and senior high. As well, students only get support in the higher grades for behaviors. I have a grade 7 student at a grade 1 reading level in my class of 15, this student is lost and I feel bad about not being able to sit and help. There are still others who are struggling in the course, most days I feel I have not done justice to the class. I know things would run differently if the one student had more support.	1/6/2016 3:37 PM
1298	Not enough support for classroom teachers No professional development No support for teaching dealing with issues	1/6/2016 3:37 PM
1299	Some children are suffering because they are not getting the time they need or deserve from the IRT or classroom teacher. Some severe needs can drain the entire classroom of all resources. The children that have mild-moderate learning disabilities are not getting the time they need to be successful	1/6/2016 3:37 PM
1300	Inadequately resourced both in human resources and materials to support learners. Poorly explained in with in-servicing it has been stressed that the classroom is the place for all students not the environment of best fit base don their needs.	1/6/2016 3:37 PM
1301	Limited teacher resources	1/6/2016 3:37 PM
1302	111	1/6/2016 3:37 PM
1303	ensuring that there is educational value in the (included)students' school experience - otherwise a lot of money is being spent on respite care!	1/6/2016 3:36 PM
1304	-not enough IRT time allotted to effectively benefit student population -not enough student assistant time to address needs	1/6/2016 3:36 PM
1305	Takes time away from "normal"student. These students suffer from interruptions caused by IEP.	1/6/2016 3:35 PM
1306	Without the proper resources to run an inclusive program (i.e IRTs, training programs, equipment) it becomes a strain on the classroom for both teachers and students. Especially in noncore courses where teachers are treated as second class and cannot get in class help this is a huge problem. The quality of the student's instruction suffers because no matter how hard I try I cannot multiply myself.	1/6/2016 3:35 PM
1307	Lack of human resources for proper implementation.	1/6/2016 3:35 PM
1308	sometimes its hard to get to all students in a set time frame	1/6/2016 3:34 PM
1309	Resources.	1/6/2016 3:34 PM
1310	Leaving children in the classroom all day, whether they can benefit from it or not, just because we do not have sufficient resources to meet their needs.	1/6/2016 3:33 PM
1311	In adequate resources	1/6/2016 3:33 PM
1312	Not enough teacher/ student assistants	1/6/2016 3:32 PM
1313	Support for the needs of our students seems to have been reduced significantly under the guise of the Inclusive Education Initiative. CUTBACK STRATEGY	1/6/2016 3:31 PM
1314	Not enough IRT's to support this type of initiative. Behavioral and mental health issues seem to have increased at the same time (not as a result of Inclusive practices but just coincidentally it seems) - but I think that has thrown a wrench into the system as well. In my schools, there are many 'average' kids who have pretty extreme behavioral problems that are eating up tons of teacher and IRT time. Also, I think people have misinterpreted 'Inclusive' as to mean everybody in class all the time - not always the best answer..... Viewing pull-out for help as a negative thing is, to my mind, as non-inclusive as it gets.	1/6/2016 3:30 PM
1315	as above	1/6/2016 3:30 PM
1316	N/A	1/6/2016 3:30 PM
1317	Not enough resources to handle behavioural issues and academic issues that exist in children with exceptionalities and also those without.	1/6/2016 3:30 PM
1318	Lack of support for classroom teachers.	1/6/2016 3:30 PM
1319	With limited time and resources we end up teaching to the middle, not allowing higher students that chance to be challenge, or providing the skills to those struggling.	1/6/2016 3:29 PM
1320	As an administrator getting all teachers on board as well as getting the support from BO personnel.	1/6/2016 3:29 PM

Inclusive Education Initiative Survey

1321	Assigned Support time.	1/6/2016 3:28 PM
1322	Small regions = less services for the students. French school board = even less services...	1/6/2016 3:28 PM
1323	disruptive to others	1/6/2016 3:28 PM
1324	Not enough teachers/resources/support/training. Students hate being in a classroom full of people who are smarter than them. Their classmates aren't their 'peers'. It's not improving their social development. It's just as well as you place them in a classroom full of people speaking German. It decreases ALL student motivation to do well. Students who want to learn are wasting time in class because the teacher is being dealing with misbehavior of exceptional students. Most students who receive support (in or out of the classroom) show NO effort to help themselves in class or at home. How can a student in grade 9 science learn anything when they read and write at a grade 2 level? They are wasting time in the regular classroom. Their self-esteem is negatively affected and their opinion of school decreases. And then they become behavioral issues. The 'middle' students are extremely negatively affected by inclusion. I have no time to help the hard-working, barely-passing non-exceptional student, because I'm dealing with misbehavior of exceptional students. Assessments are impossible in the inclusive classroom. I have to read to one student, scribe to another, clarify/explain to two others, four students need an alternate setting, and five others need extra time.	1/6/2016 3:27 PM
1325	The needs of one child should not outweigh the needs of the many. Inclusion is not always meaningful to the child, but is done due to insufficient resources or because it looks good on paper.	1/6/2016 3:27 PM
1326	There are not enough IRT teachers to ensure that all students with identified exceptionalities are having their needs met. There just isn't enough time to do justice to the IEP's of students with exceptionalities.	1/6/2016 3:27 PM
1327	N/A	1/6/2016 3:27 PM
1328	.	1/6/2016 3:27 PM
1329	There are not enough human resources (teachers, IRTs, guidance counsellors, student assistants, etc.) to meet the diverse needs in our schools, in my opinion.	1/6/2016 3:25 PM
1330	So many diversities in large classes, (30+) restricts the optimization of teaching and learning with all students. (Teaching to the middle) Top students don't get pushed or challenged while lower performing students may get overwhelmed.	1/6/2016 3:25 PM
1331	Providing adequate Human resources and planning time in the classroom to address student needs/programs and support colleagues.	1/6/2016 3:24 PM
1332	Limit how majority of students are impacted by attention given to those with specific needs, others may be negatively impacted by this.	1/6/2016 3:23 PM
1333	Average students fall through the cracks - those with needs get all the help and resources The IRTs have less responsibility than the classroom teachers who are responsible for all curriculum. IRTs bounce in and out of classroom with much less responsibility for correcting, planning, assessing. Way more work for homeroom teacher.	1/6/2016 3:22 PM
1334	o	1/6/2016 3:22 PM
1335	Some students do not benefit in an inclusive classroom and therefore disrupt learning for everyone else.	1/6/2016 3:20 PM
1336	Lack of resources to make inclusive successful	1/6/2016 3:20 PM
1337	- Lack of Instructional Resource Teachers - Teachers/Administrators misunderstanding of the initiative	1/6/2016 3:17 PM
1338	Not enough teacher supports and student supports put in place to assist the teacher and the students. Too many are just are being "unable to evaluate" and are being moved in only to drop out in high school. We actually have students who have "dropped out" in junior high. How is that possible? Just lack of resources.	1/6/2016 3:17 PM
1339	Students with exceptionalities are always put in the classroom even when that may not be the best place for them to learn	1/6/2016 3:17 PM
1340	It is sometimes difficult to reach all children in the classroom.	1/6/2016 3:17 PM
1341	too heavy a course load to execute properly. other students suffer because of time needed for exceptional students	1/6/2016 3:15 PM
1342	Not enough resources to support these students inside a regular classroom. The co-teaching model is excellent but not happening. Classroom Teachers are completely overwhelmed.	1/6/2016 3:14 PM
1343	Needs better allocated resources. Needs to align with Universal design for learning	1/6/2016 3:14 PM
1344	Too many needs that are constantly growing and I think inclusion is detrimental to all students the way it is now. The whole class suffers. Regular classroom teachers are suffering.	1/6/2016 3:13 PM
1345	gj	1/6/2016 3:13 PM

Inclusive Education Initiative Survey

1346	Inclusion is nothing more than a human resources issue. We as teachers fail students as there are not enough Teachers (irt and specialists) or students assistants to properly address the VAST ARRAY OF NEEDS that come with including all children in the mainstream classroom!!!!!!!!!!!!!!!!!!!!!!!!!!!!	1/6/2016 3:12 PM
1347	Too many students with diagnosed exceptionalities in classroom with no support. Support is once every couple of cycles. The exceptionally exists everyday in every class.	1/6/2016 3:11 PM
1348	Lack of resources. Sometimes takes away from other students. Increased planning and correcting time.	1/6/2016 3:10 PM
1349	Sometimes the regular classroom is not the best fit for a particular child. We have to consider not only the student with the identified exceptionality but the needs of all other students in a particular class.	1/6/2016 3:10 PM
1350	Not everyone understands that it is based on the best learning environment for the student, which sometimes NEEDS to be in a separate location. As well, I feel that our Special Services have been greatly cut from where they were previously. I feel that this is based on a formula that does not take the individual needs of a school under consideration. Two schools may have the same number of students receiving services, but one school may need to use other locations (i.e. pull-outs) to a greater extent than the second school. However, this is not represented in the current IRT allocation process.	1/6/2016 3:09 PM
1351	Sometimes there are so many professionals sitting around the table that it results in no one taking responsibility for the student.	1/6/2016 3:05 PM
1352	Often, students with exceptionalities are disruptive during instructional time and can be very distracting to students. Many times, teachers are required to spend more time with these students while other students may not get the assistance they require.	1/6/2016 3:05 PM
1353	Entire initiated needs to be scraped. Resources are being wasted. Irt's watch me teach. Last 10 minutes they float around to answer questions. If my IRT support was taken out it would not affect my results. Yawning In Back of class, texting, leaving for 20 minutes until I assign seat work, not showing up when I have a sub. I could go on.	1/6/2016 3:04 PM
1354	Getting everyone on board for the changes in our society	1/6/2016 3:04 PM
1355	not enough supports. some students are not able to be included in the initiative. not enough PL most teachers do not adequately understand the initiative.	1/6/2016 3:03 PM
1356	Sufficient numbers of IRT units to accommodate needs in the regular classroom	1/6/2016 2:58 PM
1357	Schools need more human resources to support the needs of all students. The number of needs is increasing, but the human resources are not increasing. As well, students with significant behavioral issues (who often refuse to learn, even in a one on one setting) are given priority to human resources in a school at the expense of those with needs that can be met by increased help in classrooms.	1/6/2016 2:57 PM
1358	NOT ENOUGH PERSONEL!! We have ONE IRT per 2 grades... (6 classes of ~25 students = 150 students!!!)	1/6/2016 2:55 PM
1359	Lack of IRT support/resources, lack of understanding of the SDM, the increasing needs of students with exceptionalities beyond the expertise of schools (ie: anxiety, depression)	1/6/2016 2:53 PM

Inclusive Education Initiative Survey

Q23 What recommendations would you make to improve the Inclusive Education Initiative in Newfoundland and Labrador? (Please limit response to 200 words)

Answered: 1,359 Skipped: 551

#	Responses	Date
1	We should look at the needs of our students more carefully. Sometimes behavior problems cannot be handled in the classroom, and for the sake of the other 19-20, who cannot receive the education they deserve because of the disruption, it's not fair. It's also not fair to the behavior child. I am not equipped to deal with some issues I have been seeing in the past few years. Also, for (the many) students who struggle academically, there is a place for structured small group instruction until they make some gains, and they deserve that. As a classroom teacher, with the number of students who require reading and scribing, I often don't get to the middle of the road kids.	1/21/2016 7:40 AM
2	Hold IRTs and Student Assistants more accountable for their work including programming, design, leadership etc.	1/21/2016 7:38 AM
3	Provide more resources	1/20/2016 11:38 PM
4	Listen to teachers. They are not lazy. They are not liars. If they are saying this isn't working, it's because it isn't working. We aren't complaining because it's something we enjoy doing. Our best interests are our student's best interests. If we are saying we can't make it work it's because we have tried and we have failed. If a student is failing, we expect interventions to help. If teachers are failing to meet the needs of students, we . . . expect them to keep doing the same thing but with less time, resources, bodies, and supports?	1/20/2016 11:14 PM
5	As mentioned above, more help for the teacher and ultimately for the student is needed.	1/20/2016 11:14 PM
6	Unsure	1/20/2016 10:35 PM
7	To provide more support or for some of these children to be in the classroom less time	1/20/2016 9:51 PM
8	Higher ratio of student assistants to student with diagnosed exceptionalties	1/20/2016 9:05 PM
9	1 Lower class sizes.....Very concerned of increase of class size for full day kindergarten. More expectations and responsibilities for teachers with greater class sizes. 2,.More IRT time needed in all schools 3.More student assistants needed in all schools 4. More time for guidance, SLP in all schools. The current allocation can not possibly support the growing needs of young students. 5. More classroom resources to support DI	1/20/2016 8:55 PM
10	Support is absolutely necessary in our classroom. Some situations place a great strain on the resources allocated to schools based on the needs.	1/20/2016 8:50 PM
11	There should be a review of support provided to all the schools in each district - IRT, Guidance, Speech Pathologists, Behavior Management Specialists, Educational Psychologists, etc - and it should be provided to all teachers. The time allotted should then be reviewed and re-allocated and this should be done on a regular basis. If schools require additional help, it should be reviewed by a committee in a timely fashion and resolved.	1/20/2016 7:57 PM
12	Allocating resources (student assistants, guidance, IRTs, SLPs) or adding to those resources in order for the Inclusive Education Initiative to be effectively implemented in all schools and not just those schools that have the supports to fulfill it.	1/20/2016 7:07 PM
13	Review teacher surveys to see how inclusion can be better implemented. I think more IRT resources and PD is required to properly implement inclusion.	1/20/2016 6:45 PM
14	Children with identified needs should ALL be availing of support. Not just the children who are considered the top needs. One child shouldn't lose out because another child's needs are seen as more important according to the Service Delivery Model.	1/20/2016 6:37 PM
15	more training and resources at school level, not just training administrators and specialists.	1/20/2016 5:43 PM
16	I would recommend that the voices of classroom teachers be listened to and take what they say as valuable. If the Inclusive Education Initiative is to work there needs to be additional resources provided such as IRT support, student assistance time, and technology resources. Teachers spend a great deal of additional (personal) time developing resources to meet the needs of learners	1/20/2016 5:30 PM
17	More IRT teachers in the schools as well as Student assistants.	1/20/2016 5:12 PM

Inclusive Education Initiative Survey

18	Education program planning should be completed giving much consideration to the individual needs of the student with an exceptionality. The delivery of instruction,teaching of strategies etc. can not always be best delivered in the large classroom setting.There should be an option to deliver instruction to students with exceptionalities in areas of reading, writing, basic math skills, organization, technology,and social skills, within a small group alternate setting.	1/20/2016 5:07 PM
19	Allocated more teachers, cap size the number of students in typical classrooms, ensure that students with exceptionality are able to access inter-agency professionals through more collaborative efforts of parents/ guardians and, educators. Shorten the wait-list for Comprehensive Assessments by hiring more professionals. Provide PD's to ensure that all educators in the school/ region are on the 'same page' and understanding of each professionals role regarding inclusive education.	1/20/2016 5:00 PM
20	More resources are needed.	1/20/2016 4:18 PM
21	I think we need clearer expectations for classroom teachers and a more defined and inclusive role for student assistants. An individual teacher can only address so many issues and concerns in a classroom period. Having extra personnel support in a classroom is essential to making inclusive education effective. As well, teacher training and assess to inclusive resources have to be improved and implemented more effectively.	1/20/2016 4:07 PM
22	Provide more teachers/assistants in each classroom	1/20/2016 3:17 PM
23	more specialists (as mentioned above). Failing this, the goals of the inclusive ed model may have to be scaled back (which would be very unfortunate)	1/20/2016 3:13 PM
24	Rethink. Ask teachers on the ground. This survey monkey is not the manner to do it	1/20/2016 3:07 PM
25	Put the supports in place to make it work. It is a wonderful model!	1/20/2016 2:44 PM
26	More support	1/20/2016 2:40 PM
27	More IRT and SA support	1/20/2016 2:33 PM
28	If additional personnel is not going to be provided to meet the needs, do away with the policy	1/20/2016 2:18 PM
29	More resources and space in schools.	1/20/2016 2:05 PM
30	additional professional learning and additional resources available to classroom teachers and IRTs	1/20/2016 2:01 PM
31	Increase the allocation for IR teachers and SAs. Educate students, teachers, parents, community members on various types of exceptionalities and the role that everyone plays in including everyone at all times; each and every day... in school and out of school.	1/20/2016 1:57 PM
32	Smaller class size would help teachers be able to better meet the needs of each individual student.	1/20/2016 1:34 PM
33	The classroom teacher needs time within the teaching day to collaborate with the case managers. Resources need to be made available to help the students.	1/20/2016 12:51 PM
34	More IRTs, student assistants, students need to be able to be kept back in the early primary grades to give them a chance to get where they need to be instead of constantly pushing them forward. Student should not be getting to Grade 3 and 4 and not be able to read!! Intensive interventions are needed in the primary grades and students need to be diagnosed by Ed Psych before the middle of Grade 3 and the school then needs to be given the resources needed to addresses the need. We should not have to spread our resources so thin that students are not getting what they need. Class sizes need to remain in the low 20s. Especially kindergarten! 28 is not acceptable, even with 2 teachers in the room. Students need a positive start to their school career and the support they need cannot possibly be given with high numbers of students in the one classroom. I am very annoyed with the so called class size cap. I have taught 27 students in grade 3 just 2 years ago and last year our grade 1 classes had 26 and 27 students in them. Not acceptable! More human resources are needed in schools: teachers, IRTs, student assistants, etc. Thank you.	1/20/2016 12:28 PM
35	More IRT's more student assistants. Allot these resources based on needs, not budget.	1/20/2016 12:09 PM
36	I would suggest that more resources be allocated for schools to help meet the increasing needs of students and teachers. Listen to what we, the people who are working in the environment everyday are seeing and dealing with, and take our concerns into serious consideration.	1/20/2016 12:08 PM
37	if it cant be properly supported by government then get rid of it.	1/20/2016 11:56 AM
38	-more IRT's -more flexibility- allow students to avail of a pre-requisite course if necessary. This is where more IRT's are needed. An IRT cannot provide an alternate program and in-class support at the same time!	1/20/2016 11:51 AM
39	Revise the allocation model to be needs based and not number based.	1/20/2016 11:48 AM
40	more teachers	1/20/2016 11:46 AM
41	more pull out	1/20/2016 11:35 AM

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42	I would get rid of the program and start somewhere else with another model that works. This was tried in countries in Europe over a decade ago and they scraped it because it did not work.	1/20/2016 11:34 AM
43	Listen to teachers. Observe our classes. Look at data. Provide more PD in how to deliver differentiated instruction in an inclusive classroom. Provide more IRT support, especially in primary/elementary so that students can read and write (with or without support) in the Intermediate grades.	1/20/2016 10:59 AM
44	Place a teacher assistant in the classes with children on IEPs (not student asst.)	1/20/2016 10:57 AM
45	If inclusive education is to remain, there needs to be a greater allocation of IRTs in the classroom to help work one-on-one with these students while the main classroom teacher can continue to teach the whole class without losing instructional time. All students deserve a fair and great education. By improving resources (and not focusing on the dollar amount of increasing student aid) ALL students will achieve greater success.	1/20/2016 10:17 AM
46	Revamp completely. Inclusion attitude is always there and should remain. Certain classes certain times great. Not during Math and Language especially.	1/20/2016 10:10 AM
47	Have enough resources in the classroom to deal with the issues as they arrive and available staff to accommodate the various needs in all subject areas and not just Language Arts and Math.	1/20/2016 10:05 AM
48	Students with exceptionalities need to be placed groups with smaller class sizes. Smaller class sizes in general benefit the students in the class and the teacher. The teacher has more time to focus on each individual student, getting them the help they need. As well, having more space to move around inside the classroom helps the teacher to be able to perform in their role much better. Noise levels are kept to a minimum for students who have intolerance to loud noises. Teachers have more time to focus on course development, lesson planning, and individual assessment, and would have to spend less time dealing with discipline issues.	1/20/2016 9:54 AM
49	Change the allocation for IRT assignment. More IRT's per school would enable IRT's to spend more time in the regular classrooms, be part of the class, more co-teaching, reaching out to more students. Then IRT's could be attached to grade levels or particular classrooms.	1/20/2016 9:54 AM
50	Less people telling us what to do and more people in the trenches -actually in the classroom-helping us. We are mere mortals unable to handle what we face often each day. I know teachers who are physically hurt on a regular basis due to students they must teach. Everybody deserves a safe workplace. If a student had to endure that, we would be up in arms but we accept that as a normal part of the job and nobody says a thing. Parents should be made aware of the real situations we -and their children-face daily.	1/20/2016 9:42 AM
51	Reassess the overall effectiveness of the initiative	1/20/2016 9:39 AM
52	Realistic resources need to support such an initiative. Theory does not always translate to what is reality. More resources need to be provided to schools. If resources cannot be provided, then the model needs to be changed. The needs of all students need to be met, exceptionalities, learning disabilities, average and above average. The current Inclusive education initiative does not have the resources to support it. Therefore, the needs of students is not being met.	1/20/2016 9:26 AM
53	We need more IRT teachers and student assistants and better implementation of alternate programs for our students.	1/20/2016 9:15 AM
54	Place appropriate supports in schools that compliments the expectations of this initiative.	1/20/2016 9:09 AM
55	When students enter school during the school year, more IRT time should be provided based on needs. There needs to be more consistent protocols for IRTs with regards to programming, accommodation coverage for tests, and yearly expectations.	1/20/2016 9:05 AM
56	Additional prep time is needed for collaboration with classroom teachers. Additional reserve time should be delegated for schools to meet unforeseen demands as the year progresses.	1/20/2016 8:53 AM
57	Review current practices and even this survey may be a step in the right direction.	1/19/2016 11:26 PM
58	Need to hire more teachers. For this initiative to work, the teacher power has to be there. Many teachers are burning out early due to lack of resources and assistance.	1/19/2016 11:20 PM
59	Meet/address the challenges in Q.22	1/19/2016 10:38 PM
60	If these students are to stay in a class of 25, they have to have more specialized teachers to work with and support them. If problems arise they can take the student out or re-direct their behavior. It is not fair to the other students when a classroom teacher has to spend so much of their time with a student with academic or behavioral needs	1/19/2016 10:19 PM
61	Allow more students to work in irt classrooms rather than in reg. Classroom when needing much assistance. Provide more irt services; hire more teachers!	1/19/2016 10:14 PM
62	Increase the amount of human resources available and lower the class sizes to a manageable amount. In my experience, some of the most diverse classes with the highest amount of need are the largest classes in the school.	1/19/2016 10:06 PM

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63	Pre-Modified resources to meet student needs and additional student support to help alleviate the burden on classroom teachers. All too often everything falls on the subject teacher's shoulders.	1/19/2016 9:25 PM
64	Less students in each class, reduce the curriculum, have actual consequences for negative behaviours, more students assistants and IRT's that you don't have to fight to get!	1/19/2016 9:04 PM
65	More people resources!!	1/19/2016 8:41 PM
66	Inclusive Education Training for all staff, not just IRT. All classroom teachers should be provided with the opportunity to learn strategies on instructing students with various exceptionalities in their classroom. Classroom teachers could benefit with training in learning about various exceptionalities present in present day classrooms. Provision of resources (teachers) to support the inclusion of students. Consider the implementation of teacher assistants who are trained to help deliver the individual programs supported by the teacher and IRT.	1/19/2016 8:30 PM
67	.	1/19/2016 8:17 PM
68	I think that there are certain students who can be in a regular classroom and with help can succeed. But when one child so negatively effects the other students learning then they should not be in a regular classroom. No child not even the one with a diagnosis benefit from this.	1/19/2016 8:07 PM
69	Realize that those students that are included should be pulled when necessary to avoid distractions and so they can understand material they need to grasp.	1/19/2016 7:58 PM
70	Reduce class size, increase the number of LRTs in each school, more teacher training, provide teachers with more time to prepare for an inclusive classroom. Team teaching would be a help	1/19/2016 7:56 PM
71	lower class size give educators more say on the amount of time that is beneficial for a student with exceptional needs to be in the regular classroom vs. with the IRT.	1/19/2016 7:55 PM
72	Increase IRT, guidance, and student assistant allocations. Put behavior management specialists back in schools to help train regular classroom teachers. Funding for sensory rooms for students with ASD.	1/19/2016 7:43 PM
73	more supports - public info	1/19/2016 7:41 PM
74	Very important to form the committee and gain insight, suggestions and recommendations from a range of classroom teachers.	1/19/2016 7:11 PM
75	Revise curriculum and add more human resources	1/19/2016 7:05 PM
76	Eliminate it, or hire the appropriate amount of staff to implement it properly.	1/19/2016 6:57 PM
77	First is to resource inclusion properly with more fiscal support and more human resources. Second is that there are times when inclusion will not succeed and indeed is harmful. Ask any teacher with multiple cases of ADHD, oppositional defiance disorder, Autism, etc in one class, how much learning is going on? If we are honest we will hear very little in many instances. Every student deserves to reach their potential and sometimes this can be done in an inclusive classroom if supports are in place, but sometimes it can't, no matter how hard the system tries to make it work. If there is one thing I have learned in education is that there is no black and white but many shades of grey. If the proper human and financial resourcing are not forthcoming after this review, then it is time to look at inclusion through a more practical and pragmatic lens.	1/19/2016 6:32 PM
78	I'd like to see additional Instructional Resource time given to children who need it. There is not enough time to support the current needs.	1/19/2016 6:30 PM
79	Have more teachers available to help in the classroom.	1/19/2016 5:57 PM
80	More student assistants and irt teachers	1/19/2016 5:26 PM
81	Hire more personell, more resources that can be used to run the classroom effectively.	1/19/2016 5:15 PM
82	more teacher and irts!	1/19/2016 5:01 PM
83	More IRT teachers in the classroom, not in an office with one child;; more group settings or integrated group support in the classroom with a IRT teacher, not assistant. Many of the children receiving support are using up all much of the allocation and will only reach a certain academic level when other children need academic support that could bring them up to grade level.	1/19/2016 4:50 PM
84	Government has to find money to hire more IRT/special service supports or education will suffer in NL.	1/19/2016 3:43 PM
85	Give the schools what they needs to provide the least restrictive environment for students with special needs. Inclusion is not the best fit for all students with special needs. I have had a parent ask to have their child out of the regular classroom as they are not benefiting from most of the time being spent in the regular classroom. The child can not be out of the classroom any more then what they are, as there are not enough resources to allow it.	1/19/2016 3:27 PM

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86	It would be beneficial to allocate more IRT services to each school. The Instructional Resource Teachers at each school I have worked at (both in the Western and Eastern areas) have had to juggle a high caseload of students with identified needs as well as to program for those with prereferrals and to identify exceptionalities through assessments. There were simply not enough teachers to provide the necessary supports.	1/19/2016 3:23 PM
87	more assistance needed to help the teachers and specialists	1/19/2016 3:23 PM
88	Has there been any consideration given to teaching assistants instead of student assistants??	1/19/2016 3:22 PM
89	increase resources (SA, IRT, Guidance, SLP, Ed Psych.)	1/19/2016 2:56 PM
90	The classroom size needs to be lower if a classroom teacher is to effectively teacher all students with various intellectual and behavioural concerns. We also so need more physical support in the form of IRT's or student assistance.	1/19/2016 2:29 PM
91	Provide teachers to support program in order to make it work properly!!	1/19/2016 2:21 PM
92	Inclusion may not be appropriate for all students presenting with exceptionalities. We need to look at whether the accomodations we are providing are in the best interests of the individual students.	1/19/2016 1:54 PM
93	Allow small group pull-out in a realistic way again... Not just on a short-term basis nor only when alternate courses apply.	1/19/2016 1:50 PM
94	hire more IRT and Student Assistants	1/19/2016 1:43 PM
95	*More open and direct communication between school service delivery team/administration and outside services (ie. Social workers, doctors, justice services, etc...) *Less 'lecturing' on new initiatives at close-out PDs and more resource personnel in schools to assist staffs with implementation and maintainance of new programs/inititives (to ensure the entire province is on the same page). * Give Student Assistants more necessary, indepth, hands-on-training on the how/what to do when certain behaviours occur. *Resource personnel in every school to assist with the day-to-day issues that 'pop up' (ie. Social Worker in each building) *Have new defined role of 'Teacher Assistant' with ability to take over class if teacher has to deal with student issue in or out of classroom. *Follow-up and/or Review of current practices or new initiatives. *Buy-in by schools/teachers so that they take 'ownership' of new initiatives and not expecting all to conform to the same thing - what may work for some, may not necessarily work for all! (ie. some schools may be better fit than others)	1/19/2016 1:35 PM
96	Give classroom teachers basic training in the most frequently seen needs that arise in their classrooms: autism, behavioural and developmental needs.	1/19/2016 1:10 PM
97	It is not an all or nothing answer. Each child needs to be assessed individually. If it is found the child cannot respect classroom rules or listen to instruction, they should not be in the classroom during structured, instructional time. Especially during core subjects such as Math and Language Arts.	1/19/2016 12:46 PM
98	Smaller class sizes, additional IRT support, more student assistant support, classroom teachers really should have some kind of background with Sp. Ed. training. There needs to be a happy medium where students are a part of the regular classroom, but still have the option to be taken out for direct programming or when the need arises. This cannot be done if there are not enough IRT supports in place.	1/19/2016 12:37 PM
99	More resources. Re-examine the model and allow for more teacher autonomy in terms of student programming.	1/19/2016 12:17 PM
100	Place more IRT teachers in each school based on the particular needs of each individual school regardless of population	1/19/2016 12:03 PM
101	More student assistant time, resources to help with these students especially in the area of technology. Laptops, ipads, etc. would help these students a lot while in the regular classroom.	1/19/2016 11:50 AM
102	More resources: trained student assistants, professional development, more resources for students to stay in the classroom such as iPads, high interest readers for older students,	1/19/2016 11:39 AM
103	schools need more IRT time to accommodate students who cannot function in regular classes. in some cases they need one on one instruction from IRT that they do not get because the IRT's have too many students on their case load	1/19/2016 11:38 AM
104	More teacher resources	1/19/2016 11:37 AM
105	More in service should be available to all teachers.	1/19/2016 11:34 AM
106	We need more support in the classroom to have the program more effective!	1/19/2016 11:17 AM
107	More inclass support. In our school teachers are being worn down by the number of exceptional needs children being placed in one class in order to have one, part time student assistant. The students are being piggybacked with out enough supports being provided. This is has a negative impact on the rest of the class. Decision makers need to be teachers that are IN the classroom and understand and deal with the reality of inclusive education.	1/19/2016 11:13 AM

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108	I recommend that more resources be placed on the regular students needs and not just be centered around students with exceptionalities. We fail to see that some kids can get lost through the cracks without just a little extra attention that they need. I feel that there needs to be a better balance for all students and this would require extra teaching units.	1/19/2016 11:09 AM
109	The bottom line is that more services are required. We need more IRT time, more student assistant time, more guidance time. So often, our IRTs are forced to work the job of a student assistant because there is no other choice. They do not have enough time to help all students as it is. We are failing our students, big time.	1/19/2016 11:09 AM
110	.	1/19/2016 10:49 AM
111	Continued education and training in inclusive education for all teachers and flexibility in allocation of resources and determining services needed by the individual school as all schools are different in terms of their students' needs.	1/19/2016 10:44 AM
112	Increase teacher/SA allocations, pay attention to need not numbers.	1/19/2016 10:35 AM
113	Provide adequate IRT time to cover the programming needs of students	1/19/2016 10:22 AM
114	- Consistency across schools by ensuring that leaders are interpreting the Policy the same way and following it through in their schools the same way. It is very challenging as a classroom teacher to hear "we don't do that at MY school" or "we have never heard of that at MY school" or "the IRT's do it different here".	1/19/2016 10:16 AM
115	None.	1/19/2016 10:16 AM
116	Revamp the Service Model utilize resources better -Hire trained teachers aids that can implement programs that are overseen by an IRT With the money saved by hiring trained teachers aids hire more teachers to reduce class sizes and implement IEI in junior high to 26	1/19/2016 10:01 AM
117	Take the work away from the classroom teacher and focus on the specialists in the field to provide materials and notes when needed.	1/19/2016 10:00 AM
118	N/A	1/19/2016 9:48 AM
119	I would recommend a review of the paperwork associated with special services - department head in special services to deal with tracking and grouping/scheduling - a realistic framework for inclusive education; one that allows us to provide support to all needy students (remedial) depending on needs based on classroom/assessments - realistic expectations with respect to students who can be integrated in to the classroom for periods of time. -	1/19/2016 9:33 AM
120	Not enough allocation of student assistance who are TRAINED in the areas of autism, CPI,communication support, and ABA therapy. Sspecial services teachers NEED CPI training and	1/19/2016 9:31 AM
121	Inclusion needs to be meaningful to the student. If the student is just in a classroom to be a part of the classroom and not able to do the work that the rest of the class are doing, this is not meaningful.	1/19/2016 9:19 AM
122	Not sure I have not received professional development in this area.	1/19/2016 9:15 AM
123	More time given for IRT support in the classrooms for students with exceptionalities.	1/19/2016 9:07 AM
124	One recommendation is an increased allocation of IRT teachers.	1/19/2016 9:06 AM
125	More resources	1/19/2016 8:53 AM
126	Students who do not attend classes and have to be constantly escorted to class should have a different looking day than students who do attend	1/19/2016 8:51 AM
127	unsure at this time	1/19/2016 8:35 AM
128	More teachers in school. Less doubling up on teaching 2 courses in the same room at the same time.	1/19/2016 8:29 AM
129	More resources and resource teachers.	1/19/2016 8:11 AM
130	More human resources that can implement a true inclusive education system.	1/19/2016 8:09 AM
131	- I feel like teachers are not on the same page. The idea of an Inclusive Education differs from school to school. The schools/teachers and administrators are not equipped to properly put inclusive education in place due to lack of resources. I'm not sure that any more PD is going to change anything for the better.	1/19/2016 7:50 AM
132	Since the introduction of the inclusive school has been introduced in our school I have seen a big decrease in school moral and spirit! We no longer present any awards to students who perform well academically or those who portray leadership skills. Things that we normally done are not being done because they are not inclusive! I feel there are times when all children cannot be included! Children with certain needs have to be pulled from the regular classroom at times throughout the day. All children are entitled to an education! I think that some schools are using this new initiative incorrectly.	1/19/2016 7:42 AM

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133	More resources, in-service. Inclusion should be based on what is the best learning environment for that child, there are circumstances where the regular classroom cannot meet the needs of all students. However, it seems that students are "dumped" into regular classrooms because of lack of IRT resources and because it is " the new initiative" .. For now.	1/19/2016 7:39 AM
134	Greater IRT time to asses and work with students who are not achieving.	1/19/2016 7:25 AM
135	LIMIT CLASSROOM SIZES TO SMALLER NUMBERS SO WE CAN DO OUR JOB WELL!	1/19/2016 7:22 AM
136	- more teachers hired for IRT - if child has exceptionality, should be guaranteed student assistant for at least 1/2 the instructional day - lower calss size.....max 23 for elem & 20 for prim	1/19/2016 7:20 AM
137	Reduce class size Increase supports for students in need Improve mental health education for all students and teachers Make parents aware of what real teaching and learning looks like now and what it could look like if well resourced. Encourage parent engagement and responsibility in the education of their child Teachers need time to learn about their students and to collaborate with others to best meet student needs during the working day.	1/19/2016 4:31 AM
138	Provide the personnel and other resources required to implement inclusion. The practice requires a teacher's aide (not student assistant) per class, an IRT per grade level and student assistant for students that need one.	1/18/2016 11:23 PM
139	I would increase both the allotments of educational assistant and instructional resource teacher for each school. Also, classroom size should be kept low and consideration given that even in a smaller class there may be a very high number of needs. All day kindergarten will also need full support in order for student needs to be addressed properly.	1/18/2016 11:18 PM
140	That all teachers, both new and old, need to be thought about inclusive practices and the diverse needs and exceptionalities of our students.	1/18/2016 10:49 PM
141	Remove it	1/18/2016 10:41 PM
142	More IRT or student assistant time. More PD.	1/18/2016 10:39 PM
143	Increase the allocation of instructional resource teachers, esl teachers, slps, and other specialists who work with students who have exceptionalities and/or other diverse needs.	1/18/2016 10:14 PM
144	Stop cutbacks in educational spending. Allocate more money and resources (personnel) to ensure that the initiative is implemented in good faith, as well as given a fair chance to thrive.	1/18/2016 10:11 PM
145	That more consideration be given to the number of students with behavioral concerns and how they impact other students. Additional resources should be given so that the programming needs of all students can be met.	1/18/2016 10:10 PM
146	Cannot be a completely inclusive system. Students with exceptionalities need some one on one time with IRT. More IRT and student assistant support is badly needed! We cannot provide the support necessary without the human resources	1/18/2016 10:07 PM
147	More resources, less stress on every child being in the classroom all the time, and fair amount of time given to students without behaviour issues. They shouldn't suffer because of the misbehaviour of another student.	1/18/2016 10:01 PM
148	More teaching units and smaller class sizes.	1/18/2016 10:00 PM
149	To deploy IRT numbers within each school as a needs based system rather than a formula devised by the district.	1/18/2016 9:56 PM
150	More personnel to implement individualized programs. More planning and reflection time Less unnecessary paperwork and more direct time facilitating and providing the most appropriate learning opportunities for all students even when there are no specific diagnosis but demonstrate great academic needs. Medical professionals need to become more involved in the education setting to observe the behaviors of some individuals in their learning environment and to see first hand the issues that are being tolerated on a daily basis and how they system is failing students with extreme needs.	1/18/2016 9:49 PM
151	Increase teacher/guidance/Admin/SA allocation to support it	1/18/2016 9:48 PM
152	Add more support for classroom teachers. Inclusion should not mean that a certain student is in the classroom all times, especially if it negatively impacts the learning of others. This is not the best programing for any child. Inclusion is a great idea if resources are available and when behavior is not a factor. All students in the class deserve the best education possible.	1/18/2016 9:34 PM
153	Divide...streamline...like they did years ago...it worked...for students and teachers	1/18/2016 9:32 PM
154	More teaching resources needed (increase in support)	1/18/2016 9:29 PM
155	More team teaching and more in class supports from IR teachers.	1/18/2016 9:28 PM

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156	These recommendations are for Jr. high! 1. Smaller class sizes 2. Offer a basic program 3. Hire administrators that understand the needs of special needs children 4. Modified courses should not be the classroom teachers responsibility. These courses should be taught in a small group setting! Modifies courses within the regular class is a farce! However maybe if a basic program was offered this may eliminate the need for modified courses?? 5. They need to change the way that services are assigned to students! I have seen situations where students are receiving so many resources and some students have basically nothing! It is really can be an unfair system! Basically the students would have the best home support and parents would cause " the most noise" are the students who are getting the services! Then the students with little home support or parents that are not aware are forgotten about! These are the students who with some extra support and guidance could really make some progress and succeed! This is not happening with this current model! These students are being left out!	1/18/2016 9:26 PM
157	More IRT'S and more student assistants so irts can do their jobs and teachers too.	1/18/2016 9:25 PM
158	lower class sizes	1/18/2016 9:16 PM
159	Smaller class sizes. Classroom groupings based on similar strengths and needs. IRTs who are fully trained in a subject area and feel competent to co-teach.	1/18/2016 9:09 PM
160	IRT in classroom IN ADDITION to Special Education the way it was before this fiasco. Both programs need to work in cooperation, with double the resources. Not sure how you are going to address needs of children who have fallen through the cracks and who have not received near the intensive early intervention that they should have. Intensive supports should be put in place in kind ndergarten to Grade 3 to give students intensive support to learn the basics of letter, sound, sentence, and basic math skills. Also fine motor skills and basic communication skills.	1/18/2016 8:53 PM
161	Sensitivity training for teachers regarding students and their coworkers. Parity. A definition that communicates fluidity of environments to patents.	1/18/2016 8:51 PM
162	Restructuring of how teachers are allocated to schools, such as a student with an exceptionality is considered more than one student, when calculating classroom size. Also a lower teacher/IRT student ratio.	1/18/2016 8:44 PM
163	-PD needs to be implemented on a regular, ongoing basis, and mandatory for classroom teachers -human resources (IRT and student assistant allocation) needs to be monitored closely, as the schools' student needs can vary greatly from year to year	1/18/2016 8:39 PM
164	A return to streaming would allow the needs of every student to be addressed at the level they require	1/18/2016 8:36 PM
165	This policy is in dire need of resources, professional resources, to implement it properly. Yet, with the severe needs and numbers very high in some places i think it should no longer exist. We were doing just fine 20 years ago, but it is the cut back on teachers and professional resources (people) that has caused this dreaded negative impact on teaching, learning and the teacher .	1/18/2016 8:33 PM
166	Inclusion should be determined on a case by case scenario that works for everyone involved (student, class, and teacher.)	1/18/2016 8:22 PM
167	we need more timely assessments for students with exceptionalities, more ability grouping instruction,	1/18/2016 8:13 PM
168	Increase allocations in all areas of student support services. Allocate IRT 1 and IRT 2 based on number of students with special needs not population as occurs now with IRT 1. Have allocations determined by one person, too much subjectivity to how allocations are decided, One school gets allocated a .25 of IRT 2 for student with mild autism whereas another student in another school with moderate autism gets no allocation at all. Too much influence of politics and parent demands. Students whose parents don't complain lose out to those whose parents demand services even when not appropriate.	1/18/2016 8:09 PM
169	More IRTs and guidance counsellors to provide direct service for students. Smaller class sizes. Having IRTs spread so thin undermines the consistency our students with challenges need to succeed by strengthen the collaboration between the student, IRT and regular classroom teacher.	1/18/2016 7:59 PM
170	more IRTs assigned to the schools	1/18/2016 7:58 PM
171	ASK the IRTs and guidance counsellors, as well as the classroom teachers for their honest opinion. As a teacher, and a parent of a child who benefits from some time out of the classroom for assessment or executive functioning training, I know that much of what we're currently doing is not beneficial to our students. Children with attention issues need a quiet place to focus and think, there often isn't one.	1/18/2016 7:57 PM
172	I believe that scattering students with needs across all sections of a grade level and then placing an IRT with those learners for 30% or 40% of the time is counter productive. This approach lacks consistency, one of the most important, if not critical, elements of instruction for challenged learners. And with the number of students requiring supports increasing each year, the number of needs in each classroom has ballooned. It has become impossible for one classroom teacher to service the needs of so many diversified learners, as well as the mainstream learners, simultaneously. Smaller class sizes OR more IRT's...one or the other.	1/18/2016 7:56 PM

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173	More human resources are needed so that the children with exceptionalities, behavioural and anxiety issues can get the support that they need. If they are in the regular classroom for the full day, they need the supports to make their education and learning as successful as it can be. A classroom teacher cannot manage it all .	1/18/2016 7:47 PM
174	-more resources -more IRT time -more student assistants -more planning time with grade level partners and IRTs	1/18/2016 7:47 PM
175	Increase the amount of IRT allocations as well as lower the student teacher rate in classes where there are more than 25percent of students with high needs.	1/18/2016 7:42 PM
176	I do not feel that I have been adequately educated to comment here but I know that, going forward, we must use a team approach and all teachers should be kept informed. Sometimes there is a breakdown in communication among teachers and other personnel are	1/18/2016 7:36 PM
177	Stop the downloading and hire proper IRTs.	1/18/2016 7:32 PM
178	more trained personnel, lower class sizes, more prep time to take care of increased student needs. Increased awareness of teacher needs with inclusion students. increased teacher supports after incidents with students (some situations require time for emergency responses to dissipate).	1/18/2016 7:25 PM
179	My recommendation would be that inclusive education should be based on individual students. If a student is participating or cooperating in the classroom then great but if a student causes more of an issue and prevents the rest of the class from learning then it is not beneficial for the student or the other classmates to have them in the classroom. They would benefit more from an individualized program. However, currently there is not enough IRT time allotted for this to happen.	1/18/2016 7:16 PM
180	Realign how students are serviced. At risk children need servicing early. Believe schools when we say we need help and actually give it to us without too many hoops to jump through	1/18/2016 7:13 PM
181	To not just allocate according to what is on paper.. Be in the school and seeing the behaviours and needs is required to adequately allocate.	1/18/2016 7:03 PM
182	Revert back to old models of pull out that serve the needs for student increased time on task and level of concentration for ALL stakeholders. Too much of the day is diverted and interrupted. Atmosphere for the brain to optimize learning is in a focussed environment with minimal distractions. More time spent ACTIVELY learning is needed for all students involved. One classroom environment is not suitable to all learners.	1/18/2016 7:00 PM
183	Please staff schools according to the existing need and not according to formula. Children are individuals with individual needs. Resources need to be flexible according to student need	1/18/2016 6:55 PM
184	More resources, more training	1/18/2016 6:46 PM
185	Review current student support services model which appears to provide an endless supply of human resources for the most severe behaviour problems and leaves little or nothing for those students with exceptionalities who are not a threat or danger to themselves or others.	1/18/2016 6:44 PM
186	we need the return of challenging needs classrooms for some students	1/18/2016 6:44 PM
187	Additional human resources are a must in order to provide support to students.	1/18/2016 6:43 PM
188	Inclusive education is not the best solution for all children. Some children need alternative settings. Perhaps that means a return of alternate schools; it might mean alternate settings within a school where children can learn in an environment more suitable to their needs. Streaming children for periods of time throughout the day might be useful. Anything is better than what we are doing now. Inclusion is not working.	1/18/2016 6:33 PM
189	Smaller class size. A program that works on the child's current level while including them for more flexible areas of the curriculum like Science, Health, etc.	1/18/2016 6:33 PM
190	T	1/18/2016 6:33 PM
191	More resources & teacher inservice.	1/18/2016 6:28 PM
192	Speak to teachers and attempt to understand what they are already dealing with and where they're struggling, instead of passing down further orders and things to be done. Take some of the onus of inclusive education, which would have once been delivered by a special services team, off of classroom teachers who already have so much to do and feel overwhelmed.	1/18/2016 6:26 PM
193	More staff more spaces for individual issues to be dealt with	1/18/2016 6:26 PM
194	More IRT teachers in classrooms for support and co-teaching.	1/18/2016 6:21 PM
195	A web resource sharing site for teachers to share their challenges with inclusion and their triumphs. Sharing experiences will help everyone.	1/18/2016 6:19 PM

Inclusive Education Initiative Survey

196	More IRT support and student assistants. Also our guidance councillors should not be used as IRT and student assistants.	1/18/2016 6:12 PM
197	I would recommend a modified Inclusive Education Initiative. The average or above-average child is not getting the education they deserve as the average classroom teacher is spending a significant part of their day with students who require special services or are behaviour concerns. Students who require special services deserve special attention and thus, financial support needs to be given to hire more student assistant and specially trained teachers to deliver their specific programming.	1/18/2016 6:10 PM
198	The students are dread out in the schools so IRT bodies need to be able to dread out to them, but can not... Kids are not in one grade level so you can not concentrate the resources...	1/18/2016 6:06 PM
199	More human resources, IRT teachers for FI classes	1/18/2016 5:56 PM
200	More prep time and less students on an Instructional Resource Teachers caseload would be beneficial.	1/18/2016 5:49 PM
201	1. Children who need extra support need to be removed from the classroom to ensure that they are participating and are learning without the distractions from other groups in the class. 2. We do not have enough staff to fully benefit from Inclusive Education. 3. Also when a child moves in from another school, we should not have to pull our IRT time from the other students until something is put in place. There should be another solution. 4. There needs to be more time allotted so that IRTs and classroom teachers can plan together. 5. Less paper work and more time teaching.	1/18/2016 5:48 PM
202	more IRT teachers, smaller class sizes!!!!	1/18/2016 5:47 PM
203	More IRT time	1/18/2016 5:45 PM
204	Remedial programs need to be put in place to help a specified group of students who are a little below average and needs that extra little support to become successful.	1/18/2016 5:32 PM
205	a	1/18/2016 5:24 PM
206	Consistent implementation, looking at SA time re safety needs etc asap as Sept starts and new students in etc., allocation of guidance doubled as well as school psychologists	1/18/2016 5:23 PM
207	Support for tachers to help them with the integration of the students.	1/18/2016 5:20 PM
208	Hire more guidance counselor and educational psychologist /reduce allocation to workable number. No psychologist/counseling is responsible, for more than 250. active clients. Don't make all kids jump through the same hoops to satisfy profiles before we provide the right fit. Common sense has to count.	1/18/2016 5:14 PM
209	More Teachers and SA's hired. Bottom line.	1/18/2016 5:14 PM
210	More resourcing.	1/18/2016 4:56 PM
211	A portion of the money allocated to schools for implementation should be earmarked for technology purchase. These are the resources that are really going to help school implement a lot of programming on many different levels that would help all students. It was very frustrating to try to come up with a plan with such a restrictive list of possible purchases and not enough guidance as to how to maximize the investment in the school.	1/18/2016 4:55 PM
212	Ensure all staff are trained (replacements, new staff). Recognize not all needs can be met in the classroom. Increase IRT time so that more in-class support can be offered.	1/18/2016 4:51 PM
213	More irt resources in schools. Schools shouldn't have to fight to get more student assistant time or irt teachers. Class numbers should be smaller or based on academic /behaviour needs since each class is different.	1/18/2016 4:50 PM
214	Increased academic support for struggling students.	1/18/2016 4:39 PM
215	Scrap the initiative and return to pre-existing model. We need a remedial type class to hep meet the needs of learners who are well below grade level. Many students in my grade six class are reading at a grade one level. It is next to impossible to meet their needs.	1/18/2016 4:30 PM
216	Provide more support to classroom teachers to effectively implement the initiative.	1/18/2016 4:29 PM
217	The number of IRT professionals should match each school's needs; this number should never be based on a formula.	1/18/2016 4:27 PM
218	get back to small individualized reading groups and math groups outside the classroom provide more irt supports to each school	1/18/2016 4:18 PM
219	MORE TEACHERS	1/18/2016 4:11 PM
220	More IRT, more guidance support, a social worker in the school, a behaviour specialist in the school.	1/18/2016 4:08 PM
221	We need more teaching/irt/student assistant/guidance staff.	1/18/2016 4:07 PM

Inclusive Education Initiative Survey

222	Provide more IRT time, allow for more collaborative planning time within the 14 day cycle	1/18/2016 3:57 PM
223	I feel each student should be considered on an individual basis concerning to what extent they should be in the classroom.	1/18/2016 3:56 PM
224	Pull out for language and math should be reintroduced so that students with severe exceptionalities receive the attention that they require and other students needing more minimal accomodations/support as well as higher achieving students can receive the help that they need to achieve their potential.	1/18/2016 3:51 PM
225	Rethink what inclusion really means and how we need to restructure what we do to give our kids the best shot at a successful inclusive education. One of our k students with autism moved to Ontario before Christmas. He left a class of 16 with support from k teacher and autism consultant to go to a classroom with one on one teaching for half a day. Why wouldn't you leave?	1/18/2016 3:37 PM
226	Increase student assistant allocations to support the BMP.	1/18/2016 3:27 PM
227	We need to take a look at protecting the safety of everyone.	1/18/2016 3:26 PM
228	- Hire enough IRT's to increase level of success with program IRT time MUST be based on number of students requiring services in the building, NOT on school population as a whole. - Improve access to technology - computers that work, assistive tech that does not frustrate students and teachers - Provide a reasonable method of delivering accommodations to students in testing environments.	1/18/2016 3:24 PM
229	The range of abilities in some of my classes creates a situation that dilutes education for many children while I spend an extraordinary amount of time working with challenged children. More support is needed.	1/18/2016 3:23 PM
230	I would recommend hiring more French IRTs. The French Immersion Program will only be successful for students when they are provided with much needed support.	1/18/2016 3:22 PM
231	Hire more support staff/student assistants	1/18/2016 3:07 PM
232	More student assistant time, more IRT and more time to plan and prep for teachers to differentiate instruction and assessment.	1/18/2016 3:06 PM
233	Ensure that there are enough IRT teachers and resources available to properly implement and deliver a successful inclusive education to students with an identified exceptionality!	1/18/2016 3:04 PM
234	more guidance support to each school, more IRT support	1/18/2016 3:02 PM
235	More support (IRT, SA) personnel. Understanding, and respecting that when a school asks for more support that they most likely need it. When students transfer their support time goes with them, when needed. Sometimes they can be absorbed into the school's existing plan, sometimes they cannot. It often depends on the student's individual needs.	1/18/2016 2:57 PM
236	To make more inclusive education resources available to staff and to provide the personal needed.	1/18/2016 2:56 PM
237	Increase the number of IRT's in order to provide more co-teaching opportunities and decrease class size! (class size should be based on need).	1/18/2016 2:55 PM
238	Increase the number of EP and GC positions on the North Coast of Labrador	1/18/2016 2:46 PM
239	Very simply, more teachers. Smaller class sizes with more IRT for support.	1/18/2016 2:44 PM
240	Decisions should be made concerning individual children, not just what looks good on paper. Sometimes it's more beneficial for the child with the diagnosis to learn outside the regular classroom. Other student's learning should be taken into consideration more as well!	1/18/2016 2:40 PM
241	More support so we can meet the needs of our students with special needs - especially those with autism. They need many breaks in a quiet area of the school - provisions should be made to address their needs so they can better fit into the regular school day without resulting in violent outbursts towards other students and teachers.	1/18/2016 2:37 PM
242	Provide one third MORE Student Assistants in All Schools throughout the province	1/18/2016 2:34 PM
243	There needs to be more student assistant time and more instructional resource teachers.	1/18/2016 2:31 PM
244	-Have a group from Dept. of Education spend a day in a class to observe first hand the challenges and/or successes. Are there more challenges than successes? Listen to teachers' concerns who actually work the initiative. So much more resources (human and material) are required to effectively implement this . Classes require a new focus of formation: not number of students, but by composition. Teachers are not trained/equipped to deal with medical/psychological concerns in an educational setting. Let's create a model that is unique to meeting our (NL) needs and not those of another province/country.	1/18/2016 2:27 PM
245	More IRT time.	1/18/2016 2:27 PM

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246	Reinstate certain units within schools to better provide for the instruction of ALL students. Better allocation of IRT teachers. There is virtually NO IRT time for Elementary FI students who desperately require it. This is a VERY real downfall of our system.	1/18/2016 2:24 PM
247	Provide more human resources and training in relationship development and the social-emotional needs and development of children. School is about much more than academics but with a jam-packed curriculum, teachers are given less time to meet the diverse needs of kids.	1/18/2016 2:18 PM
248	More Student Assistants in the classroom with exceptional children, and more IRTs.	1/18/2016 2:17 PM
249	Teach students to read. What can a student reading at a grade 2 level learn in a Senior High course.	1/18/2016 2:16 PM
250	team teaching or more time out with the IRT or IRT in regular classroom with students who have exceptionalities or behavioural issues	1/18/2016 2:16 PM
251	More IRT classroom support is necessary to meet the needs of students with diagnosed needs. Students are prioritized and it is impossible to meet the needs of students at the bottom of the list. Lots of students who could really benefit from support are not achieving as well as they could be.	1/18/2016 2:14 PM
252	Cap class sizes.	1/18/2016 2:09 PM
253	Provide more IRT support.	1/18/2016 2:09 PM
254	The NLESD needs to implement consistent expectations with respect to inclusion. Until this happens schools are just going to continue to "make do." I have been in a number of schools over the years employed as an IRT and every year the same issues arise with respect to what our roles are to the extent that I have been kicked out of the classroom for not knowing my role.	1/18/2016 2:05 PM
255	Inclusive education works great in elective courses- I love it in classes like Drama, Music, Nutrition, etc. - but in the core courses it doesn't make sense to bring it in when curriculum is very heavy.	1/18/2016 2:04 PM
256	provide the necessary resources	1/18/2016 2:04 PM
257	More resources (teachers), and make it easier for students to get the help they need (sometimes without a "diagnosis").	1/18/2016 1:56 PM
258	More clarification on what integration means. The student being integrated may not benefit from being with their age peers all the tim. Also, the other students in the classroom must be considered as well	1/18/2016 1:51 PM
259	In order to effectively implement this initiative there needs to be more teacher personel either regular teachers or IRTs to provide the support that is required to implement such as initiative in a regular classroom. There needs to be more than one teacher in such an environment on a regular basis rather than just an IRT going in periodically such as 3 times during a 10 day cycle because that's all the time that is available for IRT time in that particular class. Students with needs should have support in as many courses as possible. They just don't have difficulty in LA or Math. It carries over into all subjects.	1/18/2016 1:50 PM
260	- Increased consultation with specialists with respect to behavior issues and high levels of need. - Increase support for students and teachers in the classroom to provide effective teaching.	1/18/2016 1:46 PM
261	more pd and training around meeting the needs of kids with exceptionalities.	1/18/2016 1:46 PM
262	More IRTs and more teacher in-service on how to implement inclusion effectively	1/18/2016 1:43 PM
263	Total revision, based on evaluation of effectiveness and desired outcomes.	1/18/2016 1:42 PM
264	it works for certain situations and students but not for all	1/18/2016 1:39 PM
265	Inclusion should not be approached as a way to decrease costs by hiring fewer specialist teachers. Allow more IRT time. Limit the numbers of students on IEPs in a class.	1/18/2016 1:31 PM
266	More inservice / more teachers	1/18/2016 1:28 PM
267	More teachers in the classrooms. There is not enough teachers, IRTs etc. in our school system. We have more students, with more complex needs all in one classroom with one teacher. The current system is failing our students.	1/18/2016 1:27 PM
268	There needs to be more IRT time allotted to schools along with additional supports. I think that the Inclusive Education Initiative will be better implemented into the classroom with extra supports.	1/18/2016 1:24 PM
269	one on one would benefit certain students	1/18/2016 1:21 PM
270	Provide greater resources in terms of financial aid to schools as well as additional units allocated. There is also a need to have additional specialized personnel at the district level to accommodate this and provide information and supports to teachers and schools.	1/18/2016 1:19 PM
271	more supports	1/18/2016 1:16 PM

Inclusive Education Initiative Survey

272	More IRT time, more student assistant time. Students who are failing need more intervention and the time needs to be there to do so. Students who cannot read or write or are performing 5 grades below their peers SHOULD NOT have to do French.	1/18/2016 1:14 PM
273	More resources, more training, ensuring that the students that do not have IEPs that are low academic still have access to the in class support they need from the teacher and the high achievers are still receiving the extra push they need.	1/18/2016 1:13 PM
274	I believe that streaming in core subjects would help. The high academic would be able to go quicker and learn more, and not become bored/irritants when teachers slow down for lower achievers who are struggling. Academic can go at a pace better for them, and not feel bad for not achieving as well as other students - not end up talking when high achievers are done. Lower achievers can get small classes and more individual attention.	1/18/2016 1:11 PM
275	Not sure what to say here.	1/18/2016 1:03 PM
276	provide the support through man power to back up these practices	1/18/2016 1:03 PM
277	Proper allocation and increase of resources. Professional Development Implementation of effective strategies	1/18/2016 1:02 PM
278	NA	1/18/2016 1:02 PM
279	Increase IRTs or emply Teacher Assistants in every classroom. In order to deliver adequate inclusive education teachers need time and assistants. More planning time for teachers. Oh and more professional learning prior to implementation...All teachers should have received the professional learning around Inclusive Education before it was expected to be implemented.	1/18/2016 1:01 PM
280	Again, provide the necessary IRT support.	1/18/2016 12:58 PM
281	Inclusive Education would improve if there was a greater opportunity to include co-teaching on a daily basis.	1/18/2016 12:57 PM
282	hire more IRTs; more availability of student assistants; timelier assessments; more district resource staff (ie: SLP); smaller class size for classrooms that have multiple students that require extra supports	1/18/2016 12:57 PM
283	Increase equal resourcing and reduce class sizes.	1/18/2016 12:57 PM
284	There needs to be a much greater monetary investment on behalf of the government in order to limit class sizes (which ultimately means hiring more teachers rather than cutting positions), to provide enough support for those in the class who need it (in the form of IRT, assisstive technology), and to alleviate the stress currently placed on teachers. In a meeting with fellow teachers throughout the district in October, it was determined that 50% of those in our discussion were planning to leave the profession within the next five years. Teacher stress is a massive issue that will only be addressed if the proper resources are put into place, not by a simple mental wellness PD.	1/18/2016 12:57 PM
285	Some in class visits with professionals to work with teachers on inclusion. Practical visits and planning.	1/18/2016 12:57 PM
286	Hire more IRT and also student assistants	1/18/2016 12:53 PM
287	Rework formula for IRT allocation and place a cap for IRT	1/18/2016 12:53 PM
288	see above	1/18/2016 12:49 PM
289	Allocate more units to schools (especially k-12 schools) based on the needs NOT the school size/population.	1/18/2016 12:49 PM
290	I still think the the "pull-out" of certain students for certain activities or teaching is needed at times.	1/18/2016 12:48 PM
291	Increased staffing and enforce small class sizes so that classroom teachers can effectively differentiate. Teachers need more prep time than ever before to appropriately plan for the diverse needs.	1/18/2016 12:44 PM
292	L	1/18/2016 12:41 PM
293	Remedial classes	1/18/2016 12:38 PM
294	Make more in-class support available to classroom teachers	1/18/2016 12:37 PM
295	More resources as in personnel and not materials	1/18/2016 12:37 PM
296	Please add more student assistants, and IRTs	1/18/2016 12:33 PM
297	improved staffing levels.	1/18/2016 12:28 PM
298	I have not has the best experience with inclusive education. Unless there is a teacher aid per 1 or two students, it simply does not work where behavioural issues need to be considered. All it does is disrupt the students in my otherwise well-managed classroom. I therefore do not believe that inclusive education (as per integrating into a regular classroom) is for everyone. Each case should be closely considered.	1/18/2016 12:27 PM
299	Student teacher ratio should account for students with exceptionalities.	1/18/2016 12:27 PM

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300	More Irt time	1/18/2016 12:22 PM
301	I would eliminate it completely.	1/18/2016 12:13 PM
302	More resources and a decision on when and when not to use the Inclusion model (Ex. A decision on when a child would benefit from inclusion)	1/18/2016 12:09 PM
303	More allocations for resource teachers and more training	1/18/2016 12:09 PM
304	Make it more student centered. Not everyone can be included as much as is being pushed on teachers.	1/18/2016 12:03 PM
305	Co-teaching, or more scheduled student assistant time in the classroom. Decrease the student to teacher ratio, when there are multiple students with exceptionalities.	1/18/2016 12:02 PM
306	NO IRTS-they are a waste of money-they refuse to coteach Reduce class rations per P2/P3 Ensure classroom teachers have five preps Classroom teachers need nice, well resourced rooms	1/18/2016 12:00 PM
307	Use it mostly for socialization but use the previous pull-out practice when addressing specific academic requirements for these students.	1/18/2016 11:59 AM
308	Do it the way it is supposed to be done, with adequate resources to do it right. Inclusive education is supposed to improve results - it's not supposed to be used as a money saving venture.	1/18/2016 11:59 AM
309	I feel that there needs to be exceptions to the inclusion	1/18/2016 11:58 AM
310	Work towards continued teacher training in inclusive education.	1/18/2016 11:57 AM
311	Bringing IRT in the classroom to provide support at the classroom level to students with exceptionalities.	1/18/2016 11:54 AM
312	More support in schools	1/18/2016 11:53 AM
313	Play it by emotions of the student	1/18/2016 11:53 AM
314	Smaller class size, more resources, specialized curriculum for those who continue to struggle and who will probably never have success with the regular curriculum instead of pushing them ahead with their peers.	1/18/2016 11:52 AM
315	More time for planning and funding for resources.	1/18/2016 11:49 AM
316	Sorry - don't have the time.	1/18/2016 11:48 AM
317	Twenty children, 12 different learning styles and one teacher! Give me time to prepare lessons that are meaningful and engaging. A lot of time is spent preparing for one period and you have to multiply that by 5. We need time to prepare for our teaching duties, should not have to do it at home. Especially after 20 years of teaching.	1/18/2016 11:46 AM
318	If you're going to push for inclusion, there needs to be sufficient support for classroom teachers. If not, inclusion degrades everyone's education.	1/18/2016 11:45 AM
319	n/a	1/18/2016 11:45 AM
320	Firstly, for anyone with behavioral issues, the main objective should not be to keep them in the classroom as much as possible. This affects everyone negatively, said child, every other child and the classroom teacher! The idea of pull-out was only ever used to benefit the children who needed it - the need is still there and will always be! Teacher judgment has to be respected.	1/18/2016 11:40 AM
321	A heavier allocation of IRTs is needed, not based on population of students but by the amount of accommodations and needs presented in the different students. There is also something to be said for out of classroom help for students, which allows them a quiet space with help to complete their work. This is also greatly needed and allows for students who are struggling to have extra help while those that are not have time for extra practice.	1/18/2016 11:39 AM
322	more units	1/18/2016 11:38 AM
323	In order to support individuals with certain exceptionalities in any way, inclusive or not, the appropriate supports need to be put in place, and enough of them to be effective. To add to that, it is imperative that the school counsellor ratio be re-evaluated. It is impossible to service children properly if the needed supports are not available.	1/18/2016 11:37 AM
324	Smaller class sizes and more IRTs	1/18/2016 11:36 AM
325	make provisions for more instructional resource teachers to help our schools be truly inclusive and increase the schools' allowance for guidance support	1/18/2016 11:36 AM
326	Decrease the number of accommodations being assigned by making less exceptions for students with obstacles and allow students to learn to solve some problems on their own. Bring back the streaming of classes based partially on student ability to allow resources to be used more efficiently and to allow students to learn to help themselves in an environment they feel more comfortable being a part of.	1/18/2016 11:32 AM

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327	The system requires more resources combined with teacher training. Revise the role of the SA	1/18/2016 11:31 AM
328	more irt needed	1/18/2016 11:31 AM
329	Lower student - teacher ratios More input from schools about what they believe their students' needs to be for teacher allocation purposes. Increased budget from government so that more IRT's can be hired to meet those needs.	1/18/2016 11:28 AM
330	-Include alternate areas for assessments in the allocation for IRT's -Hire more IRT's -Do not use IRT's for serious behavior issues at the detriment of other students (It takes away IRT time from every other student in the school)	1/18/2016 11:27 AM
331	Put more resources in the schools and lower class sizes dramatically.	1/18/2016 11:26 AM
332	N/a	1/18/2016 11:26 AM
333	More resources!!!	1/18/2016 11:24 AM
334	To make sure that students who have needs are integrated as much as possible but not to have them in the classroom when it affects others in the room.	1/18/2016 11:24 AM
335	Need more IRT time especially in primary. See to needs and get them corrected before its to late.	1/18/2016 11:23 AM
336	Reach out and continue to receive authentic, direct feedback from teachers who are working in this environment on a daily basis.	1/18/2016 11:22 AM
337	Re-evaluate the students that to be included and those that require a separate setting.	1/18/2016 11:22 AM
338	Human resources to adequately support the initiative.	1/18/2016 11:21 AM
339	To increase IRT allocation to help meet individualized needs in the classroom.	1/18/2016 11:21 AM
340	A big increase in teacher allocation. Consider these students as more than 1 student when allocating regular teaching units (ex. 1 student prescribed only = 2 students with accommodations = 3 students on modified course = 4 or 5 students on alternates. Also need a lot more IRT allocation to work with classroom teachers in meeting student needs. Provide black line as alternate materials on same topics as regular curriculum for students who cannot read or write as well as videos they can view on their cognitive levels to gain knowledge.	1/18/2016 11:20 AM
341	-	1/18/2016 11:20 AM
342	More teachers!	1/18/2016 11:19 AM
343	more assistance for students with great need, inclusion as much as possible but time out of the classroom when students would benefit better from such a setting	1/18/2016 11:19 AM
344	Teachers need more training and better access to resources. Classroom teachers cannot and should not have sole responsibility to meet student needs. It's not enough to identify needs and make recommendations for teachers to follow. We need time and support to make these recommendations beneficial for our students.	1/18/2016 11:17 AM
345	- professional learning - more specific accountability - Ratio of counsellors to students: 1 - 250 - Ratio of psychologists to students: 1 - 750	1/18/2016 11:17 AM
346	More IRT services and Guidance counselors required or we are simply stressing out teachers and spending 50% of our instructional time trying to address 10% of needs with other 90% students not getting the attention they need to meet their needs and challenge them to achieve to their full potential.	1/18/2016 11:16 AM
347	Employ student-assistants for full days instead of halves, and keep IRT units to one person having a 100% IRT position instead of one educator with 50% classroom and 50% IRT and another teacher with the same thing, meaning that holes result in how IRT's can properly support students with LD's.	1/18/2016 11:16 AM
348	Provide more collaboration time and planning time. You cannot expect teachers to spend hours and hours of their own time putting together activities and trying to find great online tools. For one 30 minute activity it took me over an hour to find a fun interactive online lesson. You can't do that for every lesson. I have heard teachers complain about putting together a fun hands on learning activity took them 2 hours the night before, when it took about 30 minutes for the students to work through it.	1/18/2016 11:15 AM
349	RESOURCES RESOURCES HUMAN RESOURCES	1/18/2016 11:15 AM
350	Not familiar with the initiative	1/18/2016 11:13 AM
351	Allocate more counselors and specialists to assist with the growing mental health crisis	1/18/2016 11:13 AM
352	Give the resorces to meet the needs and do not require mountains of paperwork and documentation to justify a need. Put the resources at the school level and not in the district offices.	1/18/2016 11:13 AM
353	get rid of it, stop copying non-effective US policies on ed that don't work-its education not socializatiOon that is the priority	1/18/2016 11:12 AM

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354	N/A	1/18/2016 11:11 AM
355	Inclusive practices be highly student based.	1/18/2016 11:10 AM
356	more in service and definitely more teacher support educate those who disagree with IE	1/18/2016 11:10 AM
357	More SA time, more time for IRT/Classroom teacher collaboration	1/18/2016 11:10 AM
358	better funded both in terms of personnel and better awareness of what needs to be and can be accomplished in a very full classroom with a large disparity of needs and abilities	1/18/2016 11:06 AM
359	Add more resources as in personnel who are trained in Special Needs / IRT, not placing people who have no background or training in Special Education in the classroom or IRT positions. It's the same idea as not hiring someone to teach high school math if they are not trained in that area.	1/18/2016 11:05 AM
360	-more support staff	1/18/2016 11:05 AM
361	- more IRT teachers attached to a few classes at the same time - IRT provided individual supports to struggling students on various days	1/18/2016 11:05 AM
362	Increase student assistant allocation. If a child is approved, they should have a SA. And children need greater IRT support.	1/18/2016 11:02 AM
363	Bring back small group instruction for students who need it. Instead of trying to be politically correct, the government should be more concerned about each student being able to reach his/her potential. If this means teaching them in small groups with one-on-one attention, then do it. If it means removing from the classroom the students who frequently disrupt the class or who require more help than the average student, then do it. Just let teachers teach. It's what we want to do.	1/18/2016 11:00 AM
364	Provision of more itinerant teachers who actually come into classrooms and assist in teaching students with exceptionalities similar to how Literacy and numeracy support teachers used to some in and assist or model lessons. More equitable allocation of guidance counsellors considering the high incidence of child mental health issues my school is facing (CYFS) and my guidance counsellor doesn't get ample time to counsel outside of comprehensive assessment duties. More IRT provisions to assist students who need pull out due to their sensory issues...more resources for sensory rooms for autistic kids and more IRT allocations to provide in class co-teaching support for teachers who are teaching classrooms with a high prevalence of kids with diagnosed exceptionalities and intervention needs. Changes in student assistant call in system so that jumping up doesn't affect actual human body numbers in schools on days when SA's are out. Also boosting SA allocation when a child from another school transfers in from another school in which SA time was allocated. We simply do not have the personnel to provide support to our currently registered students on the SA list let alone another student transferring in that requires support.	1/18/2016 10:59 AM
365	- allocate more time with resource teachers, through adding more resource teachers to each grade level as well as educational assistants, to aid the classroom teacher in everyday education - have quicker response times when a behavioral issue arises (slow response is not due to lack of wanting to get there but lack of physical bodies to respond due to the amount of needs in the school and allocation)	1/18/2016 10:58 AM
366	more personnel	1/18/2016 10:58 AM
367	Be realistic!!	1/18/2016 10:57 AM
368	Allow for more opportunities for alternate settings when the classroom environment is disrupted.	1/18/2016 10:57 AM
369	Make FRENCH a priority in all aspects of the Initiative.	1/18/2016 10:55 AM
370	n	1/18/2016 10:55 AM
371	Teachers should be asked their opinion on the student's needs. Testing does not always show what is best for the student. Specialists at times need to go back into the classroom to get a "real feel" of what is happening in the classroom.	1/18/2016 10:53 AM
372	Teachers, I teach in a FI classroom, are not always able to avail of services, don't know what services are available, don't always know what the role of the IRT is... sometimes the IRT doesn't know	1/18/2016 10:53 AM
373	Increase allocation of qualified professionals.	1/18/2016 10:52 AM
374	More resources are needed. Each class with high needs should have at least one IRT dedicated to that class exclusively. Too often, IRT staff is unable to be in the class because they are administering test accommodations.	1/18/2016 10:51 AM
375	More IRT's; more SA's; higher classroom budgets; SMALLER CLASS SIZES (especially in primary)	1/18/2016 10:49 AM
376	Resource personnel needs to be increased.	1/18/2016 10:49 AM

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377	Teachers need support in the form of teacher aids. It is difficult to keep up with demands with regards to assessment and new curriculum. Teachers need time to process new practices. often told of new curriculum and practices and it is expected that is implemented the next!	1/18/2016 10:48 AM
378	Recognize when students aren't suitable to be in a classroom setting and recognize the rights of students as a whole. Also, recognize that teachers and staff have the right to work in a safe and caring environment.	1/18/2016 10:48 AM
379	More resources.	1/18/2016 10:48 AM
380	there has to be some additional considerations into the student group who do NOT fit into SSS but have significant behavioral, socio-economic barriers , mental health and academic gaps (usually due to truancy)....these students cannot be effectively included in the current model	1/18/2016 10:48 AM
381	Funding increase and PD.	1/18/2016 10:47 AM
382	.	1/18/2016 10:46 AM
383	More resource teachers	1/18/2016 10:46 AM
384	Provide more resources based on the individual student versus school wide decisions. Allocation of student assistants especially.	1/18/2016 10:42 AM
385	More teachers, specialists, and student assistants	1/18/2016 10:42 AM
386	X	1/18/2016 10:42 AM
387	More monitoring of delivery models being used in schools and support to those experiencing difficulty	1/18/2016 10:41 AM
388	Depending on degree of exceptionality, each student should be counted as 2, 3, or 4 students, depending on the interventions and assistance required to teach them. This would allow classes to be smaller in order to address their extra needs/concerns.	1/18/2016 10:40 AM
389	Students with exceptionalities NEED additional support to improve Inclusive Education	1/18/2016 10:39 AM
390	Simple...more resources (IRT, GC, SA)	1/18/2016 10:39 AM
391	Cancel the program. It does not work.	1/18/2016 10:38 AM
392	Provide the supports need to teachers.	1/18/2016 10:37 AM
393	Find a way to ensure that the students who don't require extra help still get sufficient time with the teacher.	1/18/2016 10:36 AM
394	-Teaching assistants. -More IRT time, and more time allocated in all classrooms.	1/18/2016 10:35 AM
395	n/a	1/18/2016 10:35 AM
396	More \$ and allocations for IRT's, Smaller Classroom cap sizes, and \$\$\$\$ for technology interventions.	1/18/2016 10:34 AM
397	scrap it	1/18/2016 10:32 AM
398	Hire more support	1/18/2016 10:31 AM
399	Students with exceptionalities included where/when appropriate. Increased SA and IRT coverage.	1/18/2016 10:30 AM
400	More resources and an awareness of how they used throughout the school	1/18/2016 10:29 AM
401	unsure.	1/18/2016 10:29 AM
402	Ensure enough teachers and/or student assistants to ensure that students needs are met.	1/18/2016 10:25 AM
403	- More IRT Support - Class sizes as whole should be lowered to ensure that we limit the amount of students who are slipping through the cracks.	1/18/2016 10:24 AM
404	Identify cases where the inclusion of a particular student is negatively affecting the other classmates and limit the inclusion of that student.	1/18/2016 10:24 AM
405	Hire more IRT	1/18/2016 10:24 AM
406	Must be better thought out. More resources implemented. More Resource teachers made available and less demands downloaded on regular teachers.	1/18/2016 10:23 AM
407	Allot more time per school for our students with needs rather than taking it away and making certain students suffer and thus making it harder on their teachers.	1/18/2016 10:23 AM
408	More resources (IRT teachers, technology, etc.), ample prep time to allow for teacher collaboration and resource creation to help incorporate IEI within the classroom.	1/18/2016 10:21 AM

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409	Increase IRT time in schools.	1/18/2016 10:19 AM
410	Improve the number of bodies per students with exceptionalities.	1/18/2016 10:19 AM
411	We need more teacher/IRT/Student Assistants, etc. Simple stated...we need more bodies to help! :)	1/18/2016 10:18 AM
412	More resources - teaching, guidance, tech	1/18/2016 10:18 AM
413	More allocations for teachers	1/18/2016 10:17 AM
414	A genuine look at needs in classrooms not number based decisions	1/18/2016 10:13 AM
415	More resources!!	1/18/2016 10:12 AM
416	more Guidance Councillors. Increased IRTs.	1/18/2016 10:12 AM
417	N/A	1/18/2016 10:11 AM
418	more supports	1/18/2016 10:11 AM
419	There needs to be more IRT's per school, curriculum needs to be viewed, teachers need more support from the District, NLTA and government.	1/18/2016 10:10 AM
420	More teachers in the classrooms for differentated instruction	1/18/2016 10:10 AM
421	More guidance allocation is needed in order to address the ever changing and ever increasing mental health needs in ours schools. We need two full time guidance in every high school over 500 students.	1/18/2016 10:07 AM
422	Increase support for teachers in classroom	1/18/2016 10:04 AM
423	More resources to differentiate instruction. More support for behavioral concerns so that instructional time is not taken away from other students. Create learning environments based on needs and not on models.	1/18/2016 10:02 AM
424	It needs to be changed or more supports/staff are needed.	1/18/2016 10:02 AM
425	n/a	1/18/2016 10:02 AM
426	none	1/18/2016 10:01 AM
427	Partner with the NLTA so that the true message of inclusive education is received by all teachers. Teachers need help and support meeting the needs of a divers student population. They do not get enough information in their teacher training program and once they have a job there is not a continuation of this training. Teachers also need help in providing DI, many need direct teaching with a coach. The NLTA should be pushing for more of these types of positions.	1/18/2016 9:59 AM
428	More resources are necessary	1/18/2016 9:59 AM
429	Abandon it and reallocate the IRT positions	1/18/2016 9:58 AM
430	Better assessing needs/the gaps in terms of qualifications so that students don't need to leave immersion/French programming in order to get the help they need.	1/18/2016 9:55 AM
431	More teachers!!!	1/18/2016 9:55 AM
432	If resources cannot be provided to support the inclusive education initiative then either find a way to provide the resources, or change the inclusive education initiative. It's not that we should not strive to reach beyond where we are, but we need to stop striving to meet educational theories, no matter how well intentioned, without providing the necessary resources. This only leads to bitterness on part of the students, teachers/others in the school system, and families.	1/15/2016 7:41 PM
433	Increase the number of IRTs in the system.	1/15/2016 6:40 PM
434	provide more personal and resources. Instead of implementing full day kindergarten, government put the resources into our education system that desperately need it.	1/15/2016 5:44 PM
435	not sure	1/15/2016 3:53 PM
436	More resources need to be provided. More training needs to occur for all teachers.	1/15/2016 3:32 PM
437	An IRT teacher for Math and Language every day to meet the needs of the students in my classroom with learning disabilities and exceptionalities.	1/15/2016 3:07 PM
438	More IRT in the classroom to support students with needs. More support in the basic skills in LA and Math.	1/15/2016 3:05 PM
439	More IRT time in the schools.	1/15/2016 1:55 PM

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440	Stop making it "forced". Practicing inclusive education is just good teaching. Teachers stress out about DI as a way to ensure inclusiveness, but many don't realize that they already do it subconsciously.	1/15/2016 1:08 PM
441	I am not sure exactly how inclusive education really works. I think that it may require some reworking, or maybe changes in the entire policy. I don't really think it works.	1/15/2016 11:48 AM
442	More employment of IRT teachers.	1/15/2016 10:47 AM
443	Students have a right to be included int the school community in their own way.	1/15/2016 9:27 AM
444	Better support/resources for classroom teachers Adequate time to plan with irt's Increased irt support	1/15/2016 6:35 AM
445	Step back! We all agree on the intent, and we know what we should be doing. However by implementing this without being properly prepared, including adequate training and resourcing, we are doing more damage than good and adding enormous stress to teachers and all staff, including forcing teacher hands to take time off or leave the profession	1/14/2016 10:44 PM
446	Remove the student from core subject area and give them the programming they need in an alternate setting.	1/14/2016 9:45 PM
447	Discontinue the program. It doesn't work for me as a regular classroom teacher. Academic students have to deal with to many distractions and lack of structure because the teacher is spread too thin trying to accommodate too great a diversity of student ability. Separate the academic students and the students with exceptionalities so that both groups can have a more structured learning environment with a teacher that is able to deal with homogenous groups as opposed to several different levels of cognitive ability in the one room.	1/14/2016 7:11 PM
448	Give more resources to schools to diagnose our students quickly and put plans in place right away. As a primary teacher, I think our preschool checkups need to be improved. Often student difficulties are not picked up. We put too much emphasizes on developmental delays in primary children. If they're a nonreader by the end of grade one, give them help then. Why wait until they are so far behind that it is almost impossible to catch up. It's often because the first five years of their lives have lacked stimulation, etc.	1/14/2016 4:37 PM
449	Cannot comment	1/14/2016 4:19 PM
450	Provide the people (resources) to carry out this initiative. Get rid of the 'formula' , it's not working.	1/14/2016 2:48 PM
451	more IRT teachers	1/14/2016 2:14 PM
452	There should be an easy way to access extra resources (extra IRTs, technology etc.) if there is an identifiable need.	1/14/2016 1:42 PM
453	Teachers who work on the ground level should have significantly more say about the initiatives and the resources required. The top down approach of how to do things is clearly not working and leading to frustration among educational personnel	1/14/2016 1:00 PM
454	more student assistant allotments and more IRT supports allotted	1/14/2016 12:45 PM
455	Do not eliminate pull-out instruction for core subjects Practical PD opportunities for teachers - concrete techniques for the classroom, not just theory	1/14/2016 12:39 PM
456	Increase support in schools. More IRT teachers in the classroom. Also, IRT's should be more responsible for the curriculum (getting them copies of notes, modifying their assessments and doing up keys, etc) of the students in their case load as opposed to the classroom teacher taking on the extra duties. Right now they can't really do that because they are not present in the classroom enough to know what is going on in the courses.	1/14/2016 12:21 PM
457	Resources need to be assessed and provided based on individual cases. Everyone doesn't fit into the same box. (pleased to say that this did happen at my school this year)	1/14/2016 11:14 AM
458	Additional teaching units and student assistant time to support the model.	1/14/2016 10:20 AM
459	NA	1/14/2016 10:13 AM
460	A more balance approach. To resource an inclusive classroom often means IRT resources are being spread too thin and children with behavioural needs are taking majority. Very little time to help those children with simply learning problems.	1/14/2016 10:06 AM
461	I feel that students need to be included but I also feel there are times when the instruction needs to meet their educational and life skills needs. We are an inclusive school yet we are not always able to provide for the real needs of our students with exceptionalities.	1/14/2016 9:08 AM
462	Students with exceptionalities need more time out of class with IRT in order to fill their needs. Removal from class will allow the others to receive their education with fewer interruptions.	1/14/2016 8:33 AM

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463	There are several recommendations: 1) Service the model with the human resources necessary to make things work; we need more IRT's, we need more SA time and we need teacher aides. 2) Have allotted SA time more in line with the number and nature of the needs. 3) Have SA time travel with students who transfer. 4) Reiterate the need to implement teacher aides as second classification of support worker. 5) Ensure the proper physical space is available for students with exceptionalities to have time away from the regular classroom when necessary. 6) Reduce the cap for class sizes. 7) Provide the tools for assistive technology to all classes (e.g. iPads) 8) Be kinder to our teachers – the system, as it is, is killing us.	1/13/2016 11:03 PM
464	consistent teacher's aids in the classroom	1/13/2016 9:53 PM
465	hire more IRT teachers to support classrooms. If we have students of all abilities (with a myriad of disabilities including emotional/ behavioral, physical, and cognitive) in one classroom it goes without saying you need to put more human resources there to meet the needs of these students. This is not happening and it is shameful what is happening to these students.	1/13/2016 9:45 PM
466	more teachers to meet the needs of the many students we have, inclusion CANNOT work without it	1/13/2016 8:28 PM
467	Recommendation: 1. Resource Teachers should be able to move a student, who has been tested, to Modified if they are convinced - with evidence- that the student would benefit that area. Why go to Accommodation when resource teachers know modified is the right place for now. In most cases, many teachers are already accommodating students in many ways.	1/13/2016 8:27 PM
468	Provide enough human resources to appropriately meet the needs of the students	1/13/2016 8:11 PM
469	Make inclusion meaningful. Only have special needs children in the classroom when the instruction is meaningful to them and when they don't disrupt the rest of the class from learning. At other times have them instructed according to their needs in a suitable environment, according them the dignity to which they are entitled.	1/13/2016 6:41 PM
470	?	1/13/2016 3:16 PM
471	More people in classroom with common planning built in to the schedule	1/13/2016 1:35 PM
472	still implement classrooms that meet the needs of all students ie life skills smaller class size more resource in the form of people in the classrooms	1/13/2016 12:58 PM
473	More district in service for teachers as to how inclusive education can work effectively particularly the different types of teaching (Alternate grouping, parallel teaching, supplementary teaching). I question whether all schools and staff have a clear understanding.	1/13/2016 11:45 AM
474	A complicated issue which should be addressed by a panel of teachers who are faced with these concerns.	1/13/2016 11:33 AM
475	Greater in class support.	1/13/2016 10:54 AM
476	much more training for regular classroom teachers, additional support in the form of well-trained student assistants and additional special education personnel.	1/13/2016 10:35 AM
477	WE NEED MORE IRT SUPPORTS!!!! in the form of human resources. Additionally, I think it is not realistic to include students with learning deficits in the regular classroom, for a couple of reasons; 1. Children often recognize how weak they really are, compared to their classmates and "shut down" or much less significant and/or confident because they are not performing or doing the same tasks as their classmate. 2. It is extremely difficult for regular classroom teachers to provide unique and specific programming and modifications for individual(s) on IEP in addition to teaching the mass of "regular" students.	1/13/2016 9:55 AM
478	Students with behavioural challenges (especially autism and ADHD) should be assessed yearly to determine if their behavior is negatively impacting the learning of their age peers. If it is, then their education should respect the education of others and take place in another setting during core academic instruction.	1/13/2016 9:53 AM
479	Some children need to have alternate settings available for them to learn without disrupting others. Student assistants need to be made available for needy children.	1/13/2016 9:13 AM
480	If you are unable to provide the amount of support necessary to support such an initiative in the regular classroom then we should eliminate it! It is a burden on the entire system and is not allowing students to perform at all to their maximum ability.	1/13/2016 9:08 AM
481	Have more students taken out for core subjects so they can learn more effectively in a IRT classroom	1/13/2016 9:00 AM
482	Increase teacher allocation.	1/13/2016 8:07 AM
483	Perhaps it isn't realistic, but I do believe that, with the proper support in the classroom (IRT or SA), teachers can effectively implement inclusion in there classrooms/teaching.	1/12/2016 10:11 PM
484	To review what inclusive education is and ask if there is another approach.	1/12/2016 10:02 PM

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485	It would be more effective if there were more supports and resources made available to schools.	1/12/2016 9:10 PM
486	more IRT support, reclassification of student assistants, more prep time	1/12/2016 8:53 PM
487	I feel we need at least three things... lower class sizes and support. We definitely need more human support to help us deliver Inclusive Education properly. We also need more PD on the various exceptionalities students have. There also has to be a shift in what inclusion means- it doesn't always have to mean all day. For some children this causes anxiety. They need some alone, quiet time away from the classroom.	1/12/2016 8:17 PM
488	More students assistants and teachers are required to meet the needs of dtudents	1/12/2016 6:19 PM
489	As previously stated provide more resources in the form of personnel and training.	1/12/2016 5:58 PM
490	Give more personnel	1/12/2016 5:54 PM
491	More IRT and classroom support, or smaller class sizes.	1/12/2016 5:47 PM
492	I recommend that you allot teacher support based on the NEEDS in the school...not based on a formula that is used for ALL schools, regardless of their demographics!!!	1/12/2016 5:38 PM
493	I repeat, the literature states that in order for inclusion to be successful, there needs to be co-teaching, and the time for co-planning. We simply do not have enough teachers to meet the need.	1/12/2016 5:34 PM
494	Increase the number of IRTS per divisional level and increase the hours or add more personnel in the SA department	1/12/2016 4:32 PM
495	Regular classroom teachers need to be more informed of their roles and responsibilities with including students with exceptionalities in their classrooms.	1/12/2016 4:18 PM
496	Continue to provide the leadership on this initiative and work closely with the Dept and District to support teachers.	1/12/2016 4:03 PM
497	Where to begin: need to include P.T., O.T., more SLPs, Social workers We need the space to provide the supports We need every option from the regular classroom to a remedial room to a developmental unit so children can be met where they are	1/12/2016 2:37 PM
498	More resources. More teachers.	1/12/2016 2:19 PM
499	Allow the more severe students to access their own classrooms with their own needs based curriculum. These children need life skills! Not morning message!	1/12/2016 1:34 PM
500	1. More staff (IRT's and student assistants) 2. No more than one student with an exceptionality per class. 3. A program in place to deal with behavioral concerns	1/12/2016 1:32 PM
501	More human resources placed in schools and in the classroom. Ensure all teachers understand their roles in the provision of Inclusive Education.	1/12/2016 1:05 PM
502	More resources, more training, and review of what is not working now.	1/12/2016 12:07 PM
503	Our school is constantly understaffed in terms of meeting our students needs. We document and appeal decisions but to no avail.Put your money where your mouth is and su0pply units and resources.	1/12/2016 12:02 PM
504	I would very seriously recommend that Student Assistants become retrained (like most other provinces) to become Teacher Assistants. I would very seriously recommend that schools and school cafeterias become 'sugar-free'. OR at least sugar-reduced. Sugar addiction in kids is real and affects learning.	1/12/2016 11:37 AM
505	Lobby for more funding in this area of Education	1/12/2016 11:27 AM
506	More teacher units, IRT's, and guidance counselors.	1/12/2016 11:14 AM
507	Additional Resources.	1/12/2016 11:00 AM
508	,	1/12/2016 10:29 AM
509	Total REVIEW, done from the bottom up not top down. It is ruining teacher careers and setting up children for a future of failure.	1/12/2016 10:09 AM
510	Put enough bodies in the schools to allow for the proper implementation of the initiative.	1/12/2016 9:48 AM
511	I cannot honestly say that I believe the inclusion model is working. I have been teaching for a very long time and some days I go home thinking I have not done justice to every child in my class. Their needs are becoming more complex as the new technological world prevails in many of their lives. School is often not a priority for them or their parents!	1/12/2016 9:42 AM
512	Need more resources (all members of the service delivery team) to effectively satisfy the needs of the students.	1/12/2016 9:29 AM
513	Quite simply, more resources and training as well as hiring teachers who are open minded towards inclusion.	1/12/2016 8:54 AM

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514	Students need to be given opportunities to work in smaller groups where they can develop more confidence and still be a part of the classroom setting as much as possible. Inclusion should not mean one shoe fits all. What works for one does not work for another and each case needs to be reviewed in isolation of other cases.	1/12/2016 8:23 AM
515	Provide more IRT support in the classroom, increase the use of technology, provide teaching assistants to classroom teachers	1/12/2016 12:34 AM
516	Smaller class size and/more teachers in the class (IRT, curriculum support i.e. literacy/numeracy support) and where possible more student assistants.	1/11/2016 10:35 PM
517	Resource it properly. More two way communication between Government/Board and schools. Opinions of professional teachers must be heeded.	1/11/2016 10:09 PM
518	In order to see success, more resources must be allocated. To either allow for smaller class sizes or increased support in the regular classroom	1/11/2016 10:01 PM
519	BMPs are a problem. the paper work is done, tracking complete, plan in place and the behaviours are not changing, just slightly slowed down - maybe. The children are being raised by grandparents and parents. Many blended families. There is not enough support and clear expectations to help all families. Food is a definite issue. Diets are extremely high in processed food/high carbohydrates & sugar. Teach kids how to prepare meals - bring in the chefs- more time... More outdoors especially during sunny winter days. Kids feel locked in and teachers do as well. Outside... A well constructed school web site that caters to families Opportunities for families to attend visiting guests who give presentations and workshops about food/cooking/planning/more community	1/11/2016 9:19 PM
520	The way that the IRT time is allocated within the schools needs to be revisited . We need more special education teachers in our schools . This will help lessen the demands on the classroom teachers .	1/11/2016 9:18 PM
521	IRT support in every classroom Smaller class sizes Assessments being completed at a much younger age More support from school board More early intervention before children enter school	1/11/2016 8:48 PM
522	Fedfvfdv	1/11/2016 8:27 PM
523	No recommendations, as I do not feel qualified to do so.	1/11/2016 6:57 PM
524	Increase the number of instructional support teachers allocated to schools. Increase the number of student assistants allocated to schools. Increase the number of speech pathologists in schools. Higher occupational therapists for schools. Provide short term alternate educational environments for those students at the primary and elementary level unable to cope with the current system. When the safety of students are a concern (i.e. due to an individual student's behaviors), and many supports are in place but ineffective (ie: alternate programs, BMP, two personnel used, reduce day, etc.), an alternate environment or medical intervention should be an option. Consider hiring instructional resource teachers under two categories... those who support academics and those who support behaviors. This way those who require support in academics will not be the ones that will always suffer lack of supports. When the class-size moves to 26, a new teacher should be hired automatically. 27 students in grade 2 class is WAY too many to meet the needs of all students in the classroom.	1/11/2016 6:52 PM
525	Further IRT support and teacher resources.	1/11/2016 6:48 PM
526	Regular classroom teachers need help in order to run an inclusive classroom, implementing differentiated instruction and accommodating students with exceptionalities and special needs.	1/11/2016 6:22 PM
527	Limit the number of programs one IRT is responsible for then hire another. Pervasive children will learn more of the skills they need if for a portion of the day they are instructed outside the classroom.	1/11/2016 5:10 PM
528	Training, time, support.	1/11/2016 4:31 PM
529	Smaller class sizes More IRT's to support students in the classroom. Students who qualify for accommodations only seem to be the ones who get the least amount of service.	1/11/2016 4:13 PM
530	When a school is trying to implement this....there needs to be a staff from the district available ALL the TIME to assist staff with implementing all initiatives that aere needed.	1/11/2016 4:10 PM
531	More IRT support in classrooms	1/11/2016 3:45 PM
532	Provide the support personnel and STOP reducing the numbers of teachers and admin time in schools! How do you expect anything to succeed if you don't have the people to implement!!!!???? Teachers are dealing with so much as it is!!	1/11/2016 3:41 PM
533	add extra teaching units to make it possible.	1/11/2016 3:34 PM
534	More pull out time for challenging needs students to work on specific needs to help bridge the gap between then and those at grade level	1/11/2016 3:28 PM
535	More resources allocated to schools....human resources not paper resources.	1/11/2016 3:18 PM

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536	More human resources to meet the needs of students while they are in the regular classroom. Unless the bodies are there the process will remain flawed and will not work!	1/11/2016 2:57 PM
537	I do not know.	1/11/2016 2:48 PM
538	Need to reassess the program so that inclusive truly means all students. We have to consider that it is not just the student with exceptionalities that needs assistance. I find the level of achievement in many classrooms has dropped to a lower level. Instead of bring the exceptional students to an even higher level we are bringing them down or holding them back to a lower level of achievement which is becoming acceptable as the new norm.	1/11/2016 2:36 PM
539	Add sufficient human resources. Increase and deliver effective professional development.	1/11/2016 2:31 PM
540	Hire a lot more teachers or be more realistic in the policies that are expected given the reality of the resources provided.	1/11/2016 2:28 PM
541	Classroom teachers/IRTs need to have more professional development days regarding LD's, Autism spectrum disorder, and exceptionalities, More funding for materials and resources	1/11/2016 2:08 PM
542	I recommend that students with severe behavioral issues be brought into classrooms for limited amounts of time to minimize disruptions for other children. I also believe that inclusive education be offered to the individual as a choice and not mandated to them just because its the right thing to do.	1/11/2016 2:04 PM
543	More IRT time :-)	1/11/2016 1:58 PM
544	When it comes to developing the minds of the children of NL, we must make sure that they are getting the best possible opportunities to learn. There are class sizes that are too large to provide the best educational experiences for each child. We are inundated with needs and paper work. Basically, we need more staff (teachers, IRTs, guidance, Ed Psychs, SLPs and student assistants) to implement an inclusive education program.	1/11/2016 1:48 PM
545	* increased IRT time *smaller class size. 25 students, 18 with IEPs, 2 autistic children all in one class!? * clearer guidelines on when pullout is appropriate * clear guidelines and support for when inclusion in the regular classroom stops being in the best interest of all the children.	1/11/2016 1:30 PM
546	Students with exceptionalities should be doing alternate programs which meet their individual needs instead of being in the classroom to "socialize". Socialization should be allowed to happen during times such as recess and Physical Education where they are able to interact with peers, rather than disrupt the classroom setting. If we are to continue in the manner which we are now, streaming should be put back into schools where teachers can teach children at the same level rather than trying to meet the impossible goal of teaching to such a wide range of abilities. Students who are not performing at grade level and who are not meeting the outcomes for a particular grade should not be advanced to the following grade and should repeat the grade if necessary.	1/11/2016 1:29 PM
547	More support for the teachers in the classroom	1/11/2016 1:21 PM
548	We must be cognizant that inclusive education does not become exclusionary for some students who may not be receiving the attention they require due to the multiple needs and management issues in each class. Some form of criteria to assess the effectiveness must be developed with input from all stakeholders. This may be a challenge in itself as no baseline for comparison may exist to study the effectiveness of this initiative.	1/11/2016 1:19 PM
549	a	1/11/2016 12:39 PM
550	1. Hire more SLPs. 2. Hire more Classroom Teachers 3. Hire more IRTs. 4. Provide school wide professional development. The train the trainer type of PD does not work. The message gets lost similar to the game of telephone.	1/11/2016 12:02 PM
551	More IRTs, More Student Assistants, More Guidance. All decisions are top down. Teachers are overworked.	1/11/2016 11:49 AM
552	-more resources ie. human,technology etc -more appropriate PD -more time to plan and collaborate with IRT teachers -scheduling	1/11/2016 11:37 AM
553	Allocate more IRT time and student assistant time to schools to meet the needs necessary.	1/11/2016 11:34 AM
554	*More Guidance Counselors/On-site Ed Psychs. *Students with challenges (academic/behavioral) should be taught their core courses by trained IRT teachers in small-group classroom setting. *It should be easier to get students into District School. If that means that DS needs more resources, then so be it. *CDLI should be a more accessible option for students with behavioral issues or mental illness. Also, CDLI should expand their course offering to include more personal development courses. *Students need explicit curricular training courses in emotional regulation and issues of wellness (not just Healthy Living/Phys Ed.)	1/11/2016 10:59 AM
555	More resources to support the children in the classroom.	1/11/2016 10:57 AM
556	Total evaluation of current initiatives. Serious behaviour issues have sky rocked. Teachers are placed in dangerous and unpredictable situations each day. There has to be a place other than in "SCHOOL" for students that are volatile. The safety of other students and their teachers have to come first!	1/11/2016 10:38 AM

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557	More IRT! More IRT!!	1/11/2016 10:15 AM
558	...	1/11/2016 10:01 AM
559	More IRT teachers within each classroom not based on numbers but based on school needs. Not just pervasive needs children but also children with academic learning needs.	1/11/2016 9:58 AM
560	Unsure.	1/11/2016 9:56 AM
561	- Educators in the province need to be provided with the skills (ONGOING professional development) and tools (resources - personnel and material) needed to ensure that the Department's current model of Inclusive Education is being delivered according to the vision created. Reality is that there are an increasing number of students identified with exceptionalities, particularly those on the Autism Spectrum and with Mental Health issues for which many educators are ill-equipped. Providing academic instruction becomes secondary to addressing the safety needs of all students.	1/11/2016 9:46 AM
562	Additional resources to meet the needs of students.	1/11/2016 9:44 AM
563	-	1/11/2016 9:33 AM
564	-additional training within specific classrooms to assist staff with implementing the model as it is meant to be implemented	1/11/2016 9:05 AM
565	More IRTs are desperately needed, along with ample planning and collaboration time between classroom teachers and IRTs.	1/11/2016 9:04 AM
566	more school counselors, more pull out classes with qualified irts	1/11/2016 8:56 AM
567	I believe that students should be in inclusive classes for as many courses as possible. However, in the areas of ELA and Math, where students often show weaknesses, they should be able to avail of pull-out services that would put them in small groups where the teacher-student ration would allow them to have individualized instruction. This would help them much more than in a classroom of 24, where the teacher is expected to work with all students and may not be able to spend the needed time with these individuals.	1/11/2016 12:40 AM
568	More education for teachers, more personnel within schools to help with inclusive education	1/10/2016 11:24 PM
569	Provide resources for more person assistance in the classroom with inclusion especially in both LA and Math. Not just one or the other. Also provide PD to IRT in classroom curriculum and how to work along with students and classroom teacher in a class of 20+ students. The IRT need to take initiative to know the subject curriculum. Too much is placed on the classroom teacher.	1/10/2016 10:04 PM
570	More Teachers smaller class sizes	1/10/2016 9:42 PM
571	pull out support smaller class size equal opportunity for support - severe cases have an entourage while others are on their own	1/10/2016 9:09 PM
572	More services.	1/10/2016 9:08 PM
573	I think we need to see more collaboration time in the school. There needs to be more dedicated time for IRT to collaborate with classroom teachers during school hours. Grade level meetings to identify areas/students who are struggling or gifted and brainstorming with the IRT to come up with a plan to meet their needs within the classroom would be an effective use of inservice time, in my opinion.	1/10/2016 9:02 PM
574	Ensure there are qualified individuals to deal with specific student issues, Ensure classroom teachers of students with special needs are trained in dealing with specific issues.	1/10/2016 8:34 PM
575	Find the resources so that students with exceptionalities are getting the attention and the help they need. The classroom setting is usually too distracting for them to benefit. Include these students in some subject areas, particularly the subjects where they excel.	1/10/2016 7:55 PM
576	Have more IRT time, especially in Primary and Elementary directed towards reading skills.	1/10/2016 7:54 PM
577	More PD. Teachers are not convinced that inclusion is a positive initiative that will result in a positive outcome.	1/10/2016 7:11 PM
578	- Change formula for allocation of IRT - In a two stream school - assign one IRT teacher per grade.	1/10/2016 7:05 PM
579	??	1/10/2016 7:00 PM
580	-	1/10/2016 6:41 PM
581	To provide a greater emphasis on outcomes which can be delivered in a multi-grade environment.	1/10/2016 5:08 PM
582	The philosophy is great but in the trenches there are not enough people to make this work effectively. Schools are still not following the same procedures/ practices in special services and this is quite evident when students transfer in or out of our school.	1/10/2016 2:53 PM

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583	Classroom disruptions and noise must be considered first. The learning of other students is just as important. The core subjects in particular need to be quiet and safe. All students need to get the teachers attention.	1/10/2016 2:15 PM
584	-Increase allocation of student assistant time -Increase allocation of IRT's in schools. -Increase allocation of Guidance Counsellors in schools -Decrease class size to Early French Immersion in Primary & Elementary.	1/10/2016 1:46 PM
585	More teachers.	1/10/2016 12:40 PM
586	Should only be total inclusion in specific courses. Courses that require strict academic instruction should have multiple classes where students are grouped based on ability. A student with exceptionalities will feel more 'included' when they see they are doing the same as everyone else and the fact that they may be older or younger doesn't matter. All kids need to experience success and that cannot happen when they feel 'labeled'.	1/10/2016 11:09 AM
587	Go back to traditional education we as educators experienced. At least students who completed school had good knowledge of their basic skills of reading, writing, spelling and basic math skills;they could add, subtract and multiply.	1/10/2016 10:53 AM
588	Look at each child as an individual. Assign personnel based on that . Increase Student Assistants in our classrooms. Assign an IRT to a grade level. If needs are identified then provide the proper personnel needed. A classroom teacher is not a superhero. We are burning out fast. One person can't do everything. We wonder why our test scores are down? The inclusive education initiative is your answer.	1/10/2016 10:52 AM
589	Throw it out and start from scratch.	1/10/2016 9:56 AM
590	not sure	1/10/2016 8:36 AM
591	1. IRTs should work collaboratively with general educators. Only 1 of 5 does at my school. 2. IRT should go to class on time. Research shows that students perceive them as "teacher's helpers", and that's how most of them function from what I can see. 3. All students needs should be met. Refugees included. Canada is opening it doors to refugees, yet the NLESD is treating them abysmally. More LEARN and ESL teachers are desperately needed. 4. IRTs should not be used to provide breaks for SAs as they do at some schools.	1/10/2016 12:11 AM
592	more guidance time! FAST!!!	1/9/2016 10:44 PM
593	There should be more teachers in each school and pull out time allocated for the students who really need it. These students need the basics, they need the help and it will help them a lot more in the long run.	1/9/2016 8:38 PM
594	Immediately release IRT's from the ill-conceived obligation to teach pre-requisite programs and alternate courses in the regular classroom, until the Provincial Government prepares regular classrooms for this Initiative (enlarges/ provides quiet spaces within regular classrooms). Stop wasting money on transitioning kindergarten students to full day kindergarten (We've all seen the research indicating this has no benefits beyond grade 3), and start spending the money to create an environment (make larger classrooms) so that we can make this worthy Inclusive Initiative a success.	1/9/2016 5:19 PM
595	- more PD on inclusiveness model - still too many respond as if it is an all or none approach. , ie, all stds in classes all the time without respecting the best environment for the students learning needs	1/9/2016 4:45 PM
596	We are always told that research says that the teacher is the single most important factor in a child's life in regards to success. I agree with that statement, however it is over used to take away the impact of class size. In those formative tender years, more now than ever, given inclusion, which I believe, and the diverse needs in classrooms, if we really want children and teachers succeed together we must give adequate resources. We can't have class sizes beyond 15 in kindergarten. We should never go beyond 20 in grades one and two. The cap in any elementary school should never go beyond 25 after grade three. If we continue to under resource our schools we will continue with a trend that sees literacy and numeracy rates decline. In support of teachers I find it disheartening when I hear statements like, " when we put the structures in place children succeed" while there is a lot of merit proper structures work Difficult without adequate resources.	1/9/2016 1:55 PM
597	Have 2 teachers hired for every classroom in the province that have students on IEP.	1/9/2016 1:22 PM
598	To provide a day of training/PD a year for teachers to develop their own resources	1/9/2016 1:21 PM
599	Not sure.	1/9/2016 12:24 PM
600	Depending on the needs of each individual there should be times when the individual comes to the resource room for one-one instruction	1/9/2016 10:09 AM
601	Students who constantly disrupt the learning environment in the classroom should be taken out in another setting with irt.	1/9/2016 7:08 AM
602	More students assistant time, more IRT time, alternate curriculum put in place with supports for those who need it for when they enter kindergarten not later! Some students are identified before kindergarten with exceptional irises but all supports are not put in place and they are expected to try the regular curriculum	1/8/2016 11:10 PM
603	Teachers need more support (workers) in the classroom to effectively meet the demands of all students.	1/8/2016 10:48 PM

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604	Have support teacher, or at least student assistant, in classroom to support classroom teachers who have students with exceptional learning needs so the classroom teacher can concentrate on meeting all students' needs.	1/8/2016 10:12 PM
605	Smaller classes, more IRT support. If class sizes remain over 20, there should be two teachers co-teaching language arts and math.	1/8/2016 9:47 PM
606	Hire more teachers	1/8/2016 9:32 PM
607	Have a teachers aid in each classroom to help teachers and students. IRT time is not enough.	1/8/2016 9:22 PM
608	Clearly outline placement options. Be forthcoming with examples of student placement which do not involve full inclusion. Provide instruction to administrators on incorporate fluid scheduling for Instructional Resource Teachers. It seems that many special services teams opt to deliver alternate programs over a full year which is counterintuitive to response to intervention practices which call for bursts of intensive intervention (something not really possible when a short term program is drawn out over 10 months).	1/8/2016 7:09 PM
609	more money, more resources, more specialized teachers, more administrators, less office work, less paper work, less additional expectations and responsibilities - let teachers teach, let kids be kids	1/8/2016 7:06 PM
610	The number one recommendation would be to provide people resources. The Student Support Services departments have been cut to bare bones. The provincial government put inclusive education in as a priority yet they continue to cut IRTs and student assistants.	1/8/2016 7:00 PM
611	Increase allocations. The Guidance Counsellor allocation of 1 - 500 is a lie because over 50% of their job is dedicated to assessment (15 assessments a year compared to 25 for full time Ed Psychologists) and thus the counselling needs are basically unable to be addressed. Reclarify the role of Guidance Counsellors to be counselling and increase the allocation of assessors. There needs to be a dept head for Student Support Services. This is a huge role (another which often falls to the Guidance Counsellor, again further taking away from their counselling abilities and if it doesn't fall to the Guidance Counsellor, very schools have someone who wants or can take it on and in some school's no one takes it on and many things do not get done or done correctly.	1/8/2016 6:17 PM
612	Reevaluation of academic interventions issued. The allocation of sufficient resources for behavioural and academic concerns.	1/8/2016 6:10 PM
613	Staffing. Parenting courses made mandatory	1/8/2016 5:11 PM
614	To increase the amount of Student Assistant time to schools with students with exceptionalities who qualify for time.	1/8/2016 4:15 PM
615	Provide more support to identified needs within the classroom.	1/8/2016 3:38 PM
616	increase human resources have separate physical spaces monitored by someone other than the classroom or specialist teacher to where a disruptive student can be taken when necessary	1/8/2016 3:15 PM
617	Provide extra teachers in the regular classroom or cut class/group size	1/8/2016 3:09 PM
618	To not be so inclusive! That when a child interferes with the learning of others, they must leave the classroom.	1/8/2016 3:04 PM
619	have those students that are significantly below their peers, either in (emotional) maturity, or with major academic concerns be in a classroom that will benefit them , not be with their peers because of their age.	1/8/2016 3:00 PM
620	MORE SA, IRT, GUIDANCE and reallocate Ed. Psych's	1/8/2016 2:51 PM
621	Allocation of more human resources	1/8/2016 2:35 PM
622	Provide further support and allocations of special services (IRT Guidance) to schools to meet the needs of all students (LD, Pervasive and those with mental illness)	1/8/2016 2:30 PM
623	Someone needs to start listening when we say WE NEED MORE RESOURCES AND MORE PLANNING TIME!	1/8/2016 2:28 PM
624	More guidance counsellor input and support and more irt time and time to collaborate with irt teacher and more in service time with irt teacher within the school!	1/8/2016 2:25 PM
625	More Guidance time. More IRT time. The hiring of Youth care workers to help students with anxiety especially with coping mechanisms. The development of a Health Care office in schools that would have locums from doctors, nurses and social workers. This would also create a safe place haven for students who feel that their teachers would see them differently if they knew they knew that they had addictions problems etc.	1/8/2016 2:23 PM
626	Increase IRT allocation Allow for time for co teachers to plan together Training	1/8/2016 2:23 PM
627	More PD	1/8/2016 2:22 PM
628	Provide the resources and support needed to actually implement Inclusive Education	1/8/2016 2:15 PM
629	Provide more adequate human resources.	1/8/2016 2:03 PM

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630	MORE IRT SUPPORT!!!! Along with more student assistant time so IRTs are not having to use teaching time to monitor behaviour.	1/8/2016 2:03 PM
631	Increase in IRT at each school, and a review of the efficiency of IRT teachers.	1/8/2016 1:57 PM
632	Train the classroom teacher! They need to know how to support Inclusive education as much as the IRT and the Guidance Counselor. Increase supports, and instead of increasing student assistants perhaps an emphasis needs to move towards implementing teaching assistants. Teacher can spend more time with the students who need it, and the teacher assistant can support the strong students (the students who don't need all the attention). Student assistants can still address behavior, and personal student care.	1/8/2016 1:00 PM
633	More supports and resources	1/8/2016 1:00 PM
634	1) Human Resources support - Although the capital funding required to fully support the initiative as it was intended is either A) Unavailable or B) would be so large that it would take away from other areas of education or public funding (so basically it's not available). We would need 2 or more teachers PER CLASSROOM, EVERY PERIOD, to fulfill the ideals intended. 2)Reorganization of the initiative that recognizes the realities of today's classroom, while still maintaining some level of appreciation for the diversity of learners that exist in today's classroom.	1/8/2016 12:59 PM
635	In order for the current model to function properly we need smaller classes with more trained professionals in the room. 1 classroom teacher with 25+ students, with an average of 3-5 diagnosed needs in the room is not sufficient to effectively meet the needs of ALL students. The current system is being implemented with detrimental effects on staff and students	1/8/2016 12:40 PM
636	1. Smaller class sizes 2. Mandatory training / re-training for all teachers that have yet to complete a university course or equivalent	1/8/2016 12:38 PM
637	Sadly, I have not really given this enough consideration. This very challenging reality (anecdotes from colleagues) has not been mine.	1/8/2016 12:23 PM
638	Increased teacher allocation to allow for effective employment of co-teaching (ie. 2 subject- based "experts as opposed to subject & IRT). More IRT allocation to increase short term programs for students with exceptionalities.	1/8/2016 12:20 PM
639	no response	1/8/2016 12:16 PM
640	Training/PL/Incentives to study/Mentorship/PLC's for IRT's in small rural schools who are untrained.	1/8/2016 12:03 PM
641	Less of it.	1/8/2016 12:01 PM
642	More teachers.	1/8/2016 11:57 AM
643	have an IRT teacher for each area in the school (Primary, Elementary, Jr and sr, high)	1/8/2016 11:42 AM
644	Increase IRT numbers so they can work both in the class to support the regular program and to work on Alternate courses to build skills to help with students learning difficulties. For instance is a student in grade 5 was working on improving their reading level from beginning of grade 2 in a grade 5 class he would need time outside the class to work on the skills and then support in the regular class to help with the grade 5 program and material.	1/8/2016 11:40 AM
645	If you continue with the Inclusive model and IRTs offering in-class supports then you need to greatly increase the amount of IRT time available. In reality, Teacher Assistants (not student assistants) can do much of the same as IRTs in the regular classroom, which could in turn free up IRTs to offer in-depth supports via resource rooms, which can offer less distraction, and smaller group sizes, to help those who need greater skill building than can be met in the regular classroom.	1/8/2016 11:36 AM
646	Reduce class size at all levels.Hire more support teachers. Focus on improving the literacy and numeracy skills for all students. (IRT, literacy support, numeracy support, etc.)- Limit the documentation required to receive support. There are too many forms and this slows down the service process -long wait times for students. Public awareness campaign about what a typical classroom looks like today. More supports for behavioral,emotional and mental health issues including security on staff with older students who cannot be physically managed by staff. We need an alternate school in each large community . We are not equipped to handle all students that we have and are unable to meet their needs. I believe that we need a new education model. Look at the models in other countries like Australia. There are many reasons why they are having such success.	1/8/2016 11:27 AM
647	Not only at the schools should we be versed in Inclusive Education, but the general public should be educated on the same.	1/8/2016 11:25 AM
648	I understand that inclusion does not mean in the classroom 100% of the time, however there are too many students who are placed in the regular classroom for the majority of the day who just cannot handle that. On top of that, there is often minimal support for those students who are in the classroom. Students need more support, more time out of the class, grouping of students with similar needs together in an alternate setting.	1/8/2016 11:14 AM
649	more teacher resources, more special ed. teachers and more training for all	1/8/2016 10:54 AM

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650	The need for more IRT personnel to support classroom teacher	1/8/2016 10:54 AM
651	1/. We need to look at how we move our high academic achievers forward (eg - skip science 1206 and move directly to higher sciences). Perhaps they need a different graduation path (eg 2 years not 3). 2. Need to properly resource this. Students sometimes need something else (eg pull outs) not always the classroom, classroom teacher needs more support with this too (re OT)	1/8/2016 10:52 AM
652	I would do have far less classroom integration in many circumstances and focus more on unstructured time and certainly less academic subjects.	1/8/2016 10:41 AM
653	Increase IRT allocations and student assistant allocations in every school by at least 25%. Provide schools with an increase in funding for materials and supports that are necessary for students with exceptionalities. An increase in guidance allocation to meet both the assessment and counselling needs of students in the province.	1/8/2016 10:25 AM
654	resources (people)	1/8/2016 10:18 AM
655	Yearly refresher PD for staff to keep current and fresh with inclusion practices.	1/8/2016 10:15 AM
656	All teachers need to be in-serviced on the Inclusive Education policy, not only IRT's but ALL teachers. It is not just having a student with issues in the classroom it is INCLUDING them.	1/8/2016 9:41 AM
657	- reduce the class size. - place students in courses that they will be successful in completing. - increase the support for teachers. One teacher for ten kids with needs in a class of 30 kids is an impossible situation.	1/8/2016 9:40 AM
658	Further funding to at least triple the irt, guidance and student assistant allocations. And recognize that sometimes inclusion is not appropriate for violent, disruptive or extremely weak students. They are infringing on other's right to an education and are not receiving the services they require.	1/8/2016 9:36 AM
659	Hire more teachers, and realize that an IRT does not have to be limited to teachers who have Special Education.	1/8/2016 9:35 AM
660	For theory to be supported with resources for the whole range of students we have in classes.	1/8/2016 9:34 AM
661	Increase the IRT allocation and relax some of the regulation as to who can receive services.	1/8/2016 9:34 AM
662	Remove it!	1/8/2016 9:26 AM
663	This survey is a good step. Teachers need a voice to tell what it is like on the frontlines, what a plan looks like on paper is not always what it looks like in practice.	1/8/2016 9:19 AM
664	More dialogue with classroom teachers, more SA help, more Special Ed Teachers, school spaces (supervised) for students to go when they need a break or help with academic work	1/8/2016 9:13 AM
665	You definitely need to increase IRT time for smaller schools.	1/8/2016 9:06 AM
666	If the current system is to continue, we need to provide support teachers for every period of instruction and not have to pick and choose due to small allocations.	1/8/2016 9:03 AM
667	All teachers should be provided with additional education about appropriate implementation of the Inclusive Education Initiative before they are expected to implement it within their classrooms. Many teachers are not even alerted to any special needs within their classroom until the first day of school. The general classroom teacher certainly does not have enough information and often times thinks they are helping a student but are doing things that make situations worse. From personal experience, it is a very helpless feeling. The Dept. of Ed is not doing a good job at all equipping it's teaching staff and in my opinion are putting them in the boat without a life jacket or paddles and expecting them to get to the destination on time anyway.	1/8/2016 9:01 AM
668	more human resources	1/8/2016 9:01 AM
669	Although inclusive Education is important it is also important for children to have one-on-one time developing skills in their problem areas, therefore, more support is needed.	1/8/2016 9:00 AM
670	As it is currently structured scrapped until more effective methods can be employed and upgraded teacher training. Plus, it must be designed with real input from actual classroom teachers as they are the ones who have to live with it in the real teaching world.	1/8/2016 8:51 AM
671	bring back the 'pathways' classes	1/8/2016 8:45 AM
672	When students are continuously disruptive and violent towards others they should not be in the regular classroom.	1/8/2016 8:44 AM
673	more teachers	1/8/2016 8:39 AM
674	Recognize that some students cannot be integrated into the classroom without disrupting the learning of everyone else. It is difficult for my students to concentrate when someone is yelling or screaming. There are not enough resources to have these children accommodated as often as the initiative would like. These students need one on one and with student assistants being in such short supply this is an issue.	1/8/2016 8:36 AM

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675	Students should not be in classes where the work is "over their heads". They are in these classes to say their included, I would say they are excluded in these classes because they are unable to do the work	1/8/2016 8:35 AM
676	Not sure	1/8/2016 8:24 AM
677	More time allotted with IRT teachers.	1/8/2016 8:11 AM
678	I am not against inclusion, but there MUST be a teacher assistant with these students at all times. I've been teaching hands on lessons with a rage class, and the student assistant has had to leave before the class was over to go to another student. This makes things very difficult at times.	1/8/2016 7:26 AM
679	See above	1/8/2016 2:40 AM
680	Training and resources need to be adequate so that inclusion can be implemented in a meaningful way. We cannot simply continue to place children in the classroom without adequate resources to meet their needs, this practice seriously impacts the learning of ALL students.	1/8/2016 1:53 AM
681	Hire more student assistants, better yet hire teacher aids to reduce the work load of teachers. More IRTs assigned to the schools	1/7/2016 11:32 PM
682	More PD for classroom teachers on the role of IRT, plus more human resources! More transparency on how IRT's are allocated to each school. More guidance/support from district on programming for students with exceptionalities, too much variance from school to school. Too many student support services policies that seemingly contradict each other.	1/7/2016 10:34 PM
683	Provide support. More and more expectations of classroom teachers with students with higher and more diverse needs whilst removing supports. Re-evaluation of support allocation. There is no academic support, behavioural support is provided on a limited basis by student assistants and generally only available once there are grave safety concerns.	1/7/2016 9:52 PM
684	Inclusion should be based on an individual basis...you cannot make one set rule and apply it to everyone. What works for one, does not work for another. The other 20-28 kids in the class need to be considered!	1/7/2016 9:52 PM
685	No response at this time	1/7/2016 9:45 PM
686	Provide sufficient Student Assistant and IRT resources!!!	1/7/2016 9:28 PM
687	Inclusive education only works sometimes....if the exceptionalities of children are severe if can harm the learning of others more than help...inclusive education sounds great on the books...but in the real classroom...it just does not work....children need more intensive instruction in some cases and are not receiving what they need...when regular teachers have to deal with all the many issues which can occur within an inclusive classroom, the learning environment is hurt...and in turn so is the learning of others within the classroom...it also cause much stress on students, teachers and administrators....inclusive education needs a facelift....it does not work for everyone....it needs to be carefully looked at in order to ensure that this is the best thing for all concerned....Children at risk are left behind most often....there is little there for these children...only what they receive from the regular teacher....it is these children who are being left behind...while we try to help those with exceptionalities fit in....others are left out...in the end...we all lose...as teachers...we are all frustrated with such a system....there has to be a better way....	1/7/2016 9:25 PM
688	Focusing on intelligence alone is not enough to determine supports. Students who have not passed courses for years should not be in the same class as students who catch on quickly. The later often gets lots of free time instead of the challenges they are capable of in a class of similar ability students due to the amount of work involved by teachers,	1/7/2016 9:24 PM
689	Class sizes should be smaller...15 for Kindergarten, 20 for primary and elementary. More IRT support should be provided All schools should have a Literacy-Numeracy Support teacher	1/7/2016 8:45 PM
690	IRT personnel available for each grade level be able to work alongside the grade level teacher as a collaborator. The IRT would then be available on a more frequent basis as opposed to a few times within the seven day cycle.	1/7/2016 8:37 PM
691	Promouvoir les bénéfices de l'inclusion dans la communauté et les milieux de travail.	1/7/2016 8:24 PM
692	more resources to implement the program	1/7/2016 8:23 PM
693	Increased IRT and counselling resources. Earlier intervention on behavior issues and academic testing. Red flag system for children with increasing behavior issues that would bring more resources or programming from board level. More IRT time spent in the classroom working with smaller numbers rather than removing children do do groups of 3 to 5.	1/7/2016 8:22 PM
694	Adjust class sizes according to number of students with needs and the severity of those needs; do not allow any student to constantly disrupt the education of other students; give responsibilities of special-education instructors back to IRTs and not to regular classroom teachers; assign psychiatrists to schools alongside educational psychologists to help deal with mental health issues.	1/7/2016 8:21 PM
695	More resources and training.	1/7/2016 8:10 PM

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696	Increase in resources - mainly more IRT's and student assistants. Not forcing regular students to have to be exposed to such severe behaviors by students who are draining all of the resources. There is little support for the regular students - especially those who need that little bit of help as ALL of the teacher's and IRT's time is given to the behavior students.	1/7/2016 8:07 PM
697	-Hire more IRT in all schools -Professional Development for classroom teachers -Consider individual needs of all students & realize that Inclusion does not work for ALL students in ALL subjects.	1/7/2016 8:07 PM
698	Drop it before we have all basic kids in our school system.	1/7/2016 7:55 PM
699	If this is to be a successful initiative, schools must have enough trained personnel to effectively carry it out. If the support is not there, this initiative is only words on paper and will fail.	1/7/2016 7:38 PM
700	Flexibility and greater allocation of teaching units and teaching aids	1/7/2016 7:37 PM
701	A look at the "old" sped program needs to be looked at. Many Students that were in a sped class or a coop program are current successful in the community. More resources More teachers Lower class sizes	1/7/2016 7:34 PM
702	Teacher education and more IRT allocations for support. Many special needs are not met because IRT teachers are in pervasive needs and classroom support is suffering	1/7/2016 7:27 PM
703	More IRT's allocated to schools.	1/7/2016 7:18 PM
704	Professional learning for classroom teachers in developing modified curriculum to effectively meet the needs associated with common exceptionalities in learners.	1/7/2016 7:09 PM
705	Improve and expand on DI workshops and provide opportunities for teachers to see what true inclusion looks like	1/7/2016 6:43 PM
706	More teachers allocated in schools with kids with severe behavioural issues, to make class sizes smaller and more manageable. More student assistant time allocated for children with behavioural issues.	1/7/2016 5:49 PM
707	More assistance and time given to classroom teachers to support extra planning and implementation of programs for exceptional students.	1/7/2016 5:43 PM
708	Mor Resources including people resources. Smaller class sizes. Children with diagnosed exceptionalities should be recognized as soon as they enter school (kindergarten) and given their own IRT and not take from regular IRT support in the classroom.	1/7/2016 5:07 PM
709	Structure of the day can be difficult at times, identifying the least restrictive environment for all students in the classroom so all children can receive the support they need.	1/7/2016 4:40 PM
710	More Resources (stop having teachers re-invent everything along with the shortage of paper and 1 usually broken photocopier) and additional Human resources - education is the key to success children need to learn to read and write and do math. An educated society is a more functional society. Every educator has been shown the Mauritius video. They keep telling us what we already know but don't have the ability to do. Let us teach children to read. Give extra help to those who have the ability to learn but need an extra boost. Stop increasing class sizes, stop overloading IRTs so they can no longer provided the extra support! STOP forcing teachers to discipline and crowd control - let us teach!	1/7/2016 4:34 PM
711	Add supports. Helpers on the classroom and classes specific to their needs.	1/7/2016 4:33 PM
712	It cannot be improved.	1/7/2016 4:32 PM
713	Extra supports in the classroom. Teacher assistants needed to follow through on tasks with students who require accommodations/extra support.	1/7/2016 4:31 PM
714	Unknown	1/7/2016 4:30 PM
715	Incluision in subject areas when the student's needs are able to be met only! Inclusion when the behavior of the student is acceptable for a classroom setting.	1/7/2016 4:16 PM
716	Reduce class size; include more IRT support	1/7/2016 3:55 PM
717	Provide more support for students with needs; provide academic support for French Immersion students - because of the "pyramid of needs" structure of the Inclusion model, the first suggestion for students struggling in French Immersion is to move them to the English stream.	1/7/2016 3:54 PM
718	I would like the "powers that be" be realistic about the expectations put on educators and let teachers do what they do best- teach!	1/7/2016 3:44 PM
719	* More resources * More IRT, Guidance and other specialists support for all grades including French Immersion. We are not being very inclusive if certain student cannot avail of services that are needed for their education needs.	1/7/2016 3:42 PM
720	Continued support	1/7/2016 3:41 PM

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721	make it real and doable	1/7/2016 3:39 PM
722	More IRT and student assistant support	1/7/2016 3:38 PM
723	Smaller class sizes or more in-class support.	1/7/2016 3:38 PM
724	The allocations need to be cleaned up to allow for more effective inclusion. Smaller classes, more teachers, more IRT support, more student assistant time. Does it need all of this, no. Does it need a combination of some of these things, absolutely .	1/7/2016 3:32 PM
725	More resources, IRTs in the classroom. A second body in the room makes all of the difference .	1/7/2016 3:31 PM
726	Increasing IRT teachers would help to facilitate classroom activities	1/7/2016 3:25 PM
727	-allow for more resources(money, personnel and time) and based on need not number.	1/7/2016 3:20 PM
728	Smaller class sizes, more teaching units, and more IRT support. Inclusion looks great on paper, but it is very difficult to implement with the current resources that we have in our province.The majority of schools, based on the type of students that we have, are understaffed.	1/7/2016 3:19 PM
729	to use an needs rather than numbers approach when allocating IRT services to a school; to offer mandatory PD to staff on Inclusive education each year; to provide professional resources on inclusion to schools and teachers	1/7/2016 3:17 PM
730	Ensure all resources are in place before a student is allocated to a classroom.	1/7/2016 3:16 PM
731	We need more IRTs to address individual learning exceptionalities. Classroom teachers can not address all of these concerns on their own.	1/7/2016 3:14 PM
732	Increase the number of support staff as well as PD on the initiative	1/7/2016 3:08 PM
733	Teacher Aids that can perform academic programming as well as Student Assistant duties.	1/7/2016 3:07 PM
734	I do not use these services.	1/7/2016 3:05 PM
735	Inclusive Education will never work effectively if we do not have the adequate amount of support from IRT in all areas as needed. Right now subject teachers are left to ensure that ALL needs of ALL students are met at ALL times and this is becoming more and more impossible.	1/7/2016 3:04 PM
736	Increase teacher allocation, especially IRT and student assistant support	1/7/2016 3:03 PM
737	Increase the number of resource teachers. Allow students to go out of classroom for servicing.	1/7/2016 2:57 PM
738	Provide more classroom teachers and IRT and Student Assistant support to schools in order to allow students to learn effectively within their own classrooms.	1/7/2016 2:57 PM
739	More student assistants More IRT's Training for Student Assistants Training for IRT'S and reg. classroom teachers in the area of ASD Reduced or staggered day for special needs students who are not ready to meet the expectations of a full day in the classroom More Guidance Councillors in the schools, one per school in schools with small populations, not shared among two or three schools.	1/7/2016 2:55 PM
740	Hire more IRTs! And reduce the student to guidance counselor ration so that every school has a counselor at least in the building at all times!	1/7/2016 2:52 PM
741	Lower class sizes More in-class support	1/7/2016 2:52 PM
742	Find a way to make pull-out regular in the schedule so that it is considered a "course" for a student instead of missing pockets of various classes. Work on having more student assistance available to deal with challenging behaviours in the classroom.	1/7/2016 2:52 PM
743	Not sure how to change or improve but there should be more guidelines around testing and who is responsible for it	1/7/2016 2:51 PM
744	Resources and professional development for staff. The process of diagnosing an exceptionality needs to be stream lined and sped up. If a diagnosis happens during the school year more hours should be allocated immediately before accommodations or programming is implemented.	1/7/2016 2:40 PM
745	More resources, supports, and teachers in the schools to allow teachers and administration to carry out the education plans for all students.	1/7/2016 2:39 PM
746	More support is greatly needed for students with behavior issues.	1/7/2016 2:33 PM
747	more support, more resources, inservicing	1/7/2016 2:33 PM
748	Stop being so dam politically correct and treat the problem so that children can maximize their learning. It reminds me of going to the cancer clinic and being diagnosed with cancer then get sent back to your family doctor who should know and understand all the possible treatments that are good for you and eventually cure your disease.	1/7/2016 2:32 PM

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749	Allow for more flexibility with pulling students with exceptionalities out of core subjects (specifically in junior high) so that they may feel success in what they are doing while acquiring the skills for practical stream in high school.	1/7/2016 2:32 PM
750	In phase 7 and have yet to use any resources, so unable to comment further.	1/7/2016 2:32 PM
751	More in servicing, more people to assist in the delivery of the model and more help with in class programming.	1/7/2016 2:31 PM
752	More resources and training for schools. A better communication plan from the Department of Education, School Board and Schools. A clear definition of the role of the IRT teacher in schools. Some children cannot thrive in an academic setting. In Europe, there are schools for farming, industrial arts etc. Look to build on students interests rather than completing academic programming all the time. As a teacher the Inclusive Education has been a topic of discussion for many years and also as a parent I feel that my own children's education and safety has been hampered due to this program and the needs of my child's education has been significantly interrupted because of the under resourcing of this initiative.	1/7/2016 2:31 PM
753	increase resources and push for increased teacher allocations	1/7/2016 2:31 PM
754	Provide more IRT support and clearly define their roles. My IRT from 2 years ago did not teach, plan lessons or evaluate. She, like many leave school 15 minutes after dismissal without any work. Other IRT teachers work through recess, lunch and preps. Any support should help the classroom teacher, not stress them out.	1/7/2016 2:27 PM
755	More resources.	1/7/2016 2:27 PM
756	More qualified IRTS (those with a degree in special education which includes assessment courses) are needed.	1/7/2016 2:25 PM
757	Get rid of it. Go back to having special education teachers working with smaller groups of children at approximately the same cognitive levels. Students should not be pushed through the system because of social reasons. If a student doesn't understand or complete most of the academic outcomes he or she should probabioity repeat a year. By pushing them a head we are only setting them up for failure. Mhy recommendation is to get rid of Inclusive education the people who came up with the idea to implement the program.	1/7/2016 2:24 PM
758	More IRTs hired to meet the needs.	1/7/2016 2:23 PM
759	I don't feel I am aware of the program enough to comment.	1/7/2016 2:15 PM
760	Increase in Support Staff (Teacher Assistants, IRT staff, Speech Language Service) allocations necessary.	1/7/2016 2:13 PM
761	If there is even one student in a class (regular class) that is pervasive then one IRT should be assigned to that student. An additional IRT should be in the class to assist a teacher with the other students with exceptionalities. There needs to be a database for alternate curriculum classes or modified curriculum that guides classroom teachers as to how to go about changing their teaching to meet the needs of specific exceptionalities. There is too much variance in how the special services department is run from school to school. I believe this is due to the fact that there are no paid special services department heads (which is ironic considering they are the hardest working department heads). There is no standard for training regular teachers in terms of how to modify tests, how to scribe or how to use technology to adequately support students (it's optional but not mandatory).	1/7/2016 2:12 PM
762	I think we need more resources like, Instructional Resource teachers and technology for those students with a diagnosis. The technology can be used with students who need scribing/reading. We have computers in our school but they are outdated and need upgrading.	1/7/2016 2:05 PM
763	Smaller class sizes Increased personnel; teachers and student assistants Better more targeted PD. Better access to supporting personnel, such as autism itinerant Teachers need more scheduled planning time	1/7/2016 1:55 PM
764	More professional development - with tried and true methods for working with groups of children with specific exceptionalities. More co-teaching opportunities - we need more teachers per school. It's difficult to give everyone what they need, when you have so many children that need so much; challenging the upper ability kids even becomes difficult when you have behavioral issues and academic needs throughout your classroom and no one to "divide and conquer" with.	1/7/2016 1:51 PM
765	To address schools' needs individually.	1/7/2016 1:51 PM
766	it doesn't work without the time allocation and sufficient resources	1/7/2016 1:50 PM
767	More resources. Curriculum that at the elementary level and Intermediate level that help the student with exceptionalities develop lifeskills/developmental skills rather than just purely academic	1/7/2016 1:49 PM
768	Take small steps towards total inclusion of children with particularly challenging needs, rather than placing them in the classroom, having them have a negative experience and then providing services later.	1/7/2016 1:47 PM
769	?	1/7/2016 1:45 PM
770	?	1/7/2016 1:42 PM

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771	Ensure staff assigned to this area actually do what they're asked to do.....	1/7/2016 1:41 PM
772	Resource the needs.	1/7/2016 1:35 PM
773	More IRT(with specialties in the areas in which they are placed)	1/7/2016 1:34 PM
774	I would recommend that if the department wishes to continue with this model, provide it with the very resources that it had called for in the beginning. Personally, I feel that the inclusion model is proving to be of little benefit. Cons far outweigh Pros in that with the system being needs based, resources are taken from students who, with a LITTLE bit of help, would be far more successful. It is unfair that the general population receive a lower quality education as so much time is taken up by teachers addressing SLD needs.	1/7/2016 1:33 PM
775	-decrease the ratio of guidance counsellors to students -more student assistants for high needs (behavioural) students -student assistant time should transfer schools with students	1/7/2016 1:32 PM
776	We need more resources and people to support an Inclusive Education Initiative. Inclusive means including all children and providing services so that each student can benefit and learn to their best of their abilities. It also means teaching students in a safe environment. Unfortunately, some children have behaviour that cannot be contained safely in a classroom setting. Student and staff safety can be a major concern. We do not always have the resources or personal to maintain a safe classroom for everyone.	1/7/2016 1:31 PM
777	We NEED extra IRT teachers and support teachers. A lot of children with needs would benefit from small group instruction.	1/7/2016 1:31 PM
778	Do not try to force student into a classroom when they are not ready. Take into consideration the rights of the other children in the room. A child who is violent, extremely vocal or defiant disrupts and negatively impacts learning of others but their rights are ignored in the face of inclusion.	1/7/2016 1:31 PM
779	more inservicing and better resources	1/7/2016 1:27 PM
780	IRTs are not always part of curriculum planning. Some are not as resourceful as others. Sadly much seems to depend on the individual IRT as to how their time as a resource is best utilised as the regular classroom teacher is considered the curriculum leader. The IRTs day seems ends when the bell goes. The classroom teacher is left planning, correcting, and attending to all else at that time.	1/7/2016 1:20 PM
781	not sure	1/7/2016 1:13 PM
782	to include students in class when it meets their needs and that is does now affect other students learning.	1/7/2016 1:05 PM
783	More instruction on how to include it in the classroom.	1/7/2016 12:57 PM
784	Creation of more alternate courses and how we assess learning and cognitive ability regardless on IQ numbers. There are students who pass intelligence tests yet they miss excessive amounts of time and have other medical and mental health issues that make them true candidates for modification as their needs cannot be met through prescribed curriculum with support.	1/7/2016 12:56 PM
785	Guidance allocation needs to be reviewed. Schools with more than 250 students should have a full time counsellor. SA and IRT time needs to be increased so that children who need the time can get it without having their time compromised. Students on the other end of the spectrum (very bright or academically independent) need services too. They often get neglected so that the needs of others can be met. This is unfair to them and not overly inclusive. Enrichment should not be solely the classroom teacher's responsibility. IRT teachers should be in place to provide this alternate programming as well.	1/7/2016 12:53 PM
786	hire more staff for classrooms	1/7/2016 12:49 PM
787	included with peers if it is in best interest of child. Each case needs to be looked at individually	1/7/2016 12:47 PM
788	More support from all levels	1/7/2016 12:47 PM
789	Allocate. Listen to the teachers and the other professionals who are being expected to perform an impossible task. Allocate. Allocate. Allocate. We can't say we provide inclusive education on paper and then with hold the human resources to implement.	1/7/2016 12:18 PM
790	There needs to be more staff. And a BETTER understanding of what all students need.	1/7/2016 12:17 PM
791	More resources Better deploying of resources Monitoring to ensure that inclusion is happening. Too many teacher refusing to do	1/7/2016 12:17 PM
792	We need more IRT and student assistant time allocated to schools throughout the province. More professional development on this topic.	1/7/2016 12:16 PM
793	Consider pull out - Not exclusion but rather in core subjects pull out in a small group would work better.	1/7/2016 12:16 PM

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794	A total revamping of the system, where teacher concerns are addressed. Less paperwork, more hands on, and an opportunity for students who would benefit from a pull out system, to have access to that. Inclusion does not work for everyone.	1/7/2016 12:13 PM
795	More IRT time. More student assistant time. Review of when students should be in the regular classroom and the problems it causes and the related stress on students, teachers assistants and the exceptional child.	1/7/2016 12:12 PM
796	I am not sure	1/7/2016 12:10 PM
797	Increase the IRT and Guidance Allocation.	1/7/2016 12:09 PM
798	Work it so Social courses it can work. For Math, sometimes the one on on is necessary. More IRT needed if working one on on in Math, not just behavioral difficulties or Alternate students but Modified as well. Even though they are the responsibilities of the classroom teachers, sometimes support would benefit them.	1/7/2016 12:09 PM
799	xxxx	1/7/2016 12:02 PM
800	More IRT and guidance support. Need to help the classroom teacher meet these new demands on time. Teacher stress at all time high.	1/7/2016 11:56 AM
801	More money to hire guidance counselors, IRTs, IT support would be appreciated as it is becoming impossible to do our jobs under present conditions that exist in the Eastern School District.	1/7/2016 11:54 AM
802	Increase intense support for Primary students so that we can catch and remedy issues before they compound as they get older.	1/7/2016 11:54 AM
803	Add more funding to increase the number of student assistants and in classroom support.	1/7/2016 11:54 AM
804	- Increase school counsellors, IRTs, student assistants - consider role of other professionals (Occupational therapists, social workers, justice system, health care workers) to complement those already in the system Interagency collaborations and cooperation -separate settings or schools to help students with severe needs or exceptionalities ease into the regular school system. -realistic expectations of schools, teachers and specialists	1/7/2016 11:49 AM
805	More teachers.	1/7/2016 11:46 AM
806	More human resources	1/7/2016 11:44 AM
807	More small group instruction outside the classroom is beneficial to all students.	1/7/2016 11:40 AM
808	Smaller Class Sizes in the Primary setting! I think 20 children is enough.	1/7/2016 11:40 AM
809	More IRT time.	1/7/2016 11:36 AM
810	Resource the program to the fullest in order to get the greatest returns	1/7/2016 11:31 AM
811	Offer additional personnel resources to meet identified needs. The ratio of students with identified exceptionalities to personnel is greatly skewed.	1/7/2016 11:30 AM
812	Many students who are in the classroom are falling further behind simply because they are supposed to stay in the classroom. They would be much better served in a different setting where they could received more individualized instruction.	1/7/2016 11:30 AM
813	There is a time and place to keep students in the classroom, but many cannot cope and keeping them in there benefits no one.	1/7/2016 11:30 AM
814	I don't know what the best answer is. I just know that some students it's best to not be included, best for them and/or best for the remaining students in the class. I think the old way of separating wasn't entirely wrong. There were some things that really worked and some that didn't. Instead of just changing the things that didn't, we bring in a brand new way and get rid of everything else. We are sort of throwing the baby out with the bath water sort of speak. When things work, keep them and just change what aspects aren't working. We don't always need a whole new system.	1/7/2016 11:28 AM
815	It's simple...more human resources. The initiative can work if we have enough staff.	1/7/2016 11:15 AM
816	MORE IRT TIME NEEDED!	1/7/2016 11:12 AM
817	Come into the classrooms and see for yourselves what this actually looks like. We can make all the suggestions we want, but until the powers who decide on allocations truly get a real life picture, nothing will change. I encourage Dept. personnel and District personnel to leave their offices so they can really understand what's happening as a result of this Inclusive Education model. If Justin Trudeau can take the time to meet Syrian refugees and personally hand out clothes to them, ministers of education, premiers, directors, etc. can all take the time to see where public money is going, where it needs to be redirected and really validate what's happening within Education. I think their decisions will be more informed and more realistic.	1/7/2016 11:11 AM

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818	Smaller class sizes, and not all students should be included all of the time, often they need smaller group instruction or one on one instruction outside of the regular classroom.	1/7/2016 11:11 AM
819	Increase Guidance Counsellor Allocations	1/7/2016 11:06 AM
820	reduced class size, more IRTs to support classroom teachers	1/7/2016 11:04 AM
821	Revisit the inclusion model. Help students get the help they need by teaching individual needs. It can not be done in a classroom	1/7/2016 11:01 AM
822	The IEI should be enforced to compliment all Students with supports should be present for instruction and complete assigned work outside of the regular classroom with the IRT unless the assigned work can effectively be completed in the regular classroom with disruption to other students.	1/7/2016 11:00 AM
823	Prep Time EVERY Day for teachers to plan for exceptionalities &/or curricular activities. Smaller overall class sizes when students with exceptionalities are in the mix.	1/7/2016 10:59 AM
824	more resources more flexibility more accountability for IRTs (not paperwork, but to be actually working with students and collaborating with classroom teachers), when IRT teachers are assigned but you rarely see them in a class with particularly high needs then there is definitely a problem.	1/7/2016 10:57 AM
825	eliminate it	1/7/2016 10:55 AM
826	Increase in IRT allocations to effectively meet the needs of students, increased student assistants, increased access to resources and education for teachers, teacher wellness activities to deal with the increased workload of inclusion, reduction of class size to lessen workload, support in some form. A realistic approach to inclusion that will include all students, support teachers, but not overwhelm teachers and make them feel they are doing an inadequate job. Inclusion cannot be successfully done as the program exists now. Teachers are left feeling tired, drained, unsuccessful, and defeated.	1/7/2016 10:53 AM
827	P	1/7/2016 10:52 AM
828	I believe with the theory behind the notion of IE is good, it is not realistic. There are more concerns and issues in education since the implementation of this model in terms of student achievement; more specifically, lack thereof. Teacher work and stress load has gone through the roof. I think it is time for government to be realistic and proactive and consider the overall impact of IE on all stakeholders.	1/7/2016 10:51 AM
829	More support is needed to help facilitate the process. More teachers, supplies, resources.	1/7/2016 10:51 AM
830	Professionals (Ed. Phys./Ther.) work more regularly, one on one with students at a much younger age.	1/7/2016 10:48 AM
831	More staffing which unfortunately means cuts in other areas. More in class supports during language arts/math. Recognition that some children are unable to learn or work in regular classroom settings but still deserve services. For educators to be able to make decisions that may be unpopular but are educationally sound and keep the safety of staff and students in mind. The school board and department of education stand behind and support their employees publicly when sound educational programs are being implemented. For parents to be held accountable for the behaviors when their "average" children misbehave continuously.	1/7/2016 10:47 AM
832	The govt. should be working on a model that incorporates health and CYFS to allow for alternate placements that can help children whose needs are so severe that regular school is not really in their best interests. Models in other provinces have facilities aimed at specific needs. Also within our current system some children's needs could be better managed with the use of Teacher Aids rather than current practice of Teacher with Student Assistant support.	1/7/2016 10:47 AM
833	More resources, more physical space	1/7/2016 10:41 AM
834	IRT allocation has to be dependent on the needs in a school!	1/7/2016 10:37 AM
835	DK	1/7/2016 10:33 AM
836	There is a need for more IRT teachers/allocations and resources.	1/7/2016 10:32 AM
837	We definitely need more IRT supports as well as more student assistants.	1/7/2016 10:30 AM
838	Unknown	1/7/2016 10:30 AM
839	More human resources needed at school level.	1/7/2016 10:27 AM
840	More teachers, an anecdotal report card and DI assessment training.	1/7/2016 10:27 AM
841	none	1/7/2016 10:26 AM
842	Provide more IRT time, ensure assistive technology meets the needs of learners (i.e. iPads instead of Fusions), and re-examine the role of a student assistant to be more useful in the classroom	1/7/2016 10:25 AM
843	I believe that there needs to be more support available to teachers in order to effectively include all students.	1/7/2016 10:23 AM

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844	give the classroom teacher the support they need to fully implement this initiative otherwise burn out among teachers will be increasing dramatically	1/7/2016 10:20 AM
845	Again, resource schools based on needs - not numbers.	1/7/2016 10:20 AM
846	behaviors should not be included in the classroom	1/7/2016 10:18 AM
847	Increased resources in terms of human resources to meet the needs of all children.	1/7/2016 10:17 AM
848	Updated training, more resources and support. Higher number of student assistants and guidance counselors.	1/7/2016 10:16 AM
849	Reduce class sizes in large schools Employ a full time IRT for each grade level of 4 classes or more. (Grade 5 would have a full time IRT themselves not one shared with pervasive needs...and similarly for each grade level in K to 6. Teachers would have more prep time to accommodate all of the additional planning and preparing necessary to implement such an intensive initiative Regular classroom teachers would be trained sufficiently to undertake such a change in teaching methods All Schools should have extra space available where small groupings of students can go for instruction. Not have to wander around the building to find an empty classroom.	1/7/2016 10:14 AM
850	adjfklasdjflasdj;	1/7/2016 10:13 AM
851	Due to lack of teaching resources, inclusion in NL looks more like mainstreaming than inclusion. Curriculum has to be dragged out, retaught and oversimplified because students are being placed in courses that are too challenging (for either cognitive, emotional or behavioural reason). Resulting in lower academic standards for all students.	1/7/2016 10:07 AM
852	Review it. Listen to teachers. Change where needed and INCREASE funds and personnel.	1/7/2016 10:06 AM
853	Decrease class size	1/7/2016 10:05 AM
854	- Ongoing training with all schools - Make parents/guardians a part of the sessions	1/7/2016 10:03 AM
855	It needs to be revamped to recognize that the model is creating problems for many students regardless of ability or behavioural issues because teachers are limited to what they can do to really help each student learn. Technology is not where it should be in schools and neither is effective learning spaces in some buildings. I recommend that all students deserve more attention with their learning. Telling them they are included in the mix is not good enough.	1/7/2016 10:02 AM
856	Not sure	1/7/2016 10:02 AM
857	more resources- teachers and irts	1/7/2016 10:00 AM
858	Allow pull-outs of small groups to work on their needs along with reduced credit grad requirements. Ex. do math over 2 slots and thus do 12 credits instead of trying to do 14.	1/7/2016 9:59 AM
859	When a new student comes to a school, provide additional resources and do not piggy back off the resources allocated to other students.	1/7/2016 9:58 AM
860	More resources at the classroom level - not district.	1/7/2016 9:57 AM
861	1. Reinstate categorical programming with special education teachers so that students with exceptionalities like LD, Language Disorders, Down syndrome, CP, etc., are not short- changed because of students with behavioral demands. 2. Increase S-LP allocations to reflect that the number of students with developmental disorders is increasing rapidly. While the press focuses on preschool ASD services, once school age, the services fall to a very few school S-LPs who do not have the "ability" to waitlist caseload as is totally acceptable in health.	1/7/2016 9:55 AM
862	n/a	1/7/2016 9:55 AM
863	The inclusive education model is a great idea but it needs to roll out differently;y. NB has teacher assistants who are supervised by IRTs and assigned based on the teacher determined needs and not assigned to a student. One IRT could plan program and the TA could implement the program as is done with in home ABA for children on the Autism spectrum. NB has less IRTs and more TAs. One IRT would probably equate to 3 TAs. This would give schools more human resources to deal with the needs and crisis.	1/7/2016 9:54 AM
864	More IEP teachers/co-teachers are required to ensure that the students with minor to moderate needs do not fall through the cracks or pull outs should be allowed for students difficulty. It is impossible for a classroom teacher to teach a class of 31 and give the necessary help to students with high needs. Both the students with and without exceptionalities suffer because it is impossible for one person to offer the help to students with high needs and focus on students who do not struggle. The students who do not academic difficulties are often left to work on their own because the teacher is occupied with the students high needs.	1/7/2016 9:53 AM

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865	More IRTs and Special Education teachers need to be hired, as well as more student assistants The government needs to look at individual needs, rather than the number of students when allocating special services teachers and student assistants Time for testing accommodations needs to be allotted in IRT schedules so as not to take away from times when they are supposed to be in the general classroom. More time for collaboration is needed between the co-teachers (same prep times, a day early in the year devoted to planning), and special services teachers should not be expected to co-teach with more than two teachers as it becomes increasingly difficult to plan and collaborate when there's too many poeple involved.	1/7/2016 9:52 AM
866	Recommendations: -More allocations for IRT -Have IRTs present during core subject areas, mostly Language Arts and Math, so centers can be differentiated to meet the needs of all students through small group/guided instruction	1/7/2016 9:52 AM
867	Include a common sense clause that over rules the policy due to violence and percentage of instructional day that gets disrupted.	1/7/2016 9:48 AM
868	Students with milder to moderate "academic & focussing" needs like students with aspergers are severely disadvantaged in the current system. Please change the student assistant allocation to "student assistant" with more of a "teaching assistant" duties, and positions allocation and "personal assistant" (same eligiblity criteria as current student assistant criteria)	1/7/2016 9:47 AM
869	- More IRT time without having to be stressed to the limit applying and fighting for it!!!! -More student assistant time! - Perhaps some of the policy makers should teach in classrooms again to truly understand the demands placed on teachers.	1/7/2016 9:47 AM
870	NA	1/7/2016 9:46 AM
871	More IRT's and more PD on DI and co teaching methods.	1/7/2016 9:45 AM
872	more irt support!!!! revisit caps on classrooms more cpi training more training on dealing with autism	1/7/2016 9:45 AM
873	We need the referral process to be much shorter. Students with needs need to be seen by specialists sooner than they currently are. When it takes upwards of a year (or more) to get students on the right path for them, we are failing them. Their learning and attitudes towards learning is often lacking and we are only adding to it.	1/7/2016 9:45 AM
874	Many more P.D.'s and learning sessions for teachers. This is my 7th year of teaching, and I have yet to receive a comprehensive P.D. on Inclusive Education.	1/7/2016 9:44 AM
875	Provide more IRTs and SAs to schools. Classroom teachers are not qualified to handle all of the needs of the students they teach. IRTs have this education, experience, and desire to reach these students. With more time allocated to IRT teaching units, classroom teachers and students will feel better supported. This will lead to greater success!	1/7/2016 9:44 AM
876	Hire more Student Assistants and more IRT teachers and more Guidance counsellors. When students with recognized needs transfer in additional resources need to be allotted to the receiving school. More resources for Irt teachers.	1/7/2016 9:43 AM
877	More IRT allocations, more funding for required resources, more teacher training, more planning time to collaborate with classroom teachers.	1/7/2016 9:43 AM
878	More supports for classroom teachers.	1/7/2016 9:41 AM
879	Provide more IRT time. Provide teacher more prep time to get resources ready and more PD.	1/7/2016 9:40 AM
880	a	1/7/2016 9:39 AM
881	In-service regular classroom teachers.	1/7/2016 9:36 AM
882	continue professional learning and support to promote initiative	1/7/2016 9:34 AM
883	I am really not sure	1/7/2016 9:33 AM
884	Give classroom teachers more support - increased IRT time to come into the classroom; - additional student assistants	1/7/2016 9:30 AM
885	Have more classroom support for teachers, perhaps even team teaching approach when there is a certain percentage of challenging needs in a classroom?	1/7/2016 9:30 AM
886	To provide the resources and more teachers	1/7/2016 9:29 AM
887	Most children still need small group instruction outside of the classroom to meet their individual needs. More time is needed to prep for effective lessons.	1/7/2016 9:26 AM
888	Find a way to have more teachers in the system to support all learners. Class sizes are getting too big with too much distraction. In my opinion, teacher wellness is being negatively affected by the lack of human resources in the trenches.	1/7/2016 9:26 AM

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889	Need to revisit the approach and determine what is actually working. Students who require alternate courses should be provided and opportunity to complete the alternate courses in an alternate setting with students of the same academic ability, Supports need to be allocated to schools to support the initiative as it is designed to be implemented.	1/7/2016 9:25 AM
890	Administration needs to have a closer look at whether teachers are actually doing what they should be doing. Listen to parents more carefully and closely. They know their children better than anyone. Stop relying on teaching methods where students sit, get, and spit information back to you.	1/7/2016 9:25 AM
891	More resources, more time, more people	1/7/2016 9:25 AM
892	Increase student assistant/IRT allocations	1/7/2016 9:25 AM
893	increase in teaching/guidance resources	1/7/2016 9:23 AM
894	we need more IRT	1/7/2016 9:23 AM
895	Deal with students on an individual basis and implement their programming individually. One works for one does not work for all.	1/7/2016 9:21 AM
896	More teachers to see to the needs of exceptional students & their special programs; Too much of this is falling on the laps of regular classroom teachers	1/7/2016 9:21 AM
897	Providing more resources is always an issue.	1/7/2016 9:18 AM
898	??	1/7/2016 9:18 AM
899	More resources. More education for classroom teachers around the model.	1/7/2016 9:17 AM
900	Make sure there are resources to meet needs	1/7/2016 9:17 AM
901	Put more money towards hiring more teachers to give supports were deemed needed BY THE SCHOOLS.	1/7/2016 9:16 AM
902	Allow schools enough resource people to use to meet the needs of students. Also, give schools authority to diagnose and then develop curriculum and programs for students that the teacher presents with needs.	1/7/2016 9:15 AM
903	spend more money on classroom teachers PD days and resources in dealing with students with exceptionalities	1/7/2016 9:14 AM
904	-Smaller class sizes are a must for this program to be more effective -Better utilized IRT -More flexible, less content heavy curriculum, especially in Junior High -At the middle school level, the large class sizes, the face paced, heavy weighted curriculum, underutilized IRT support for all curricular areas, and the developing maturity of the teenage brain makes for a difficult learning and teaching environment.	1/7/2016 9:10 AM
905	Provide more IRT, more guidance, more ed psych, more esl, more assistive tech resources and funding, provide IRT with teacher resources and recommended resources and programs go use for various exceptionalities.	1/7/2016 9:10 AM
906	more IRT hired or team teaching required for higher need classes	1/7/2016 9:10 AM
907	Provide more resources and an IRT to assist the teacher.	1/7/2016 9:10 AM
908	Review allocation process of allocation based on population. Needs assessment can more effectively determine allocation.	1/7/2016 9:09 AM
909	Pay attention to the Supreme Court case and provide programming based on the rights of students with exceptionalities. Go back to a student centered not teacher centered model. Recognize the importance of early intervention and resource based on this. Recognize in class support as an important part of meeting student needs. Do not expect students to self-advocate and enable IRTs' to provide meaningful support	1/7/2016 9:08 AM
910	Increase administrative and guidance allocation as well as lower class size.	1/7/2016 9:08 AM
911	Base it on the student rather than a whole. Some students inclusive education is positive and should be used. However, for others it has little benefit and can be negative on the classroom when little supports are available.	1/7/2016 9:07 AM
912	Provide greater number of personnel. Cap class size	1/7/2016 9:07 AM
913	Honestly I do not know.	1/7/2016 9:06 AM
914	extra manpower would help facilitate inclusion opportunities for students mentioned in 22 above. Extra student assistant time would also be an asset.	1/7/2016 9:06 AM
915	More student assistants, more IRT's for both English and French students who are struggling instead of just taking them out of French because there are not IRT's available!	1/7/2016 9:06 AM
916	Stop reducing school allocation every year. More Guidance as well as IRT time for school.	1/7/2016 9:05 AM
917	Behaviour Management Students should work one on one with a student assistant as this disrupts classtime.	1/7/2016 9:04 AM

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918	Increase the teaching allocations to ensure enough support can be provided.	1/7/2016 9:04 AM
919	Put more money where the mouth is. Having a great idea on paper doesn't translate into being able to deliver it at an appropriate level in the classroom. You can't simply 'give supports' on paper and not provide the necessary bodies/resources to actually be able to deliver on them. In most cases the 'great idea' becomes 'empty promises'.	1/7/2016 9:02 AM
920	more resources, more support. More course -specific materials to help teachers be successful with inclusion	1/7/2016 9:01 AM
921	Support!	1/7/2016 9:01 AM
922	match appropriate resources to give the initiative a chance to work ;training/pd	1/7/2016 9:01 AM
923	more support / additional teacher resources/ additional training	1/7/2016 9:01 AM
924	More teachers.	1/7/2016 9:00 AM
925	- provide more district human resources (more IRT's)	1/7/2016 9:00 AM
926	not sure	1/7/2016 8:59 AM
927	I have no idea!	1/7/2016 8:59 AM
928	More training for classroom teachers around specific disabilities and how to accommodate them in the classroom. More human resources to help address student needs (i.e. teacher assistants).	1/7/2016 8:56 AM
929	more support for those requiring needs, regardless of class size, school size	1/7/2016 8:55 AM
930	N/a	1/7/2016 8:55 AM
931	Hire more IRT. Smaller class sizes. We have a classroom here with only 12 students. There are three students with exceptionalities. They are doing marvelous. Proves a point.	1/7/2016 8:54 AM
932	Hire more people, and special services people with French language knowledge. The general perspective that FI students are the "good" students, without academic or behaviour needs has to end. It is damaging to our students as well as to our teachers.	1/7/2016 8:54 AM
933	More responses, specifically Guidance Counsellor allocations	1/7/2016 8:54 AM
934	Trust and listen to the opinions and concerns of teachers. Smaller class sizes to enable teachers to adequately assist students and their needs. There is a fine line between being incisive and very exclusive students shouldn't be forced in regular classes just for the sake of saying we're an inclusive school. More recognition of minority groups and their unique needs.	1/7/2016 8:53 AM
935	there needs to be a stronger set of guidelines for what students should be allowed in the regular classroom. A teaching assistant is often not enough to ensure the safety of other children.	1/7/2016 8:52 AM
936	Schools should be allocated resources based on need and not numbers.	1/7/2016 8:51 AM
937	Additional IRT, Guidance & Psychologist be made available within the schools to better meet the needs of ALL students with identified exceptional needs!!	1/7/2016 8:51 AM
938	- Increase IRT allocations so that more supports can be provided within the regular classroom.	1/7/2016 8:51 AM
939	- Gather information from teachers to find out what the real challenges are at the classroom level. Possibly, the challenges are not related to Inclusive Education Initiatives, but other stressors.	1/7/2016 8:49 AM
940	In-servicing all teachers on their role of Inclusive Education.	1/7/2016 8:47 AM
941	more professionals required	1/7/2016 8:46 AM
942	Actually do research and understand it. Inclusion is not an effective use of time, or learning for any students involved.	1/7/2016 8:45 AM
943	Provide more information	1/7/2016 8:45 AM
944	A substantial increase in IRT allocations.	1/7/2016 8:44 AM
945	More human resources.	1/7/2016 8:43 AM
946	- Training and professional development for teachers and staff - Increased IRT allocations to meet needs of students	1/7/2016 8:42 AM
947	Teacher training programs need to be updated at the university level. Teachers in the current system need more help and PD.	1/7/2016 8:42 AM
948	Increase IRT allocation	1/7/2016 8:42 AM
949	More staff, more education regarding practical application - not theory(for everyone, IRT, Guidance, Teachers, ad min)	1/7/2016 8:41 AM

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950	Give teachers some help... Especially NEW teachers. I am in my 3rd year and have received little PD in any subject area. Soon I won't be considered a NEW teacher and they won't look at me when it comes to PD. They might assume because I have 5+ years in that I have already received this training. I feel like I am going to be a teacher who falls through the cracks when it comes to receiving support through PD.	1/7/2016 8:41 AM
951	Increase IRT allotments in school to allow for more in class support not just pull out	1/7/2016 8:40 AM
952	pervasive allocation for kindergarten.	1/7/2016 8:38 AM
953	Reallocation. 50% teacher for pervasive needs	1/7/2016 8:38 AM
954	I do not know enough specifics to answer this question confidently.	1/7/2016 8:38 AM
955	Not all studentns have a right to an education in the classroom but must have an alternate setting	1/7/2016 8:36 AM
956	To me inclusion means that all students are included when it is beneficial to all students. That does not mean every student all the time!	1/7/2016 8:34 AM
957	Complete review and overhaul and to have more irt teachers	1/7/2016 8:34 AM
958	More teachers!	1/7/2016 8:32 AM
959	Review and adjust IRT allotment. Increase student assistant time in larger schools.	1/7/2016 8:32 AM
960	Keep promoting its importance and allow resources for teacher training, etc.	1/7/2016 8:24 AM
961	more resourses	1/7/2016 8:24 AM
962	I think inclusion is sometimes mistaken for ensuring that all students do the same thing in the same place. I think an emphasis on differentiated instruction needs to be made, with detail on exactly how it can be facilitated.	1/7/2016 8:19 AM
963	To listen to and act upon the aforementioned challenges mentioned.	1/7/2016 8:16 AM
964	Decreased class size and a lower teacher-student ratio for IRT support and classroom teachers.	1/7/2016 8:16 AM
965	More IRT's and resources.	1/7/2016 8:13 AM
966	Have an outside, independent body assess the IEI. Have a thorough look at the true cost-benefit analysis of it.	1/7/2016 8:12 AM
967	na	1/7/2016 8:06 AM
968	-more personnel- IRT, guidance and student assistants -more funding to purchase specialized resources	1/7/2016 8:03 AM
969	Smaller class size	1/7/2016 8:02 AM
970	I am not that familiar with the document to comment.	1/7/2016 8:01 AM
971	Additional IRT time is necessary; extra individual/small-group pull-out time.	1/7/2016 8:00 AM
972	See above!	1/7/2016 7:59 AM
973	Human resources are needed to implement the model as it was developed.	1/7/2016 7:58 AM
974	Number of Pathway 2 & 3 students in a classroom to be factored into class size. Increased allocation for IRTs.	1/7/2016 7:57 AM
975	Clarification to teachers/board personnel as to what inclusion means. A lot of people still have the assumption that pullouts are not allowed. I find there is a lot of inconsistency between schools. Most of all, schools need to be provided with more resources (including SA) to help deal with student programming.	1/7/2016 7:56 AM
976	Properly resourcing schools with the personnel to meet students needs in an inclusive setting would respect the rights of each and every student as well as the professionals who work their hardest to meet their needs each and every day.	1/7/2016 7:49 AM
977	More IRT and teacher allocations so that we may apply the principles of Inclusive Education much more effectively.	1/7/2016 7:49 AM
978	More co-teaching situations, therefore, more teachers are needed in high needs classrooms in order to justly provide students with a fair education.	1/7/2016 7:48 AM
979	More IRT teachers assigned for in-classroom support.	1/7/2016 7:45 AM
980	More teacher allocation, smaller class size	1/7/2016 7:29 AM
981	eliminate the practice in core subject areas.	1/7/2016 7:21 AM
982	Adequately support with human resources.	1/7/2016 7:13 AM
983	stop trying to make it work by side lining kids who are "not quite " within parameters. If a classroom teacher identifies a severe need, listen and act. Too many kids are suffering.	1/7/2016 7:13 AM

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984	even smaller class numbers, fewer required evaluations, more emphasis on working on the weakness identified instead of always following a prescribed curriculum- choice for evaluation for the student isn't enough for these students to work on their difficulties	1/7/2016 6:44 AM
985	to create a specific program or curr for inclusive education	1/7/2016 5:02 AM
986	A class size cap of 16 for all primary grades would allow teachers to work with children and provide early intervention to avoid later problems. Hiring of IRTs and CSTs who are bilingual would help provide support to English and French classes more equitably. The creation of a position to support teachers and students in very early grades with providing intervention would also help avoid later difficulties.	1/7/2016 4:52 AM
987	Scrap it or fund but don't just let it continue as is. It's some how become politically incorrect to point out it doesn't work but it doesn't. Many countries around the world have given up on this pie in the, everyone feels good bs and are streaming students with excellent results.	1/7/2016 2:24 AM
988	More teachers. Greater flexibility to control schedules. All needs must be considered within a school when providing allocations (a diagnosis on paper does not tell district staff enough information to base allocations on). More student assistant time (5 SA's for ~25 children spread out over multiple grades/classes during peak times (arrival/dismissal/recess/lunch) does not work). Open communication between district and staff. Beneficial professional development opportunities.	1/7/2016 1:08 AM
989	Inclusion is NOT working, it does little to benefit the academic student. Classroom teachers are inundated with policy, protocols and needs - it's tooooooo much for one person to do justice with. As a teacher with 22 years experience, I often get overwhelmed by the needs of my students, the lack of resources(manpower) available to support their needs and the expectations that come from being their classroom teacher. INSANE !	1/7/2016 12:26 AM
990	More teachers and more classroom supports	1/7/2016 12:25 AM
991	Add IRT, guidance and mental health professionals to the system	1/7/2016 12:08 AM
992	Teacher aides not just student aides. Revamp the formula for allocation of IRT and student aides.	1/7/2016 12:07 AM
993	Increase allocation of IRTS, student assistants and Educational Psychologists.	1/6/2016 11:54 PM
994	More specialist teachers, more student assistants and less fuss trying to receive these resources.	1/6/2016 11:43 PM
995	We need more manpower. That's the bottom line. We are not providing an inclusive education to any child. They are placed in our classrooms without the support they need and deserve! Teachers are overwhelmed and rightfully so. I fully support inclusive education but only when it is done right. I feel like we have taken a thousand steps back rather than forward. We have helped some but others are completely lost in the shuffle. It's truly sad. We are losing the expertise of our special education teachers as they are spread so thin that they cannot help their students as they were trained to do. A change must happen. It's very discouraging to always feel like I can't get my head above water. I have my counselling psychology degree and I still struggle to deal with the daily demands of my classroom. We need more support but more importantly, the students NEED more support. I feel we are in crisis :(1/6/2016 11:39 PM
996	More guidance services in our school	1/6/2016 11:39 PM
997	...	1/6/2016 11:31 PM
998	Inclusion should only occur in classes where the exceptional students can have some success and gain confidence such as in music or phys ed. Otherwise, they need one on one attention in a program designed for them. For instance, a challenging needs student who is working at grade 2 level math gets nothing out of sitting in my grade 9 class working from a binder. Nobody is teaching her this alternate. I am told to just give her face time because I have my own course to teach with many needs and a crt at the end of the year. She knows she cannot do what they are doing and she is not socializing because she is working on her own but in my opinon getting nothing at all out of it! It's just as well she stayed home! But at least the public thinks she is included! All is well!	1/6/2016 11:22 PM
999	Smaller class sizes from 30-36 students down to 25-28 students, especially in courses like math, English, art, clothing, nutrition, music etc that require more one on one support. Larger IRT allocation and support resources, more guidance counsellors or add a mental health counsellor as well	1/6/2016 11:18 PM
1000	If there were more IRTs, they could possibly spend more time in the classroom. If a student needs one on one time, the IRT could sit and work with this student. I believe every classroom should have some IRT time.	1/6/2016 11:14 PM
1001	We need more people...student assistants should be assigned also to students with learning disabilities or assigned to teachers not kids	1/6/2016 11:11 PM

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1002	More personnel!!!! teachers/IRTs and student assistants! + freedom of team to decide on best practises for delivering programming (in all schools - as a accepted policy vs. Differences in how schools 'run things' or are assigned units. The needs of the student body need to be reassessed as students enter and leave schools. If the needs change, the number of personnel slotted should reflect that difference. E.g. Gain or lose SA time...or gain Irt units. More consistency across schools should exist. Some students have one-on-one teachers or SA, while at other schools similar or more severe cases, do not.	1/6/2016 10:57 PM
1003	Smaller class sizes. More classroom teachers versus more IRTs. More training (ex. mental health) for teachers.	1/6/2016 10:50 PM
1004	Coordinate resources for teachers and other personnel so there is no duplication of work.	1/6/2016 10:46 PM
1005	We need teacher assistants, people with the proper training to help in the classroom to deal with academic and social issues.	1/6/2016 10:37 PM
1006	It would be beneficial to reevaluate the allocations for guidance and instructional resource teachers based on the needs in the school. Offering more hands on pd about implementing differentiated instruction as well as assessment that can be easily used in the classroom setting would be of great help to teachers. Planning days with other teachers as well as district support staff to focus on this initiative and it's application in the classroom I feel would be beneficial to all parties more importantly our students. Through the guidance lens discussions and work around taking diagnosis and providing students with intensive interventions and supports in the school and classroom would be of the greatest benefit to ensure this initiative in implanted in the manner which is needed for our students with exceptionalities	1/6/2016 10:36 PM
1007	All students deserve an education and a right to an education....however the needs of fewer are far outweighing the needs of many. The IEl needs a major overhaul, and there need to be an indepth study and analysis of the present situation. The lack of funding for resources, the lack of trained support assistants have made the situation intolerable for teachers. The teachers on the front lines are the people whom need to be contacted and trustedthey need to have a voice that is being heard. I would venture to say that most teachers do not like or think that the present system is working. The political correct way is not always the correct way. Recommendationsmoney for resources, trained assistants (not just anyone of the street), classrooms space. Get rid of the soft caps and have firm cap numbers	1/6/2016 10:34 PM
1008	We must provide more support in the classroom for teachers to implement this service. Some classes have a ratio of five or six students with exceptionalities to one student assistant. Therefore we need the hiring of many more assistants. Also, technology would assist this program immensely, however these resources are not always available. Smaller communities are not supported in the school district as they are in the larger centres.	1/6/2016 10:33 PM
1009	Hire more special education teachers.	1/6/2016 10:33 PM
1010	Time to meet-teachers, teams, SA, ect... hallway/on the run meetings, ect... are exhausting. End of day meetings are for people who spent their day getting ready for that meeting, not for teachers who are trying to get ready for tomorrow.	1/6/2016 10:29 PM
1011	I'd like Patricia Cannings report on Special Education to be dusted off and her recommendations implemented. Especially, widening the criteria for students allowed in special needs. I'd like IRTs to be directly responsible for teaching curriculum. Students who have no exceptionality but have learning difficulties based on their environment need help-especially with literacy. I'd like the reading specialists brought back and the direct teaching of phonics and spelling especially in primary grades. Our province requires a Head Start program to ensure students can read before entering school. Bring back the requirement that students should be able to read by the end of kindergarten. Moreover, education must become a priority within all families. Teachers really enhance what is done or enforced at home. Let's raise the bar. Rethink courses. Technology is not the answer...Bring back a Statistics course...rethink the Career Course...Bring back oral speaking as a requirement...Get rid of Multiple Choice and Listening Tests for English exams especially the English public...The new Canadian Geography course needs more specific outcomes...Let's have Exams just before Christmas...Bring back Truant Officers...Have English divided in English Grammar Class and Literature Class...A lot of stuff done in the eighties should not have been thrown out. The old Newfoundland Culture course is better than the new one... Bring back the old Physics course...encourage students to complete a public in Biology, Chemistry and Physics...Students need both geography, history and current events...Look at the social studies programs offered in British Columbia...All students should take an Art History Course, should have more activities outdoors...Look at Norway...Students need a more intense daily exercise program and healthy diet, more sleep and less screen/phone time...Keep teaching the art of printing, handwriting, creating personal note cards (study index cards) by hand, bring back a typing course in the middle school ages...Get rid of Junior High Schools...(K-8) (9 to 12). Rethink how administrators are hired. We are schools a caring profession...we are not businesses. The business model has no place in the school system. Get rid of the school board and just have a strong Department of Education. We also need a union and a separate teachers association like the nurses	1/6/2016 10:24 PM
1012	.	1/6/2016 10:24 PM
1013	More support, training and time to plan/research/conference. Smaller class sizes. Re-evaluation of curriculum with inclusion in mind.	1/6/2016 10:19 PM
1014	Much more staffing. Only hire trained professionals in IRT positions. Many teachers are wearing too many hats. It is hard to be a principal and IRT at the same time for example. We need more bodies in the schools to do inclusion well.	1/6/2016 10:19 PM

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1015	Children who have major issues who are on partial days and who have severe autism/behavioral issues should have there own school. Every classroom teacher should have there own student assistant and more support from IRT teachers.	1/6/2016 10:16 PM
1016	Encourage Memorial University to allow teachers in every discipline to take Special Education courses - not permitted in Master's program, strangely enough. More resources - don't just pay it lip service!!	1/6/2016 10:16 PM
1017	Provide more IRT teachers, or lower the class size. More student assistants could help as well.	1/6/2016 10:10 PM
1018	No idea.	1/6/2016 10:05 PM
1019	?	1/6/2016 10:03 PM
1020	Provide more personnel (teachers) to adequately implement the initiative. If there were more teachers, this initiative could definitely meet the needs of more students.	1/6/2016 10:01 PM
1021	More teachers in a classroom	1/6/2016 9:58 PM
1022	I am not familiar enough with the initiative to comment.	1/6/2016 9:49 PM
1023	More support in the classroom.	1/6/2016 9:41 PM
1024	More IRT time. Students would make more progress if they had regular consistent support both individually and in small groups.	1/6/2016 9:38 PM
1025	-Time built into the schedule for collaboration -More manpower -More technology support -More resources	1/6/2016 9:31 PM
1026	Review each students strengths and needs. As a committee, decide where/how the student's needs can be best met! Often this may mean, integrating students in some classes and pull-out to address specific needs.	1/6/2016 9:27 PM
1027	Increase IRT teachers. Have fewer students with exceptionalities in each class and balance work load among all teachers.	1/6/2016 9:25 PM
1028	1. Hire more Guidance Counsellors and remove substantial assessment responsibilities. 2. Hire more IRT's to support student programming. 3. Hire more SA's to support students throughout their day.	1/6/2016 9:24 PM
1029	Fully resource our needs	1/6/2016 9:23 PM
1030	More teachers, more Guidance Counselor allocation, more educational psychologist support, and more administration time.	1/6/2016 9:20 PM
1031	Stringent guidelines for accommodation based on resources. Less time just supervising tests and assignment and more time with the students working with proven programs that will help them deal with their condition. Less paper work and more time actively working with students using proven programs. Collaboration with regular classroom teachers so they can understand the diagnosis and incorporate strategies into their lesson plans	1/6/2016 9:16 PM
1032	Provide resources to schools which are needed, dependant on the needs of the students in the building.	1/6/2016 9:14 PM
1033	Invest the money for sufficient staff and infrastructure .	1/6/2016 9:12 PM
1034	If Inclusive Education is to be effective we need more teachers to help prepare and deliver appropriate programming.	1/6/2016 9:08 PM
1035	Keep a closer eye on how it is actually used and remove the idea of a stigma from having students in an alternate instructional setting.	1/6/2016 9:08 PM
1036	- Placing students in a class for the sake of having them included in a class makes no sense. Students should be place into classrooms that can be meaningful to them. Inclusion should NOT mean all students in all classes all the time. Apparently this is the philosophy but there is tremendous pressure for IRT's to be in the classroom co-teaching. We need more teachers to accomplish this task. Teachers trained in the subject area and special ed for co-teaching and teachers to work with students outside the classroom on a daily basis. Students with exceptionalities will have an exceptionality for their whole lives. They need support to get through the curriculum. Where does the extra time and extra one-on-one teaching come from if students are not provided with a resource slot?	1/6/2016 9:07 PM

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1037	<p>Early identification of students coming into the education system would be of great benefit. This of course, goes back to more medical personnel. Also this early identification does not just refer to students with autism but other exceptionalities. While we seem to be doing fairly well with identification and services to students with autism we are certainly lagging behind when it comes to students with other exceptionalities. We still having an increase of kids with ODD,ADHD, anxiety disorders just to name a few. More Instructional Resource teachers are needed. With the new policy from the department of education, more students can meet criteria for Specific Learning Disorder but who is to serve them. The Instructional Resource teacher's time is often taken up with students with Behavioral problems. The Criteria unit teachers that were in the system a few years ago such as Criteria E, G, were very effective and should be reintroduced in our school system. There also needs to be more Guidance Counsellors. There should be one specially for counselling alone given the increase in mental illness among today's youth. In addition, the importance of Speech-Language Pathologist and the knowledge they provide to teachers have in working with children with autism is in my view being overlooked. They are essential if an Inclusive Education system is to work effectively. There needs to be more S L-Ps Overall, we need more more services and we need to distribute these services more effectively. To prove a point, why is it that the itinerant that used to be allowed to work with kids with ADHD and other behavioral disorders is now categorized as the "autism itinerant" and can only work with children with autism? The number of students with behavioral problems is on the increase and not all of them have autism. Too many children with challenging behaviors and not enough resources to help them.</p>	1/6/2016 9:06 PM
1038	<p>More hands on support from the itinerant for teacher coaching, planning and other initiatives to support teachers in the process.</p>	1/6/2016 9:06 PM
1039	<p>Not every child benefits from being a part of the regular classroom 100% of the time.</p>	1/6/2016 9:03 PM
1040	<p>In-service all teachers. Additional supports in terms of guidance and special services teachers.</p>	1/6/2016 9:01 PM
1041	<p>More resources and more professional development</p>	1/6/2016 9:01 PM
1042	<p>Really looking at the process of which children receive services. Many children that would have received the former "remedial" support are now left in many cases with little or no support because they have no exceptionality. Many children especially those with severe behavioral challenges due to being on the Autism Spectrum or those with severe mental health related issues have needs that involve far more than just academics that I would argue most teachers new or seasoned are not educated or equipped to truly meet those children's needs. I am currently doing a course to help me begin to understand such children. I have grave concerns about being able to meet the needs of such students appropriately.</p>	1/6/2016 9:00 PM
1043	<p>Hire more IR Teachers who have a specialized teachable background and are paired with teachers with the same subject area. Hire more Guidance, and Student Assistances.</p>	1/6/2016 9:00 PM
1044	<p>Hire more people to meet the growing needs of our students.</p>	1/6/2016 8:59 PM
1045	<p>Give teachers more help in the classroom to handle all the exceptionalities and behaviour problems, they are expected to do the impossible. It's no surprise that they cringe when they have students with exceptionalities in their room, they know with the behaviours on top of it, there is no way they can do what they have to for the students.</p>	1/6/2016 8:59 PM
1046	<p>Money</p>	1/6/2016 8:55 PM
1047	<p>More PD for teachers that are specific to their students needs. More IRT and student assistant units to give support.</p>	1/6/2016 8:53 PM
1048	<p>Change allocations to a needs based model, and adjust class sizes to reflect the many diverse needs in the classroom.</p>	1/6/2016 8:51 PM
1049	<p>- more attention/support must be provided for "gifted" students</p>	1/6/2016 8:51 PM
1050	<p>-Introduce the applied mathematics program in Junior High. - do inclusion on a case by case basis</p>	1/6/2016 8:50 PM
1051	<p>More IRT support and smaller class sizes</p>	1/6/2016 8:48 PM
1052	<p>- If inclusions is to be followed, the resources need to be made available to ensure that implementation of this approach is possible. As well, I believe that it is not just enough to introduce such a policy and not monitor or evaluate whether or not it's being carried out effectively, if at all.</p>	1/6/2016 8:45 PM
1053	<p>More IRT support, to help provide the inclusive programming in the classroom.</p>	1/6/2016 8:45 PM
1054	<p>Continue to have primarily IRT classroom support, but increase the IRT allotment so that the necessary pullouts can continue to occur.</p>	1/6/2016 8:44 PM

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1055	1. More resources (IRTs) 2. More inservicing. How does one meet the needs of 32 students in one class, when 22 of these students have IEPs and 8 of these students have completed alternate Mathematics, Science, and Language courses in junior high - Acceptance that inclusion is not always the best answer. - A greater willingness to give consideration to modifying courses for students. Perhaps I have been misled, but it is my understanding that modifying courses for students is frowned upon, to the point where district leaders are unwilling to even give any consideration to it, even when the alternative is that the student has no chance for success in a course. The result is that there is undue and unfair pressure on the teacher(s)	1/6/2016 8:42 PM
1056	Junior High Schools need an "alternate school" or "pathfinders" program for some disengaged students. More allocation of resources (guidance, admin, student assistants) is needed at the school level. Increase to class sizes in last year's budget is detrimental to trying to create a productive and on task learning environment.	1/6/2016 8:42 PM
1057	REMEDIAL TEACHERS NEEDED EARLY INTERVENTION/SUPPORTS AT PRIMARY LEVEL(READING RECOVERY STRATEGIES) PUT STUDENTS IN THE SETTING WHERE THEIR PROGRAMMING NEEDS WOULD BE BEST MET. INCLUSIVE EDUCATION IS NOT FOR ALL STUDENTS WITH SPECIAL NEEDS.IRT SUPPORT WOULD WORK GREAT FOR REMEDIAL STUDENTS	1/6/2016 8:41 PM
1058	More student assistant allocation, more guidance services and more IRT support. Lower class sizes!	1/6/2016 8:38 PM
1059	Provide the appropriate support for classroom teachers.	1/6/2016 8:37 PM
1060	-implement a more balanced approach to inclusion.	1/6/2016 8:34 PM
1061	I think there are many things that need to be taken into consideration, what may have worked even just a few years ago certainly may not in another few years. It is very hard to find the balance between working with children with high needs, IEPs, etc., and children who need some help or who are "average". All time often needs to be spent on other children. Every day it becomes more challenging to balance the two alone.	1/6/2016 8:31 PM
1062	I wish I had the solution. Smaller classes help and team teaching where two teachers can effectively share their skill sets to address behaviour and academic concerns.	1/6/2016 8:25 PM
1063	Allocations can often be tricky. Work should be done to adjust the allocations of personnel to meet the needs of all schools.	1/6/2016 8:25 PM
1064	Increased IRT time continued PD	1/6/2016 8:16 PM
1065	Not sure!	1/6/2016 8:13 PM
1066	Low student teacher ratio. All literature points to low student to teacher ratio as the basis for success. Low classroom size means more opportunity to meet student need.	1/6/2016 8:06 PM
1067	I am not sure at this time.	1/6/2016 8:04 PM
1068	I believe there needs to be more early intervention support for lie average students that come from homes with little support and poverty. they are coming into school behind and need intensive catch up in order to close gaps early. These at risk students are getting lost in the system. interventions are placed in the classroom teachers hands but dealing with heavy handed assessment, teaching all inclusively to individual needs and dealing with severe behaviours the quiet struggling students often become the forgotten. Each year their gap widens.	1/6/2016 8:04 PM
1069	Smaller CClassrooms, more resources, more community support, less academic work.. More hands on activities for students.. Art, music, science, physical activity.	1/6/2016 8:04 PM
1070	Have teaching assistants in the classroom, not just student assistants.	1/6/2016 8:02 PM
1071	The only solution to being Inclusive is to give supports. Whoever thinks a teacher can deal with Inclusion isn't in the classroom	1/6/2016 8:01 PM
1072	Supply more supports and instructors to help	1/6/2016 8:01 PM
1073	More guidance time is needed within the schools More training required to support classroom teachers. Need more support from OT, SLP, Behaviour itinerants in the school system. When allocating resources, the focus should be based on the needs of individual schools, not based on the number of students.	1/6/2016 7:58 PM
1074	More training and more specialist in the system.	1/6/2016 7:58 PM
1075	There are some students that really should not be in the mainstream classrooms for many reasons. These students should have programs tailored to meet their specific needs, outside of the regular classroom.	1/6/2016 7:57 PM
1076	Increase student assistant hours and actual people based on school's needs and increase IRT numbers in schools	1/6/2016 7:54 PM
1077	More IRT time, more scheduled time out of classroom for children with needs	1/6/2016 7:54 PM
1078	-Less workload for classroom teachers and more IRT teachers. -PD time would be best spend planning and not discussing the merits of inclusion.	1/6/2016 7:53 PM

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1079	Provide more teachers. That is, have a lower student to teacher ratio.	1/6/2016 7:49 PM
1080	I would recommend grouping classes based on ability. It makes more sense in terms of efficiency, workload, classroom flow of ideas, and mental health of the students.	1/6/2016 7:46 PM
1081	Provide more IRT teachers and support staff/ Emphasize least restrictive environment/ Provide access to mental health training and mental health professionals in the school system	1/6/2016 7:41 PM
1082	Not surr	1/6/2016 7:40 PM
1083	Each classroom should have a full time student assistant and IRT teacher in order for the Inclusive Education Initiative to be successful. Students should be removed in small groups to receive support in Math and Language Arts areas to help meet their academic needs and it is less distracting than in the regular classroom where they find it difficult to attend.	1/6/2016 7:39 PM
1084	There needs to be more resources for classroom teachers to properly put the inclusionary model in place. There needs to be IRT support for French immersion classrooms and students as they have exceptionalities like any other students. Without French Immersion support, there cannot truly be an inclusionary model as all students are not receiving the proper support in the programs offered by the school district.	1/6/2016 7:37 PM
1085	More irt, classroom teachers, maybe there needs to be two teachers in the classroom instead of one,more student ass	1/6/2016 7:37 PM
1086	I would recommend looking at removing the inclusion initiative to better meet the needs off all students.	1/6/2016 7:37 PM
1087	I believe that the whole initiative should be looked at again. Does it have to be full inclusion. Some studentms still need that pull out sometimes. This can't be availed of because teachers go into classrooms all the time. More IRT time should be allocated as well as student assistant time.	1/6/2016 7:34 PM
1088	Provide more hands on examples if how classroom teachers can include all students.	1/6/2016 7:32 PM
1089	More resources (professionals to deal with needs) Lower teacher-student ratios for students with exceptional needs	1/6/2016 7:31 PM
1090	I think there needs to be more instructional resource time in classrooms. There needs to be more guidance time available. In some cases, I think there needs to be a second teacher in the classroom, depending on the needs. I also think allocations for instructional resource teacher should not be based on numbers but on the needs in the classroom.	1/6/2016 7:30 PM
1091	That those who make these decisions actually step into a realistic classroom and shadow a teacher, IRT, or guidance counselor to see just how thin resources are stretched.	1/6/2016 7:25 PM
1092	establish parameters for all children with exceptionalities to be able to access the classroom when appropriate, but also be able to access an individual/smaller group setting when they need it (sensory room, social skill building, etc.)	1/6/2016 7:23 PM
1093	students should only be included if they are able to cope in the regular classroom. If students disrupt teaching and learning their time in the regular classroom should be limited.	1/6/2016 7:22 PM
1094	It would be very helpful to provide additional resources and in-class support for classroom teachers who have students with exceptionalities, and opportunities for additional training for specific intervention strategies.	1/6/2016 7:21 PM
1095	-More PD on specific IE practices	1/6/2016 7:21 PM
1096	More IRT teachers! More speech paths and guidance to deal with behav issues	1/6/2016 7:17 PM
1097	More resources is not the only answer without a more decisive approach to how children with needs will be "handled". There needs to be a more collaborative approach with community agencies when schools cannot meet these needs alone.	1/6/2016 7:15 PM
1098	Increase staffing. Increase professional development for teachers to provide more strategies for inclusion.	1/6/2016 7:13 PM
1099	More resources	1/6/2016 7:12 PM
1100	Simple... I don't need more education. I need more IRT!	1/6/2016 7:10 PM
1101	Get rid of it!!	1/6/2016 7:09 PM
1102	IRT's should stay in their scheduled classes and should actually plan lessons, teach, correct, make up exams, etc. Students who need help with reading, speech, math should get extra help outside of the regular classroom. Under the inclusion model we are being forced to teach to the middle of our classes and the weak and the strong students are suffering.	1/6/2016 7:09 PM
1103	More teachers	1/6/2016 7:08 PM
1104	Take time to talk to teachers to find out what the real concerns are in the classroom. The focus cannot be only on extreme issues. ADD students and autistic students are on the rise and require a lot of assistance from the classroom teacher even though they are not always behavioural concerns. They often cannot do the work without assistance.	1/6/2016 7:06 PM

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1105	-more IRT and guidance positions based on the needs of a school and not the number of children attending a school. - More training for teachers who have autistic children in their classes as many teachers who are teaching these children 5 hours a day in their classrooms do not have special education degrees -	1/6/2016 7:05 PM
1106	That inclusion is important but we must not lose sight of that population of children in the middle of our hierarchy that are crying for help and cannot access it due to insufficient time and teacher availability. They too need our education system and we are not getting to them.	1/6/2016 7:05 PM
1107	increase irt personnel, cap class sizes to 20 in 1-6, do something about iep or issp kids that transfer in and we have to reassign existing people to meet that 1 kid's needs.	1/6/2016 7:04 PM
1108	Na	1/6/2016 7:04 PM
1109	More IRTs. More PL on inclusion. Pull-out is not a bad thing where needed. More SLPs	1/6/2016 7:03 PM
1110	MORE student assistants. More in class support. And these items need to be in place at beginning of school year without the administration of a school having to go through weeks and months of begging and pleading while the other students in the class are being traumatized by the behaviours they are witnessing while the classroom teacher desparatly tries to protect and teach his/her class.	1/6/2016 7:03 PM
1111	Consider a separate school for children whose behavior is violent and disruptive to the point that teachers' and children's safety is at risk; more IRT and guidance support, smaller class sizes, PL opportunities to teachers with a focus on flexible grouping, a lot more could be done at the classroom level if teachers were open and encouraged to group their students according to needs within that grade level;	1/6/2016 7:01 PM
1112	need more info	1/6/2016 7:01 PM
1113	More support personnel which is counter active to the IRT and teaching cuts that we experienced last year. Class sizes are getting larger and the needs greater, so cutbacks in teaching personnel continues to compound the ability to provide inclusive education that meets the needs of the student with exceptionalities and at the same time ensures that mainstream student receive the education that they require to move on to the next phase of their learning.	1/6/2016 6:51 PM
1114	Hire more teachers, IRT's, students assistants. Limit class sizes.	1/6/2016 6:51 PM
1115	See above for challenges. More irts, reconsider all-inclusive programming, more heterogeneous grouping.	1/6/2016 6:51 PM
1116	IRT should not be given special treatment when it comes to attending classes. If they are assigned to a class they should be there unless there is testing being done. There is a reason they are supposed to be there.	1/6/2016 6:51 PM
1117	Re-instate more individualized and small group instruction. Allow more room for team teaching with IRT's and classroom or subject teachers. Hire more teachers and give them more autonomy with respect to individual program planning for the child. Stop including every single employee in student teacher ratios and reduce the class size cap. Add more student assistants to meet needs of all children who need assistance. Please do not take resources away from one needy child because another needy child arrives in the school.	1/6/2016 6:47 PM
1118	More IRT in schools would allow included students to be removed as necessary when disruptions pose a problem but still be included when behavior is under control.	1/6/2016 6:46 PM
1119	Provide the supports in the classrom, IRT and Student Assistants to enable the classroom teacher to work with all students in the room.	1/6/2016 6:45 PM
1120	Increase in human resources is a significant factor, whether that be in the form of additional IRTs or the creation of teacher assistant positions. Something more needs to be done to address the continually increasing needs of students included in the regular classroom.	1/6/2016 6:45 PM
1121	Increase the supports in the classroom!!!!	1/6/2016 6:42 PM
1122	need to improve alternative settings for students with extreme needs and provide more irt for based on the realistic need for interventions and support in the classroom. Have a manageable class size to reflect the needs of the students in the classroom.	1/6/2016 6:40 PM
1123	Increase the number of IR teachers and decrease the guidance to student ratio. Also, change the formula for allocating IRTs and guidance counsellors so the allocation is determined by the need in the school, not the total population of the school (e.g., two schools with different populations with same needs should receive the same resources).	1/6/2016 6:39 PM
1124	Increase IRT allocations which would allow proper supports for students with exceptionalities.	1/6/2016 6:39 PM
1125	Better use of IRTs. We know how it is supposed to work in the classroom but it doesn't always work that way.	1/6/2016 6:39 PM
1126	More irt support offered to schools	1/6/2016 6:37 PM

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1127	Listen to what teachers are saying. Everyone knows the problem, but it takes will, money and human resources to make the necessary improvements.	1/6/2016 6:36 PM
1128	NA	1/6/2016 6:33 PM
1129	Hire more IRT teachers and redesign the roles. Some positions should be for differentiating, co-teaching... Etc. Other positions can be functionals. Others could be specific to pull programming that is required for some students. Decrease class sizes. Make consideration for students in a room that are higher needs. Increase counsellors to assist and counsel kids who act out and disrupt learning. Increase student assistant time so that IRT teachers don't have to do those duties.	1/6/2016 6:32 PM
1130	The policy alienates students who are weak and being passed on to the next grade. Keeping them behind a grade when they are struggling would be less harmful as they do not have the skills to interact with their classmates when being passed on.	1/6/2016 6:32 PM
1131	Students who have an IEP need to have an increased amount of time with instructional resource teachers.	1/6/2016 6:32 PM
1132	increase resources. either allow use to use the technology and proper training to deal with ALL our students!	1/6/2016 6:31 PM
1133	More teaching units	1/6/2016 6:31 PM
1134	increase the allocation to schools who require more IRT positions, as well as allocation rules changing based on the special needs of individual schools	1/6/2016 6:30 PM
1135	...	1/6/2016 6:30 PM
1136	More IRT teachers; more student assistant allocations (i.e. if 2 students in one class need a SA, they should not have to share a SA.)	1/6/2016 6:29 PM
1137	More resources and support personnel at the regular classroom teachers disposal.	1/6/2016 6:28 PM
1138	Scrap it.	1/6/2016 6:26 PM
1139	more teachers if they want it done correctly	1/6/2016 6:24 PM
1140	More support!	1/6/2016 6:20 PM
1141	Providing more resources (teachers, student assistants, prep time, educational resources, etc).	1/6/2016 6:18 PM
1142	Greater funding for sped positions and to allow for more positions in each school	1/6/2016 6:18 PM
1143	Ensure that adequate IRT and student assistant times are given to schools to assist with the deliverance of an effective inclusive program can be delivered.	1/6/2016 6:14 PM
1144	More classroom teachers to allow for lower class sizes, More IRTs to support classroom teachers at each grade level, More guidance services, More SLP services, More teacher prep time in the instructional day, Less teacher duty during the school day, More time for physical education and unstructured play! More professional development on a variety of topics throughout the year (inclusion practices as well as education on autism in particular)	1/6/2016 6:12 PM
1145	- more IRT support - return to direct instruction for students with disabilities	1/6/2016 6:11 PM
1146	Allocate according to need.	1/6/2016 6:11 PM
1147	I don't yet know.	1/6/2016 6:08 PM
1148	Give us the supporting staff!!! Increase IRT, counselling and specialist resources/staff. Be realistic in expectations of inclusive education on the classroom teacher.	1/6/2016 6:04 PM
1149	More IRT time. More collaboration time. More time team for team teaching. More resources to meet needs of all learners.	1/6/2016 6:03 PM
1150	To re-evaluate if it is truly in ye best interest of a child to remain in the classroom. Many times, they would benefit from one on one with an IRT teacher, but are kept in the classroom. There are students in my school on a modified or alternate language course in junior high, but are in the regular core French classroom with accommodations. These students struggle with reading comprehension, are well below grade level for reading/spelling/etc, but are expected to read and extract information from a piece of French writing or conjugate verbs in various tenses.	1/6/2016 6:01 PM
1151	More PD Updated resources More IRT teachers to be able to spend sufficient time with all students	1/6/2016 5:59 PM
1152	Individual students needs are the starting point - not external formulas	1/6/2016 5:59 PM
1153	I don't have any answers. I can say that the current system is causing teachers and students too much stress.	1/6/2016 5:58 PM

Inclusive Education Initiative Survey

1154	Irt teachers should be held accountable and also be evaluated on their performance..... It's a very unbalanced system with more and more put on classroom teachers.... An irt comes in my room at times and sits and watches me....there is something wrong with that	1/6/2016 5:58 PM
1155	.	1/6/2016 5:53 PM
1156	-lower class sizes - modern technology (ie NOT fusions) available to students who are entitled to it - more IRTs to meet the needs (base special services allocations on needs NOT numbers - more time for collaboration	1/6/2016 5:52 PM
1157	Implement it properly, depending on the individual students and courses, and in some cases, that requires more teachers and sometimes even more course options	1/6/2016 5:52 PM
1158	students with minor needs should remain in the class, but those on the spectrum, those with high needs, those with extreme behaviors, those with a limited understanding of where they are in there building, the rules etc, should be able to leaner in a safer place so all can max their learning.	1/6/2016 5:52 PM
1159	More irt and student assistant time provided.	1/6/2016 5:51 PM
1160	more awareness or examples of what it looks like in a classroom. It needs to be looked at differently depending on the student.	1/6/2016 5:50 PM
1161	Regular PD, sufficient in class support including specialists.	1/6/2016 5:48 PM
1162	Every student assistant in the school has an equal number of hours so there's no bumping into and out of positions for the sake of an hour or two!!!! Set realistic expectations for students in terms of academics AND learning environment...consider the quality of learning for ALL students.	1/6/2016 5:46 PM
1163	More special needs teachers	1/6/2016 5:45 PM
1164	Teacher p d re how to modify and what the role of I r t is	1/6/2016 5:45 PM
1165	Just said that I do not know what the initiative	1/6/2016 5:44 PM
1166	Reassess the allocation of resources for IEI. For IE to work effectively, exceptionally trained staff should be in place and the student-teacher ratio should be kept low.	1/6/2016 5:44 PM
1167	Implement a plan that actually works in real life not on paper	1/6/2016 5:44 PM
1168	More professionals within each school	1/6/2016 5:43 PM
1169	Provide appropriate supports for teachers and students.	1/6/2016 5:41 PM
1170	More training and resources for NEW classroom teachers. Allow primary teachers to be trained in LLI to help promote these skills through daily lessons, I believe that all students can benefit from these lessons, not just those struggling. Providing lamps or low lighting options for classrooms to help soothe and calm students compared to the florescent classroom lights.	1/6/2016 5:40 PM
1171	Separate units for children to learn with inclusion for socialization purposes. We need a school for autism!!!!	1/6/2016 5:39 PM
1172	decrease class sizes or increase supports	1/6/2016 5:38 PM
1173	more resources; reoccurring PD	1/6/2016 5:38 PM
1174	Apply the necessary human resources. If not, scrap the whole thing and stream classes.	1/6/2016 5:37 PM
1175	More classroom teachers smaller class sizes fewer IRTs	1/6/2016 5:33 PM
1176	Stop putting more on class teachers. Put some human resources in the classrooms. Stop with the mile long and millimetre deep methodologies.	1/6/2016 5:32 PM
1177	more supports, more resources, more and more training and PD	1/6/2016 5:29 PM
1178	Smaller class sizes and help.	1/6/2016 5:28 PM
1179	FUND IT.	1/6/2016 5:25 PM
1180	More personnel resources. Take students out of second language courses who cannot read or write in their mother tongue.	1/6/2016 5:24 PM
1181	more personnel needed in the classrooms	1/6/2016 5:23 PM
1182	Resource. Work with government to have a shift in curriculum development to move away from a static curriculum. One size fits all and academic readiness excludes thousands of our students.	1/6/2016 5:22 PM

Inclusive Education Initiative Survey

1183	Stop trying so hard to be inclusive. Kids with high special needs need to be given their own teacher/student aid in order to function successfully in school settings. Not shared! Teachers in the regular classroom should have to be trained in special education to have these children as students. Students who are different in any way should not be made to feel bad about themselves and teachers need to be made aware that their actions speak just as loud as their words.	1/6/2016 5:20 PM
1184	I would improve in servicing of classroom teachers, IRT and SSS to ensure that all understand the collaboration needed in order to be effective. I would provide IRT to students in immersion or Core French who require it. I would allocate based on need and not on population. Students with extreme needs (full time IRT) should not be included in allocation.	1/6/2016 5:19 PM
1185	Provide more support at all levels - school, district and government, in order for students with exceptionalities to truly benefit from the inclusive initiative.	1/6/2016 5:15 PM
1186	more human resources	1/6/2016 5:13 PM
1187	More teachers & more supports in the classroom & if not that, then special needs students need their own classrooms back as they are being lost in the chaos of understaffed "inclusive" classrooms.	1/6/2016 5:12 PM
1188	Re-evaluate the whole system. Hire more special needs teachers and allow students who need one-on-one attention to come out for private instruction.	1/6/2016 5:11 PM
1189	More IRT if you want prerequisite programs to continue as well as in class support	1/6/2016 5:07 PM
1190	Hire many more irt teachers	1/6/2016 5:06 PM
1191	Put more resources ,people in various disciplines, in the school so that all students are able to learn in the safe,caring environment which we seek to provide them.Each student needs the opportunity to move from where they are to the next level.	1/6/2016 5:03 PM
1192	More special needs teachers to deal with the kids who need help not student assistants but teacher assistants	1/6/2016 5:03 PM
1193	-	1/6/2016 5:02 PM
1194	Hire more IRT's and make classroom teachers more accountable. In very few incidents do I see a program developed for kids and during the classroom time they are included, they sit without a task and are ignored.	1/6/2016 5:00 PM
1195	smaller classes more IRTs have a class of students with exceptionalities for certain courses	1/6/2016 5:00 PM
1196	greater allocation of hours towards support services for students who require extra help	1/6/2016 4:59 PM
1197	To account for the fact that all students' needs cannot be addressed in the regular classroom setting.	1/6/2016 4:58 PM
1198	More support! IRT support	1/6/2016 4:57 PM
1199	- Inclusive education needs to address the concerns of all students in the classroom. Strong academic students are missing out on chances for enrichment because so much time needs to be spent working with struggling students.	1/6/2016 4:56 PM
1200	reduce class size, increase staffing numbers	1/6/2016 4:56 PM
1201	Hire more IRTs, let children learn in the best environment for them, give teachers more prep time to individualize and prepare for all the needs in our classes.	1/6/2016 4:52 PM
1202	See answer above	1/6/2016 4:52 PM
1203	Give us the supports that are needed, both people and funding, to carry it out effectively. Also recognize that it is not always the right thing to include all students, especially when the students with needs are not benefiting, or when it interferes with the learning or safety of other students or teachers.	1/6/2016 4:51 PM
1204	More time and resources. Lower the class sizes, allocation for guidance, Ed psych, principals, assistant principals, etc to allow proper implimentation of an inclusive school culture. Everyone is overworked and enforcing and implementing inclusive practices are only half or moderately getting done.	1/6/2016 4:51 PM
1205	More teachers	1/6/2016 4:51 PM
1206	Enable students with like needs to work with an IRT to help them in their area of need.	1/6/2016 4:50 PM
1207	special consideration needs to be taken with concern to what activities or courses students need to be included in I have a combined class of 5/6 with 11/17 students with a diagnoses of some sort and two of these are autistic..I feel inclusive measures taken for these two,students have in no way helped the others that struggle	1/6/2016 4:46 PM
1208	More education, especially with parents, more funding in technology, more staff PL for technology, more staffing	1/6/2016 4:43 PM

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1209	More funding/resources/manpower needed allow for regular students to be able to work as well, it appears that the weak student who could use a little extra help cannot get it because they do not have an exceptionalty??? something wrong there. all students should be able to access these resources if needed	1/6/2016 4:43 PM
1210	provide more in class support for these students	1/6/2016 4:41 PM
1211	Put qualified IRT people with the degree and professional training in the schools to work with all students with exceptionalities.	1/6/2016 4:40 PM
1212	More money put into education to qualifying teacher assistants & student assistants!!! Double IRT allotments!!!	1/6/2016 4:35 PM
1213	Need the resources to deal with behaviour first.	1/6/2016 4:35 PM
1214	Return to the categorical method. Allow teachers to help children with dyslexia for example ... By using specialized programs for reading. Trying to support regular classroom curriculum when the child is not at that level is tutoring in my opinion. They will never gain skills to help further their reading ability.	1/6/2016 4:34 PM
1215	Provide more supports to teachers. Teachers are extremely knowledgeable and have the abilities to help all learner. Supports include more planning time individually and with IRT , as well as more in class support from IRTs	1/6/2016 4:34 PM
1216	Increase resources; more personnel to complete assessments and provide consultation support. Resources to create functional classrooms. Education to program specialists re: strengths/needs of students with exceptionalities, and how to effectively use their program and teaching staff to develop a functional program versus making decisions without there important team members.	1/6/2016 4:32 PM
1217	If think that if inclusive education is to continue there needs to be more support for classroom teachers. one teacher is not enough to give all students a fair education.	1/6/2016 4:30 PM
1218	see #22	1/6/2016 4:29 PM
1219	Provide more funding to allow the hiring of more IRTs and Student Assistants	1/6/2016 4:28 PM
1220	Teacher Assistants that are trained to help teachers carry out IEP goals for students. IT IS TIME that we had trained paraprofessionals to assist in the classroom. Every other province have them but we still wait.....	1/6/2016 4:25 PM
1221	More teacher allotment	1/6/2016 4:25 PM
1222	Additional IRT/ classroom supports Resources teacher PD so that teachers can provide and plan for children's needs within the classroom setting	1/6/2016 4:24 PM
1223	Allocate resources differently, encourage different models of grouping,	1/6/2016 4:24 PM
1224	A student with special needs should have a student assistant or an IRT teacher with them at all times.	1/6/2016 4:22 PM
1225	Students with behaviour need their own unit like the old Criteria E positions provided, along with appropriate personnel such as a student assistant. Pervasive needs teachers need more funding to deliver/offer programs (i.e. life skills - cooking, etc.)	1/6/2016 4:19 PM
1226	Allow IRT allocations to change during the school year if student needs change or students transfer into school. Look at student need rather than number when making allocation decisions. Hire teaching assistants rather than student assistants as they can better assist with students needs and required accommodations and help those who require it.	1/6/2016 4:19 PM
1227	This initiative requires time, money, expertise and resources	1/6/2016 4:18 PM
1228	Provide more trained professionals (teachers, IRT, Guidance, etc.) in the schools to accommodate the necessary challenges of administering an inclusive classroom.	1/6/2016 4:18 PM
1229	Unsure	1/6/2016 4:18 PM
1230	Provide Testing for students who need it. Provide Schools with resources to accomodate teachers and student needs.	1/6/2016 4:17 PM
1231	More support. More flexibility	1/6/2016 4:17 PM
1232	Have extra teacher in the classroom	1/6/2016 4:16 PM
1233	That consequences or some type of alternate support be available for students with behavioral issues or who disrupt the class so teachers can teach those who want to learn.	1/6/2016 4:15 PM
1234	- More professional development on inclusion	1/6/2016 4:14 PM
1235	More resources where needed.	1/6/2016 4:12 PM
1236	Pd, more pullout, technology needs updates	1/6/2016 4:11 PM
1237	Allow teachers to give support in small group setting if it is least restrictive environment. Have IRT teach and not cover student assistants.	1/6/2016 4:09 PM

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1238	Pull outs.	1/6/2016 4:09 PM
1239	More IRT support in schools and the classroom.	1/6/2016 4:08 PM
1240	Resources, resources, resources! We don't have the personnel to effectively deliver many programs.	1/6/2016 4:08 PM
1241	Resourcing the Initiative to help with the success. Continuity of professional learning	1/6/2016 4:07 PM
1242	More time needed for teachers to collaborate together. Especially when they are working in the same room.	1/6/2016 4:07 PM
1243	Something that would make the planning and preparation for DI more reasonable	1/6/2016 4:06 PM
1244	Provide resources to support program / provide continued resources / more sharing needed / more discussions	1/6/2016 4:06 PM
1245	DO not force it. Some students do NOT function better in a regular classroom. Allow parents & teachers, along with counsellors, Ed Psycs, & administrators decide IF & WHEN each student goes to regular classes. Some students would be better served in a program all their own, outside of the regular class. If they are to be in regular classes, provide complete support, do NOT put any extra work on the classroom teacher.	1/6/2016 4:05 PM
1246	Review the level of classroom resource need, from curriculum materials to teaching professionals.	1/6/2016 4:04 PM
1247	Provide enough IRTs to do the job so that the principles of the inclusive education can be met. The idea is good but the support is weak.	1/6/2016 4:03 PM
1248	Increased IRT. Many needs today are emotional, anxiousness, inability to cope etc. GUIDANCE - we need more counselors. Tremendous admin time is eaten up daily dealing with emotional issues associated with everything from gender identity to parental split up to bullying. GUIDANCE personnel.	1/6/2016 4:03 PM
1249	1. More staff. 2. Staff and resources needed that reflect current research re. dyslexia - http://dyslexia.yale.edu/whatisdyslexia.html http://www.ldonline.org/article/6332 dyscalculia- http://www.ldonline.org/article/Number_Sense%3A_Rethinking_Arithmetic_Instruction_for_Students_with_Mathematical_Disabilities	1/6/2016 4:02 PM
1250	I think class size needs to be adjusted if there is a child in the class with an exceptionality. I think students who has autism for example need more in-class support to succeed.	1/6/2016 4:02 PM
1251	More student assistant so that IRTs are not filling these roles. More IRTs to assist in the classroom and to also offer pull-out sessions. Smaller class sizes in K-2 so that needs that become identified can be addressed.	1/6/2016 4:01 PM
1252	MORE RESOURCES with some consideration for the French Immersion Program.	1/6/2016 4:00 PM
1253	More support for creating differentiated instruction and assessment	1/6/2016 4:00 PM
1254	If it is going to continue then provide the resources to make it effective!!	1/6/2016 4:00 PM
1255	follow through with the process from beginning to end.	1/6/2016 3:59 PM
1256	More student assistants	1/6/2016 3:59 PM
1257	Simple...more irts, smaller classroom sizes, rooms designed for children with special needs to enhance their learning. Classrooms	1/6/2016 3:58 PM
1258	-more personnel are needed -look at the amount of exceptionalities in one classroom, there should be a limit or once a certain number is reached an IRT or another classroom teacher should be added - PD on certain exceptionalities. It is great that you can do the course on Autism now, however I have had students in my classes for years with Autism and I'm not trained. There are so many challenges being added to the classroom on a more common basis, however a lot of teachers are not trained to these specific needs but yet are expected to differentiate for them. More PD is needed (and not on the teachers own time like this course)	1/6/2016 3:57 PM
1259	1. Instead of cutting our IRT time each year, double the supports now given to schools. 2. More training by IRT team to what Inclusive Education should actually look like.	1/6/2016 3:57 PM
1260	Increase supports	1/6/2016 3:57 PM
1261	Every single school should have its own GC to provide the necessary services to their students. If we are trying to increase teacher attainment in small schools, they are more likely to stay if they have lower student numbers. Secondly, IRT's, EP's and SLP's should be allocated based on need not school and regional populations. That is not a true picture of the necessary requirements. Finally, with these resources in place, teachers would be more able to teach efficiently and with less stress, inevitably aiding in the education of their students and the stress levels of the school.	1/6/2016 3:56 PM

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1262	Limit class sizes and open up the Inclusive Education initiative to more non-academic subject areas where there is a level playing field such as Art, Music, Home Ec, Tech Ed, etc. These courses are participatory in nature and student success depends on how much individualized attention is available to students. It is difficult for students to keep up when class sizes are too large (above 20) and there are no supports in place to accommodate the needs.	1/6/2016 3:55 PM
1263	More PD on individual basis depending on particular grade.	1/6/2016 3:55 PM
1264	--	1/6/2016 3:54 PM
1265	Funding for staff is key but we are all aware that our province is tightly strapped; outside of that, reprioritizing IRT / SA time in the 'transitional diamond model' is farcical. The IDEA of having an IRT in a room to co-teach with classroom teachers IS a very good strategy and has been well received in the schools I work in; however, that time has quickly dwindled to assist the needs of the few.	1/6/2016 3:51 PM
1266	More support for teachers. Children with LD's are not new, but behavioural issues are providing many difficulties for the implementation of an effective education for the other students in the class.	1/6/2016 3:51 PM
1267	Increase staffing	1/6/2016 3:49 PM
1268	Increase the number of Student assistants. Initiate educated and informed groups for school districts who assess whether a child truly is better off in the regular classroom. Is there a real benefit in all cases? Is there a deficit if they are not in the regular classroom? Assess if schools are applying the Inclusive Education initiative as it was intended. It seems classroom teachers are being expected to teach classes that include students with exceptionalities without support or training and no backup plan if the child becomes distressed (screaming, violent, crying, etc.)	1/6/2016 3:48 PM
1269	Need more student assistants and resource teachers. More resources and options for teachers to adequately assist all students with varying needs.	1/6/2016 3:48 PM
1270	The last in-service I attended was 2010 and there was intent to follow up with other in-service days. This did not come to fruition. The initiative was put out there but little support was provided. More in-service for teachers need to be provided.	1/6/2016 3:47 PM
1271	Some students cannot function or learn effectively in a classroom setting. The expectations of a classroom teacher to deal with behavioural issues as well as teach content is out of sync.	1/6/2016 3:47 PM
1272	Classroom settings and programs staffed for students with needs. IRT coming into our classrooms (inclusion) is NOT working. WE are failing at educating weak students. Many, many weak students just need a nudge (translation= the baby was thrown out with the bath water). Not everything that was done in Special Ed. was bad!	1/6/2016 3:46 PM
1273	Some students should have more time in a smaller setting rather than in the regular classroom	1/6/2016 3:46 PM
1274	Class sizes must be reduced with a set cap on the number of IEPs any one teacher must accommodate. If it is expected that we accommodate students than we must be given training on how to effectively do so and not simply thrown into the situation. Unless time is a resource that the board or government can provide, there must be a change in the number of responsibilities pushed on teachers. How can we be expected to teach effectively if we have so many things on our plates? You can only spread butter so thin before you tear the bread.	1/6/2016 3:46 PM
1275	remove rose-coloured glasses when exclusion is occurring, not when the inclusion is "successful" to parent standards	1/6/2016 3:46 PM
1276	More resources: SA and IRT Infusion of teacher aides Lower class size More team teaching - hence more resourcing	1/6/2016 3:46 PM
1277	same as 22	1/6/2016 3:46 PM
1278	more teachers needed	1/6/2016 3:46 PM
1279	MORE STAFFING	1/6/2016 3:46 PM
1280	Increase IRT allocation. Provide sufficient time for collaboration and planning. Better communication of the Inclusive Education initiative and Student Support Services.	1/6/2016 3:45 PM
1281	Increase money and resources to ALL schools. There should be IRT support for French classrooms - as ALL students are welcome to FI, they should be given the same opportunity as English streamed students (which further reinforces the philosophy of inclusion)	1/6/2016 3:45 PM
1282	Hire the proper teachers to teach special education. These teachers come in a babysit students and do what any student assistant can do. We need special ed. teachers used properly. They can organize curricula with the help of a pod of student assistants to have specialized instruction or tutoring for students, not integrating them into classroom expecting them to excel. This is not a solution it is blind logic to save money. Give direct instruction based on their needs, by specially trained teachers, not add more to a classroom teacher's heavy workload. If there is a learning issue or behavioral issue it should be the workload of the special ed, teacher, right now they are managers of files with intermittent intervention in classrooms, they have no real planning, correcting, or duties other than support. This a poor use of resources when we are under resourced for the % of learning issue now confronting schools.	1/6/2016 3:44 PM

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1283	Remember that students are truly individuals, and that putting them in huge classes suggests a lack of caring or interest in the child's learning	1/6/2016 3:44 PM
1284	Actually listen to teachers! We need more IRTs and resources.	1/6/2016 3:44 PM
1285	.	1/6/2016 3:44 PM
1286	More IRT, programming and classroom support for teachers and students who need it.	1/6/2016 3:43 PM
1287	more supports and resources at all levels from classroom teacher inservice right on up to irt, guidance and student assistants.	1/6/2016 3:41 PM
1288	Increase IRT time; improved direction to schools in developing response protocols for students with severe behavioural needs.	1/6/2016 3:41 PM
1289	Remove the model. Any student should only be included when appropriate and possible. Alternate and modified courses should never be delivered in the regular classroom. Students with extreme deficiencies in language arts and math should not be required to attend prescribed classes (no matter the grade).	1/6/2016 3:40 PM
1290	For two classroom should be one IRT to provide an excellent service to the students. Each grade should have an IRT to provide literacy support.	1/6/2016 3:40 PM
1291	Kids with disabilities need more support or the initiative will fail. It is a growing concern!	1/6/2016 3:40 PM
1292	More resources, more PD, more guidance and direction from district personnel.	1/6/2016 3:40 PM
1293	Provide the resources necessary to deliver the services AND permit for some flexibility in service delivery. Some children DO require at least some of their service to be delivered outside the regular class in a small group setting.	1/6/2016 3:38 PM
1294	Decrease IRTs and provide teachers with teacher assistants	1/6/2016 3:38 PM
1295	More direct help for IRT in the school and the use of their resources. More frequent professional development opportunities.	1/6/2016 3:38 PM
1296	Smaller class sizes and more resources (IRTs, Student Assistants, Guidance Counsellors).	1/6/2016 3:37 PM
1297	Inclusion can only work if we have resources in place to assist it. Differentiated instruction and assessment are not enough in the day to day effective delivery of a curriculum. We need student assistants and IRT supports in the classroom.	1/6/2016 3:37 PM
1298	Provide all teachers who have diagnosed exceptionalities an IRT for at least language and Math and do not have them be used as student assistants for behaviour.	1/6/2016 3:37 PM
1299	Provide the resources to make this model work or change the model. It is not working right now	1/6/2016 3:37 PM
1300	Start over and do it right, provide appropriate training, resources and education, it is not about saving money, but about meeting the needs of individuals in an environment of respect and acceptance.	1/6/2016 3:37 PM
1301	Keeping PL re: inclusion current	1/6/2016 3:37 PM
1302	111	1/6/2016 3:37 PM
1303	-provide adequate supports to ensure that ALL students needs are being met - not just those on the higher end of "needs"; the struggling academic student is not receiving needed supports at present. -thorough needs assessments must be done before deciding that public school is the right location for ALL students.	1/6/2016 3:36 PM
1304	-increased IRT and student assistant allotment	1/6/2016 3:36 PM
1305	Not all students can handle the normal classroom. Look at it on case by case.	1/6/2016 3:35 PM
1306	We either need the correct resources or a new system. For "non core" subjects the students placed in the class should be considered on a case by case basis. If there is a student who hates French and cannot read English or di basic math wouldn't it benefit the child more to work on "core" skills?	1/6/2016 3:35 PM
1307	Increased human resources in IRT and Student assistant resources.	1/6/2016 3:35 PM
1308	more human resources	1/6/2016 3:34 PM
1309	Staff schools based on need rather than a formula.	1/6/2016 3:34 PM
1310	High needs children not be allowed to disrupt the education of the rest of the class.	1/6/2016 3:33 PM
1311	More resources (funding, resource teachers, IRT's, etc) to meet the needs of all students with and without specific learning issues.	1/6/2016 3:33 PM
1312	More resources (teachers and Student assistants	1/6/2016 3:32 PM

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1313	MORE SUPPORT MORE TRAINING	1/6/2016 3:31 PM
1314	More IRT time. More help with mental health issues (particularly anxiety and behavior) More attention to evidence-based interventions that help kids succeed (whether in-class or out)	1/6/2016 3:30 PM
1315	as above	1/6/2016 3:30 PM
1316	N/A	1/6/2016 3:30 PM
1317	More support, better discipline programs or alternatives for education of students who have exceptionality but the majority of it is behavioural.	1/6/2016 3:30 PM
1318	Not sure.	1/6/2016 3:30 PM
1319	It should not include all. Not every student is benefiting from the plan. Inclusion should be assessed on a case by case plan. Some student would be better served in smaller, more focused, settings. This would allow more work to be done with the basic skills needed, while higher achieving students can also be challenged.	1/6/2016 3:29 PM
1320	Have BO personnel visiting ALL schools throughout the year to provide support.	1/6/2016 3:29 PM
1321	More time for student assistants and IRT's	1/6/2016 3:28 PM
1322	Translate the documents so we understand....	1/6/2016 3:28 PM
1323	not for all students	1/6/2016 3:28 PM
1324	REMOVE IT.	1/6/2016 3:27 PM
1325	Smaller class sizes More irt teachers	1/6/2016 3:27 PM
1326	Allow more time for IRT teachers to review files and lower the number of case files IRT's are able given to manage. Include IRT's in all new curriculum inservices.	1/6/2016 3:27 PM
1327	N/A	1/6/2016 3:27 PM
1328	.	1/6/2016 3:27 PM
1329	More teachers and IRTs to reduce class sizes and work load. It is difficult to meet the diverse needs of students quite often. I am not a classroom teacher, however, I have heard a great deal of frustration from teachers. Also, given the great deal of counselling, mental health, and assessment needs in our schools, I believe that a guidance counsellor should be present in every school (smaller ratio of students per counsellor) daily. Quite difficult to meet the needs of students.	1/6/2016 3:25 PM
1330	Smaller classes with more assistants or co-teaching to be able to fully meet the diverse needs of the students	1/6/2016 3:25 PM
1331	To provide more human resources and planning time to support students and colleagues.	1/6/2016 3:24 PM
1332	Put more human resources in the system to make this initiative have more of a chance for success.	1/6/2016 3:23 PM
1333	Give irts more responsibility, assign more roles, duties to them. They often get away with free periods while the homeroom teachers are working more at home and in school	1/6/2016 3:22 PM
1334	o	1/6/2016 3:22 PM
1335	I do not know enough about the topic or guidance/IRT teaching responsibilities to make an educated recommendation.	1/6/2016 3:20 PM
1336	More resources whether it be irt, sa, technology professional development for students with special needs.	1/6/2016 3:20 PM
1337	Although I feel that Inclusive Education could work, I feel that there needs to be more Instructional Resource Teachers available to work in conjunction with classroom teachers to ensure that the initiative is being implemented properly. In classes with 20 to 25 students, one Instructional Resource Teacher visiting a classroom for one or two hours a day is not helping ANY of the students in the class. In my experience, this only leads to gaps in the education of ALL the students in the class because for the other hours of the day the classroom teacher is trying to divide their time between those who need it the most, and the rest of the class that also needs help.	1/6/2016 3:17 PM
1338	We have to provide the basic reading and writing supports. Students are put into classes for social reasons. They can not do the work and fall behind. We have to make sure students are in correct classes and provide each with a quality education for them not the system.	1/6/2016 3:17 PM
1339	Students with exceptionalities are not, by default, added to classes. Instead they try out classes and have somewhere to go if they are unable to learn in the classroom setting.	1/6/2016 3:17 PM
1340	Provide more support/IRT staff to support classroom teachers. Possibly reduce class sizes.	1/6/2016 3:17 PM
1341	more student support/allocation smaller class size reduce work load	1/6/2016 3:15 PM

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1342	It needs to be properly resourced. The classrooms of today are vastly different than the classrooms of even 5-10 years ago. Student anxiety and behaviour problems need to be handles before anything can be done regarding SLD's. A classroom is an overwhelming place for students and staff.	1/6/2016 3:14 PM
1343	Time for collaboration during school day for teachers to design and implement UDL lessons Ongoing collaborative professional learning communities Smaller class sizes Teacher assistants who are trained in specific skills - behaviour management, and can help teacher create materials	1/6/2016 3:14 PM
1344	Do something else.	1/6/2016 3:13 PM
1345	ghfh	1/6/2016 3:13 PM
1346	AGAIN it is a Human Resources issue. If you want something to work it MUST have enough human resources to make it work	1/6/2016 3:12 PM
1347	Smaller class sizes. More teachers to do pull outs and one on one time.	1/6/2016 3:11 PM
1348	More support teachers. Increased flexibility in programming and planning. More realistic goals.	1/6/2016 3:10 PM
1349	N/a	1/6/2016 3:10 PM
1350	Need for greater resources - IRTs, guidance counsellors, and other personnel (educational psychologists, SLPs, etc.).	1/6/2016 3:09 PM
1351	We need to move away from all the labels. We talk about the children with exceptionalities in our classrooms. We need to revisit what a typical child presents as in 2016 not what typical children were 30 years ago.	1/6/2016 3:05 PM
1352	For inclusive education to work, more student assistants are needed. Also, it would be a great asset if student assistants in French Immersion classrooms had at least a basic understanding of the French language, as teachers are often required to translate for them so that they may help the student. Perhaps, French language instruction could be provided as par of their training if they are to be assisting French Immersion students.	1/6/2016 3:05 PM
1353	eliminate it	1/6/2016 3:04 PM
1354	More in servicing to staff and awareness presentations for students	1/6/2016 3:04 PM
1355	more PL, more resources and training, courses at Universities in this area for all teachers required.	1/6/2016 3:03 PM
1356	Increase number of IRT units	1/6/2016 2:58 PM
1357	I would recommend to have more human resources in schools to support the Inclusive Education Initiative in Newfoundland and Labrador.	1/6/2016 2:57 PM
1358	More IRT hired. Simple.	1/6/2016 2:55 PM
1359	More IRT provided to all schools so that inclass support can be given to all classes for literacy and numeracy programs.	1/6/2016 2:53 PM