



NLTA Survey of Members

November 2016

**NLTA Survey of Members**

Sample Size: 1956

Data Collection Period: November 7th-20th 2016

Q1: In your view, since the start of this current school year, what impact have the changes made during the recent provincial budget had on the overall quality of education delivered in the province? Would you say the impact has been:

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1956	121	315	374	1139
Significantly positive	0%	0%	0%	0%	0%
Somewhat positive	1%	0%	0%	0%	1%
Somewhat negative	28%	31%	31%	26%	28%
Significantly negative	68%	61%	64%	70%	68%
No impact	2%	3%	2%	2%	2%
Don't know	1%	3%	2%	1%	1%
Prefer not to say	0%	1%	0%	1%	0%

Q2: Now, thinking about your personal experiences, in your view, since the start of this current school year, what impact have the changes made during the recent provincial budget had on your day-to-day work? Would you say the impact has been:

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1956	121	315	374	1139
Significantly positive	0%	0%	0%	0%	0%
Somewhat positive	0%	1%	0%	0%	1%
Somewhat negative	42%	48%	47%	40%	41%
Significantly negative	50%	40%	46%	53%	50%
No impact	6%	7%	4%	6%	6%
Don't know	1%	2%	2%	1%	1%
Prefer not to say	0%	1%	1%	0%	0%

Q3: In your view, overall, would you say the changes resulting from the recent budget have had a worse than, the same as or better than expected impact on the quality of education delivered in the province than you anticipated prior to the start of the current school year?

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1956	121	315	374	1139
Worse than expected	63%	56%	61%	61%	65%
The same as expected	32%	40%	35%	34%	30%
Better than expected	1%	0%	2%	2%	1%
Don't know	3%	3%	3%	2%	3%
Prefer not to say	0%	0%	0%	1%	0%

**Q4a: Since the start of the current school year, please indicate by which education policies you personally, or the student(s) in which you teach, have been impacted
--- Increased class sizes ---**

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1956	121	315	374	1139
Personally Impacted	59%	43%	56%	55%	62%
Students Impacted	71%	56%	66%	68%	74%
Not Impacted	18%	28%	21%	21%	15%
Don't Know	2%	4%	3%	2%	2%

**Q4b: Since the start of the current school year, please indicate by which education policies you personally, or the student(s) in which you teach, have been impacted
--- Combined classrooms - combining two grades together in the same classroom ---**

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1956	121	315	374	1139
Personally Impacted	19%	16%	24%	20%	17%
Students Impacted	35%	32%	41%	37%	32%
Not Impacted	51%	49%	47%	51%	52%
Don't Know	11%	15%	9%	9%	12%

**Q4c: Since the start of the current school year, please indicate by which education policies you personally, or the student(s) in which you teach, have been impacted
 --- Implementation of Full-day Kindergarten ---**

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1956	121	315	374	1139
Personally Impacted	30%	24%	28%	28%	31%
Students Impacted	42%	32%	42%	47%	40%
Not Impacted	37%	40%	36%	34%	39%
Don't Know	12%	17%	14%	11%	12%

**Q4d: Since the start of the current school year, please indicate by which education policies you personally, or the student(s) in which you teach, have been impacted
 --- Inclusive Education Initiative ---**

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1956	121	315	374	1139
Personally Impacted	66%	55%	63%	67%	68%
Students Impacted	79%	74%	75%	80%	80%
Not Impacted	7%	12%	8%	7%	7%
Don't Know	4%	6%	6%	3%	4%

Q5a: In your view what has been the impact of each of the following education policies on the quality of education in the province?

--- Increased class sizes ---

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1956	121	315	374	1139
1 - Very negative impact	63%	51%	59%	62%	67%
2	12%	14%	14%	12%	12%
3	12%	14%	11%	12%	11%
4	5%	7%	5%	6%	4%
5	3%	8%	4%	2%	2%
6	0%	0%	2%	0%	0%
7	0%	0%	0%	1%	0%
8	1%	1%	1%	0%	1%
10 - Very positive impact	0%	0%	0%	0%	0%
Don't know	3%	4%	5%	5%	2%

Q5b: In your view what has been the impact of each of the following education policies on the quality of education in the province?

--- Combined classrooms - combining two grades together in the same classroom ---

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1956	121	315	374	1139
1 - Very negative impact	36%	27%	36%	34%	37%
2	10%	15%	12%	11%	9%
3	12%	15%	13%	10%	11%
4	7%	7%	6%	8%	7%
5	6%	6%	9%	6%	6%
6	1%	2%	2%	1%	1%
7	1%	1%	1%	1%	1%
8	0%	0%	1%	0%	0%
9	0%	0%	0%	0%	0%
10 - Very positive impact	0%	0%	0%	0%	0%
Don't know	26%	27%	21%	27%	27%

**Q5c: In your view what has been the impact of each of the following education policies on the quality of education in the province?
--- Implementation of Full-day Kindergarten ---**

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1956	121	315	374	1139
1 - Very negative impact	19%	12%	12%	21%	21%
2	7%	5%	5%	7%	8%
3	13%	9%	12%	15%	13%
4	7%	11%	8%	7%	7%
5	13%	12%	15%	14%	13%
6	4%	3%	4%	5%	4%
7	3%	7%	3%	4%	3%
8	4%	6%	7%	3%	3%
9	1%	2%	3%	1%	1%
10 - Very positive impact	4%	8%	7%	3%	3%
Don't know	23%	26%	23%	22%	23%

**Q5d: In your view what has been the impact of each of the following education policies on the quality of education in the province?
--- Inclusive Education Initiative ---**

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1956	121	315	374	1139
1 - Very negative impact	42%	35%	35%	41%	45%
2	15%	13%	14%	15%	15%
3	16%	21%	16%	18%	16%
4	9%	10%	11%	7%	9%
5	9%	12%	12%	11%	8%
6	2%	3%	2%	4%	1%
7	1%	1%	2%	0%	1%
8	1%	1%	1%	1%	1%
9	0%	0%	0%	0%	0%
10 - Very positive impact	1%	0%	0%	1%	1%
Don't know	4%	4%	7%	2%	4%

Q5: In your view what has been the impact of each of the following education policies on the quality of education in the province?

Mean Values

	Total	Region			
		Labrador	Western	Central	Eastern
Increased class sizes	1.7	2.1	1.8	1.8	1.7
Combined classrooms - combining two grades together in the same classroom	2.3	2.4	2.4	2.3	2.3
Implementation of Full-day Kindergarten	3.9	4.9	4.8	3.7	3.7
Inclusive Education Initiative	2.5	2.7	2.7	2.6	2.3

Q6a: What impact does a classroom with a wide-ranging classroom composition have on the following?

--- Teacher planning ---

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1956	121	315	374	1139
1 - Very negative impact	49%	49%	44%	54%	49%
2	15%	11%	20%	13%	15%
3	18%	18%	18%	18%	19%
4	7%	9%	9%	6%	7%
5	6%	11%	5%	6%	6%
6	1%	1%	2%	0%	1%
7	1%	0%	0%	1%	1%
8	0%	0%	0%	0%	0%
9	0%	0%	0%	0%	0%
10 - Very positive impact	0%	1%	0%	0%	1%
Don't know	2%	1%	2%	2%	2%

Q6b: What impact does a classroom with a wide-ranging classroom composition have on the following?

--- Individualised student attention ---

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1956	121	315	374	1139
1 - Very negative impact	61%	62%	56%	62%	62%
2	16%	15%	19%	15%	15%
3	13%	12%	13%	13%	14%
4	4%	7%	5%	5%	3%
5	3%	2%	4%	2%	3%
6	1%	0%	1%	1%	1%
7	0%	0%	0%	0%	0%
8	0%	1%	0%	1%	0%
9	0%	0%	0%	0%	0%
10 - Very positive impact	0%	0%	0%	0%	1%
Don't know	1%	1%	1%	1%	1%

Q6c: What impact does a classroom with a wide-ranging classroom composition have on the following?--- Student motivation ---

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1956	121	315	374	1139
1 - Very negative impact	32%	35%	30%	32%	32%
2	13%	13%	13%	12%	13%
3	21%	21%	21%	20%	21%
4	11%	10%	13%	11%	11%
5	14%	17%	15%	15%	13%
6	2%	1%	2%	2%	2%
7	1%	2%	1%	2%	1%
8	1%	1%	1%	1%	1%
9	0%	0%	0%	0%	0%
10 - Very positive impact	0%	0%	0%	1%	1%
Don't know	4%	2%	6%	4%	4%

**Q6d: What impact does a classroom with a wide-ranging classroom composition have on the following?
--- Academic outcomes ---**

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1956	121	315	374	1139
1 - Very negative impact	39%	40%	33%	38%	40%
2	15%	15%	17%	13%	16%
3	21%	17%	24%	24%	19%
4	10%	10%	10%	11%	10%
5	9%	12%	10%	7%	9%
6	2%	4%	1%	1%	2%
7	1%	1%	1%	1%	1%
8	1%	0%	1%	1%	1%
9	0%	0%	0%	1%	0%
10 - Very positive impact	0%	0%	0%	0%	0%
Don't know	2%	1%	3%	3%	2%

**Q6: What impact does a classroom with a wide-ranging classroom composition have on the following?
Mean Values**

	Total	Region			
		Labrador	Western	Central	Eastern
Teacher planning	2.2	2.3	2.2	2.0	2.2
Individualised student attention	1.8	1.8	1.9	1.8	1.8
Student motivation	2.8	2.7	2.8	2.9	2.8
Academic outcomes	2.5	2.5	2.6	2.5	2.4

D1: Are you currently or have you ever taught in a multi-graded school?

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1956	121	315	374	1139
Yes - I am currently teaching in a multi-graded or combined-graded school	22%	29%	30%	23%	19%
Yes - I am not currently teaching but have taught in a multi-graded or combined-graded school in the past	35%	33%	41%	48%	28%
No - I do not and have not taught in a multi-graded school	40%	36%	24%	26%	49%
Don't know	0%	1%	0%	0%	1%
Not applicable	3%	2%	4%	3%	4%

Age

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1491	91	225	290	883
18-24	1%	2%	0%	1%	0%
25-34	25%	34%	25%	23%	24%
35-44	30%	27%	28%	29%	31%
45-54	40%	34%	42%	43%	40%
55+	4%	2%	4%	4%	4%

D3: In which of the following regions do you currently live?

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1956	121	315	374	1139
Labrador Region	6%	100%	0%	0%	0%
Western Region	16%	0%	100%	0%	0%
Central Region	19%	0%	0%	100%	0%
Eastern Region	58%	0%	0%	0%	100%
Other (please specify)	0%	0%	0%	0%	0%

D4: Which of the following constitutes the majority of your responsibilities?

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1954	120	314	374	1139
Classroom teacher	67%	70%	71%	65%	66%
Instructional Resource Teacher (IRT)	17%	13%	16%	19%	17%
Subject Specialist	12%	9%	11%	15%	13%
School Administrator	9%	14%	12%	11%	7%
Substitute	7%	5%	7%	7%	8%
Pervasive Needs	6%	2%	5%	8%	6%
Guidance Counsellor	5%	5%	5%	5%	5%
Other (please specify):	4%	4%	4%	3%	4%
Itinerant	2%	4%	2%	2%	2%
Other education professional (K-12)	2%	0%	1%	1%	2%
District Professional	1%	0%	1%	1%	1%

D5: What school level(s) constitutes the majority of your responsibilities?

	Total	Region			
		Labrador	Western	Central	Eastern
Total (N)	1954	120	314	374	1139
Primary	40%	32%	43%	42%	40%
Elementary	38%	35%	40%	38%	38%
Jr. High	39%	44%	45%	48%	33%
High School	33%	48%	39%	43%	27%
Other (please specify):	2%	3%	2%	3%	1%

D6: Please indicate the average class size for students that you teach.

	Total	Region			
		Labrador	Western	Central	Eastern
Total (n)	1556	92	250	298	911
15 or less	11%	26%	20%	16%	6%
16 - 20	17%	16%	23%	22%	13%
21 - 25	32%	35%	33%	27%	33%
26 - 30	34%	22%	22%	32%	39%
31 or more	6%	1%	2%	3%	10%

Not applicables have been excluded.

D6: Please indicate the average class size for students that you teach.

- Mean Values -

	Total	Region			
		Labrador	Western	Central	Eastern
n	1556	92	250	298	911
Mean	23.7	20.6	21.4	22.4	25.1

D7: How many years of experience do you have working as a teacher in Newfoundland and Labrador?

	Total	Region			
		Labrador	Western	Central	Eastern
Total (n)	1908	119	302	364	1117
3 or less	4%	8%	3%	4%	4%
4 - 6	10%	18%	14%	7%	9%
7 - 10	18%	14%	17%	19%	18%
11 - 15	20%	16%	18%	21%	21%
16 - 20	18%	14%	21%	14%	20%
21 or more	30%	29%	27%	34%	29%

D7: How many years of experience do you have working as a teacher in Newfoundland and Labrador?

- Mean Values -

	Total	Region			
		Labrador	Western	Central	Eastern
n	1908	119	302	364	1117
Mean	15.8	14.8	15.4	16.2	15.9

Q7A: You noted being impacted by Increased class sizes since the beginning of the school year. Are you able to provide one or more examples of how this change has impacted the quality of education for students?

---Increased class sizes---

Region	Impact	Q7A: Increased class sizes
Central	Students	A slight increase in size has prevented movement in the classroom and limited space for particular activities that have student interactions and prevented one-on-one technologies.
Central	Students	Because of the number of students and needs in most classrooms, teachers are unable to give struggling students the amount of one on one instruction they need.
Central	Students	Class size for grade nine ELA and Social Studies has reached 30 in a classroom that physically is unable to hold any more desks. Classroom management is a challenge I face everyday. 10 of 30 students in the classroom are diagnosed with exceptionalities with 5 of the 10 including behavioural diagnosis - all require academic support. I do not have any IRT support scheduled for this class - it has become my responsibility as the classroom teacher to provide support and accommodations. I am an avid user and believer in use of diverse practice, but even this only allows for so much opportunity.
Central	Students	Classes are cramped. There is not enough space.
Central	Students	Curriculum is not being covered as well due to increased students, and increased needs, i.e. more disruptions, higher activity level in the room. Children are not receiving sufficient time and attention from the teacher due to there being more students.
Central	Students	Difficult to provide individual attention to those whom need it the most.
Central	Students	Elementary classes of 27+ students significantly limit one's ability to personally reach each student for immediate feedback, as per the curriculum guides. French immersion class in elementary of 32+ students are severely impacted. Kindergarten for full day, without the seeming increase in student assistant allocation and IRT allocation has created an unwelcoming environment for all students, as they witness/experience severe behaviour events on a regular occasion, with no recourse for additional supports as the province has noted "there are no more supports".
Central	Students	Greater demands made on teacher (time and resources)
Central	Students	<p>Greater numbers of students means less one on one instruction for all students</p> <ul style="list-style-type: none"> - in the primary grades especially, assessment is done in a one on one (eg. Reading running records) setting meaning the others have to be able to self regulate themselves which is very difficult when you have some children that have behavioural issues, those with attention difficulties and those that are very dependent upon the teacher for attention (socially and academically) - physical space is an issue. Desks, chairs and students take up a lot of space. Teaching by using centers requires children to move about. This can become a safety issue (trips and falls) if the students are not diligent about taking care of their personal workspace (as you can appreciate this is a skill they are learning but have not mastered at this age) - The noise level has become a noticeable issue these past few years. With larger class sizes there are more voices, which means greater volume in a classroom. Children are encouraged and expected to cooperate with their learning experiences thus communication is an essential component of their day. We are no longer in rows and not permitted to speak throughout the day. Even when all children are "whisper talking" there is still a significant amount of noise in the classroom. More and more children complain of headaches and fatigue than in the past. Myself included; I become so fatigued by hearing noise all day long that when I get home I need to rest. - Larger numbers mean more children sharing the same space and thus the children have to really work at conflict resolution. This is part of the skills we teach them but with the changing

Region	Impact	Q7A: Increased class sizes
		world and greater on screen time children have fewer social skills and less tolerance for others invading their personal space than ever before. As you can appreciate, time needs to be spent on helping them acquire these skills, which cuts into other subject area instructional time. That's all I have for now but I'm sure I'll think of a dozen other issues later:)
Central	Students	Having 25-27 students in a classroom with many needs and one teacher...in my opinion this is not quality education for a 7-8 year old.
Central	Students	I am currently teaching in a very large school where the class sizes are close to 30 students in elementary grades. As an IRT, my teachers are telling me that it's impossible to get meet the needs of the students that need it most.
Central	Students	I am not able to give the students who are struggling with concepts the time they need to grasp it all because there are so many needs now within the classroom, behavioural and academic.
Central	Students	I feel that children struggling are not receiving the attention they need due to increased class sizes and not enough I.R.T. support given to children many teachers were allocated to teach full day kindergarten.
Central	Students	I teach Pervasive Needs. The average class size is between 35-40 students. Because of the number of students registered for some courses, it is difficult to find courses to send my students for inclusion classes whereby the class is not capped.
Central	Students	In a pervasive setting the number of students has increased. Programming cannot be effectively delivered, teachers and student assistants are getting hurt, and there are overall safety concerns! The "regular" classroom teacher has been faced with the impossible task of differentiating instruction for a multitude of need!!!!!!! Morale is in the toilet. The end.
Central	Students	In larger classes, even when differentiating the small groups are too large. Additionally teachers require a lot of time devoted to classroom management
Central	Students	Increased class size has played a major role in the attention provided to both regular prescribed students and students receiving accommodations and modifications.
Central	Students	Increased class size means teachers are unable to provide adequate one on one assistance to students who need it.
Central	Students	Increased class sizes do not allow teachers to provide the 1-on-1 supports needed within any given class. Students do not get the help they need with 30 students in a classroom. There is not enough time to get to everyone. This affects all students.
Central	Students	Increased class sizes have meant less time for students to receive direct teacher attention. In the past the classroom teacher would have an opportunity to go around and make sure all students were on task and understanding the concepts being taught, now this attention is near impossible.
Central	Students	Increased class sizes have placed significant pressure on an already heavy teacher workload and diminish the level and quality of instruction/attention at the classroom level.
Central	Students	Increased class sizes to over 30 in Junior High Grades 8 and 9.difficult to assist students who need help.
Central	Students	Large class sizes in our elementary division, which would have been, split in previous years increases the challenges of curriculum delivery to students of all abilities and needs and assessment of these students.
Central	Students	Larger class sizes affects students because teachers are unable to provide them with the support and guidance they need. With all the needs in the classroom, out-dated technology and lack of IRT resources are compacted the issue with larger class sizes.
Central	Students	Less focus on individual learning, this is critical to overall student learning.
Central	Students	Less time to work individually with students one on one in a classroom size of 30+
Central	Students	More students are slipping through the cracks, i.e. Decrease in marks
Central	Students	More children with diverse needs who have no support from IRT but classroom teacher now

Region	Impact	Q7A: Increased class sizes
		have larger classes to service and meet all their needs.
Central	Students	My child is currently in an elementary class of 28 students. In past years, this class has been separated into 2 classes. There are a significant number of students with exceptional needs in this classroom, but this was not taken into consideration when combining the classes. The only consideration was the number cap for class size. My child is impacted negatively.
Central	Students	My son is in grade 4, a class of 27 or 28 kids that has split since he started school. There are 8 students on support and others with issues. Before with 2 teachers in 2 classes they got more of the help they needed but now one teacher is responsible for everything. It's not good for the teacher or the students.
Central	Students	One of the grade 7 classes whom I work with a few students has 35 students in the class. In the previous year the class was divided. Students who are slated to receive accommodations in the classroom are not able to get the help they need. With one teacher and no IR support, students are not having their needs met and their academics will suffer
Central	Students	Our grade 8 population is currently 59 students and they were 3 stream in elementary but are now 2 stream. With the provincial focus on Mathematics and ELA, students teacher ratio and Student Support Services delivery is significantly impacted
Central	Students	Speaking as a parent, my daughter is in a classroom with higher numbers of students than in the past, many of who have behaviour issues, learning difficulties, etc. That and the physical space is very limited, making her classroom environment very chaotic to say the least. As a substitute teacher I have to cope with the same situation in classroom after classroom.
Central	Students	Student with a disability should be included. Class size is so large and class often loud it is difficult to provide him with any experience that is meaningful. He does not have a protective eye on him. Peers can make sly comments that upset him. Second student experienced major anxiety and begs not to go to large class because of noise etc. Teacher spends lots of time managing and repeating. Cannot get around during seat and group work.
Central	Students	Students in my school are now in a combined class, which has doubled its size. This class has a lot of behaviour and academic concerns that are never considered when making such decisions.
Central	Students	The cap on younger grades, when the cap for the 1/2 class I believe 18 and the remaining grade 1 class is well over twenty, the class size is much too large given the many factors involved such as students transitioning in making the class size of the grade one class larger. Also, I feel very strongly that the way in which student assistant time is allocated and changed mid year is extremely detrimental to the students receiving the supports as well as the fellow classmates. "Making do" is meeting the inclusionary vision and when safety and dignity of students is involved, the way we have to fight for time is similar to the fight 20 years ago. I feel there is much pressure to perform for school development etc. however; the needs of our students are very great. The number of students with academic, behavioural, social, and psychological needs is very great and needs more societal attention and needs to be included in the bigger vision. Teachers are doing a great job in my school but the stress level at the beginning of the year has been greater than usual this year. In our school the increased supervision overall and the need for IRT support in Kindergarten (partly due to lack of student assistants and partly due to less staff) has negatively added stress to the school day. I believe the full day Kindergarten was a good move as my own child is in K, but the supports and resources need to be revisited. Finally, I feel that technology is seriously lacking in some schools/classrooms. Kindergarten classrooms do not have a set of ipads or a smart board. These kids have more technology at home than they do in school and that says a lot about our schools. Enough with the making do! Our children are the future politicians, doctors, teachers, nurses, tradespersons, and parents. I worry that our children are being seriously short changed.
Central	Students	The increased class size does impact the amount of time that a classroom teacher can give students some individualized instruction or assistance. Usually this means teachers and

Region	Impact	Q7A: Increased class sizes
		students are losing recess and lunchtime to do this.
Central	Students	The increased class size has increased the number of student receiving special services support. Therefore, the demand on the IRT to provide support has increased. However, the number of students increase but IRT time has decreased. Not all students can receive the support they need from only a classroom teacher... more IRT time is needed.
Central	Students	There is no time to meet the needs of each student. It promotes a one size fits all style of planning and students are suffering
Central	Students	This is the first year in our 16 year history that we (as administration) has had to cut a course from the high school curriculum due to having to utilize teaching resources to the intermediate division at the expense of the senior high curriculum.
Central	Students	This, combined with inclusive model, has created an overwhelming situation, with the classroom teacher not able to cover curriculum adequately. Our school has 50% IRT for all of K-12 with approx. 25% on an ISP. Cuts have pushed over on the regular teacher. Stole from Peter to pay for all-year kindergarten.
Central	Students	Too many students who need help just don't get the attention they need. The average or gifted students (students who would have a very positive impact on our future province) are not getting challenged because teacher time is spent with the many special need students in the classroom.
Central	Students	We have large class sizes in some of our core courses (English, Science and Math). We also have very large classes in "Other required" and fine arts (Human Dynamics, Robotics and Art & Design). Our academic and general students are finding it very difficult to get one-on-one attention in the classroom. We have students who are struggling with the curriculum because of the large class sizes. Teachers are unable to meet the needs of all students in the large classrooms.
Central	Students	We have primary and elementary classes of 27 to 30 students. How do you deliver individual instruction to these students? We have gone from educating young minds to crowd control.
Central	Students	With increased size and inclusion and inadequate IRT and SA support, it greatly impacts quality of education for children with special needs, those with borderline needs, and therefore filters down to impact the others present.
Central	Students	With more students in my class I have less time for individual instruction, so each students has less and less time with me. Given my lack of IRT support time I'm spending most of my time with the very weak students in my class and the others are neglected in my opinion. I feel that those who just need that little extra aren't getting it because my time is spent with those who should be supported more by an IRT.
Eastern	Students	- Less TIME TO HELP INDIVIDUAL STUDENTS - MORE TIME SPENT ON CLASS MANAGEMENT OFTEN TRANSLATES TO LESS TIME ON INSTRUCTION
Eastern	Students	- Less time to interact with each student, therefore many students' needs not being met - more time required to assess students - more time required to plan for diversification of students' needs -
Eastern	Students	- Unable to provide consistent one-on-one assistance to all students requiring help (too many students to reach each individual who is struggling) - teacher prep time is limited when preparing for larger numbers of students (evaluation, lesson activity prep, reporting, parent meetings- all take significantly more time with larger class sizes)
Eastern	Students	1. Student's aren't able to receive extra support (i.e., accommodations or alternate programming) 2. Negative behaviours are on the rise due to low motivation and decreased attention.
Eastern	Students	42 students in one class at my school
Eastern	Students	A certain number of classes of Math & L.A. have been combined into a larger number of such

Region	Impact	Q7A: Increased class sizes
		classes. Thus, there are smaller groups to teach for some of these core subject areas, resulting in less preparation time for teachers.
Eastern	Students	A challenge for the classroom teacher in terms of planning and meeting the needs of all students.
Eastern	Students	A student has spoken with me about the large class size and the noise and lack of space in their room.
Eastern	Students	All four grade 8 English streams are > or equal to 28; far too many for teachers to meet individual needs.
Eastern	Students	As an ESL teacher I find that larger classes just means the ESL students gets forgotten even more than usual.
Eastern	Students	As an IRT, I am being used as an extra body in the room because classes are too large with needs too great. I do not get much teaching time, as I spend most of it doing the work of an SA and putting out fires.
Eastern	Students	Class sizes are out of hand. It makes it very challenging to address individual students one on one in the classroom. Very challenging to ensure all students' needs are being met.
Eastern	Students	Class sizes far too small for the amount of children. Not a good learning environment. Noise level too high. Constant needs.
Eastern	Students	Class sizes increased with more needs but no extra support to help deal with the demands...
Eastern	Students	Class sizes over 35 with students who have very diverse educational needs and require multiple accommodations.
Eastern	Students	Classes of 28 kdg students with two teachers have been very challenging due to limited space in classrooms. Furniture has been changed out to maximize play space for children. Teacher desks have been removed to this end as well. Storage for play items has been challenging as space overall is a challenge.
Eastern	Students	Combined with having students with diverse learning abilities and having inclusion to plan for, increased numbers have further strained my ability to address all students in my class. It is becoming a trend where students with "regular" programming in place are struggling more and students with strong academic abilities are receiving no challenges.
Eastern	Students	Combining all General Students into one General Class in Sr. High has increased the size of General classes where students often need more help.
Eastern	Students	Decreased time spent with students, increased workload, unbelievable stress
Eastern	Students	Due to class sizes being increased this negatively impacts the teachers' planning and mental health as well as the students' that we teach. It has also called for a reorganization of resources such as teacher allocations and student assistant allocations.
Eastern	Students	Due to increased class sizes, some classes are forced to eat in their classrooms because there is no longer enough space in the cafeteria. Some teachers with increased class sizes complain that they can no longer give as much support to the some students who require extra help.
Eastern	Students	Due to increased class sizes, the gym teacher cannot take on double classes and the students get fewer gym classes.
Eastern	Students	Due to the increase in class sizes, the number of students with varying needs has increased. Consequently, many kids are slipping through the cracks.
Eastern	Students	Due to the increased class sizes with the inclusion model, it is extremely difficult to plane and implement the curriculum to meet the needs on all students.
Eastern	Students	General English classes in Senior High have more students and little to no IRT assistance. Struggling students do not get the help they need on a daily basis as it is impossible to address the variety of needs in a classroom that has 30 students, one teacher and a plethora of accommodations.
Eastern	Students	Grade 9 class size 7 classes over 35

Region	Impact	Q7A: Increased class sizes
Eastern	Students	Greater number of students with exceptionalities in one classroom with one teacher and resources simply spread too thin. Teachers feel overworked and overwhelmed which impacts student learning, motivation, and overall school experience.
Eastern	Students	Groups of students who would benefit from being separated are being taught together because of the increased class size. Teachers are overwhelmed and unable to meet the needs of everyone in the class.
Eastern	Students	Hard to get to every child.
Eastern	Students	Harder to provide individual attention to struggling students.
Eastern	Students	High numbers with high needs
Eastern	Students	I am not able to get around and meet the diverse needs of the class. Students who need help and are asking are taking up the lions share of my time. If a student is not asking me, or is working against me in getting work done, then they're at risk of slipping through the cracks, as I can't focus on them to the degree that I could otherwise. Stronger students are often complete work early, bored, and unchallenged. It's hard keeping them on task with new work, without leaving the rest of the group behind.
Eastern	Students	I cannot get to all students to provide conferencing, modeling, etc. Too many students with behavioural issues in one class to teach the curriculum.
Eastern	Students	I feel as though I am finding it very challenging to individually take care of my students' various needs. (Such as attention, behavioural, academic, social, and emotional).
Eastern	Students	I have 6 students in my class that I cannot read what they print. It has to be transcribed, scribed, or written on an ipad (don't have access to this number of iPads. This all takes so much extra time. I also have 7 students reading below grade level. Some of my grade 4 students are read at grade 1 level. I also have Behaviour and anxiety issues in my class. We have been told that we as classroom teachers have to do all the Reading Record assessments on all of our students, which is on going through out the year. Very time consuming and along with all the other assessment it takes away from teaching. What happened to IRT support in this area? For that all areas. Our IRT time is being taken away from our classroom to attend Behaviour and safety issues. What happened to the student assistant's role in this matter? I could keep going... The needs in the classroom are more demanding every year. It is tough being in the trenches and having the feeling we are failing our students and our future.
Eastern	Students	I have an extremely weak Grade 7 LA class, and I cannot possibly give them all the support they need because there are too many of them. Also. I only have an IRT for part of the time, which is not enough, but which I think provides an excuse for having larger classes.
Eastern	Students	I have less time to plan and less time to spend with each child.
Eastern	Students	I was impacted at the beginning of the school year but I have moved to a new school where numbers hare lower.
Eastern	Students	I wasn't impacted personally but have colleagues that have been. Increased class size means less time for individualized instruction and meeting all the needs of each child.
Eastern	Students	I work in an environment where students are moving from our location back to their home schools. When we are planning with schools for students' transition, it is very difficult to get schools on board with adding yet another student (who comes with exceptionalities) to their classrooms, where they are already serving the needs of a large and diverse population of students.
Eastern	Students	I work in special services and with the increased class size comes more referrals than I am equipped to handle. Trying to deal with the children with severe impairments lends little time to those with moderate to mild needs.
Eastern	Students	I work primarily with Elementary students. The class sizes are upwards to 26 and 27 with students who have varying abilities. It is very difficult to get to all students and provide them with

Region	Impact	Q7A: Increased class sizes
		the attention they need and deserve. All students should have a right to a special education and the class size impedes this from happening.
Eastern	Students	ICF has always meant an increased class size of those students who are not in the ICF class. More ESL, more behavioural issues, more exceptional needs students in the one class without adequate support
Eastern	Students	IN our school, we have 28 in grade 2. I have 28 in ICF and there are also 28 in Grade 5. We also have a multigrade class.
Eastern	Students	In some cases students get little to no one on one attention. Unless they are vocal and ask for help they can receive little individualized instruction.
Eastern	Students	Increase class sizes. Inclusion and lack of IRT support equals disservice to students. They are the ones suffering.
Eastern	Students	Increased class size has increased the complexity of learning needs in the classroom. Students, especially those with diagnosis (SLD, ID, ADHD, ASD) have less time allocated to them.
Eastern	Students	Increased class size has made it difficult to reach all students. Specifically, it is difficult to provide the necessary services to students with special needs. Students without special needs are also impacted.
Eastern	Students	Increased class size results in less individual attention given to students. Limited space for children to move throughout the classroom when participating in learning centers such as daily five activities. Increased teacher workload with no additional support provided.
Eastern	Students	Increased class size with a wide variety of needs has to have an impact on the academic outcomes especially since little support is provided. IRT support is needed. So many needs and not enough support.
Eastern	Students	Increased class sizes have affected planning and implementation with more student's means more needs to address, identify and plan for. It means more students to assess and evaluate properly and accurately to program for their strengths and challenges. More students mean more bodies in a physical space that puts limitations on certain activities and teaching methods. It means fewer resources spread among more children.
Eastern	Students	Increased class sizes have led to a decrease in the amount of physical space in the classroom, this tends to lead to more incidents between students. In addition, more bodies means less attention per student resulting in a higher percentage of at-risk students.
Eastern	Students	Increased class sizes impacts the degree to which teachers can appropriate plan for and accommodate the diversities within the classroom. As an educator, I believe diversity is important in a classroom setting because it more accurately reflects the diversity in our communities, cities, provinces, and country. If the province is going to continue down the path of a graded system, we should expect that our classrooms would be extremely diverse. That's not necessarily a negative thing. Diversity is great. It needs to be celebrated. However, when it impacts student learning and our ability to teach, we need proper supports and investment. It's not about creating homogeneous classrooms, but simply providing the tools and resources necessary to accommodate everyone.
Eastern	Students	Increased class sizes make it difficult for the teacher to reach full potential to all students. Many students do not get the attention they need. Then throw in there a student(s) who have special needs and everybody is affected.
Eastern	Students	Increased class sizes mean less individual attention and more varied needs to try and accommodate. It also means less personal space, more conflicting personalities, and increased noise levels in some cases, and more distractions, amongst other things.
Eastern	Students	Increased class sizes simply means that teachers cannot devote the necessary time to each student. Add in students with special needs and the teacher's attention is completely taken. Some students, no matter their ability, will not receive the attention he/she deserves.
Eastern	Students	-Increased class sizes with no extra resources means students aren't receiving appropriate level

Region	Impact	Q7A: Increased class sizes
		of support. Also increased demand on teachers to meet the needs of all students with no extra supports to do so is leading to teacher frustration and exhaustion. Students are also more frustrated because the extra students in the room (with all the varying levels of needs) mean less individual time for them. This is creating frustration amongst our students as well.
Eastern	Students	Increases case load if students to work with as an IRT means less individualized attention and time to plan, develop and implement specialized programming to meet all needs of learners. Increased class size pulls IRT time into classroom in SA roles and away from programming.
Eastern	Students	It has created physically overcrowded classrooms, more children per area. It means safety issues in the classes, more resources required, less management, more stress, and more duty teachers...
Eastern	Students	It is difficult for the teachers and IRTs to address the needs of the students with academic difficulties.
Eastern	Students	It is extremely difficult to meet the diverse educational needs of all the students in the classroom.
Eastern	Students	It is more difficult to ensure every student gets the attention they need.
Eastern	Students	Kindergarten classes are above 20, which has negatively impacted these students and teachers. Given the needs within the Kindergarten classes, it has also placed extreme stress on Student Assistant support school wide, IRT support school wide and additional supervision duty has been added, which has a negative impact on both teachers and Administration in the school. The Grade 6 classes were impacted as the ICF class currently has 28 students and the English Grade 6 class has 16 students and while this number is low, the needs are beyond what 1 teacher can possible meet.
Eastern	Students	Lack of one on one time with teacher
Eastern	Students	Lack of space, not able to allow for multiple activities in the classroom
Eastern	Students	Lack of time to provide one on one support for students with learning disabilities. Difficult to address all needs of children with number of students and new special services delivery model...
Eastern	Students	Larger class size means less individual student attention. Larger class size means more diverse needs to address.
Eastern	Students	Larger class size with reduced prep time men's teachers are feeling worn out already in Nov. This further deters them from committing to extra curricular activities, which enriches student's experiences.
Eastern	Students	Less individualized learning/teaching opportunities
Eastern	Students	Less one on one attention, spacing issues
Eastern	Students	Less teacher and student interaction and support for individuals
Eastern	Students	Less teacher time with each student
Eastern	Students	Less time during each class to work closely with individual students. Conferencing is less frequent and of shorter duration.
Eastern	Students	Less time for individualized help. More paper work/correcting. Less time for planning. Less flexibility on moving students around to different classes
Eastern	Students	Less time for individuals during class time
Eastern	Students	Less time to get to the kids who require that little extra help.... not to even mention the kids who need a lot of extra help.
Eastern	Students	Level of noise has increased and difficult for hard of hearing students to listen in noisy classroom
Eastern	Students	More behaviour to manage in the classroom therefore less attention to quality of education. Less cooperative learning, more whole group lessons. Children in general are not the same as years ago, they need more attention, and more care to individualized needs. This cannot happen in large classroom sizes. Too overwhelming to accommodate everyone. Instead, children who need a little help get none; there is just not enough time to help all.
Eastern	Students	More diverse needs in all the classes.
Eastern	Students	More students in a grade 1 class means less time for one on one assessment and instruction at

Region	Impact	Q7A: Increased class sizes
		a critical point for literacy instruction
Eastern	Students	More students with increased needs reduces the amount of individual attention a teacher is able to give - varying needs with decreased support makes classroom management even more challenging - implementation of literacy portfolios (large amount of data entered each term) takes up more class time as the number of students in each class increases - physical space is reduced, resulting in cramped spaces for learning- inadequate time to deliver new initiatives, i.e. LLI as a result of more students requiring it within one classroom
Eastern	Students	Most classes are too big. Too many needs to be met. Not enough human resources to reach needs. Teachers are stressed...
Eastern	Students	Multi grading/multi courses in a single class.
Eastern	Students	My classes (high school math) are bigger and are more diverse in terms of students' needs but I do not have an IRT in the classroom, consequently there is much less individualized attention for students.
Eastern	Students	My son's class has 30 students in it. More than 5 children are special needs, including my son. I don't feel the teacher is able to do all that she needs to do in that environment without adequate supports, which she does not have. The teacher works very hard at the expense of her own health to do whatever she can, but it's an overwhelming task. It's not fair that anyone's health should suffer for his or her job.
Eastern	Students	Not able to provide as much one on one support to students who need extra help in the class.
Eastern	Students	Not able to provide SLP services to the students that require them
Eastern	Students	Not all needs are being met. With 55 minutes to intro a lesson, do it and answer questions of 30 does not leave much time.... 1 minute per student will take over half the class time. Where does the time come from if it is a 3 minute or mire answer?
Eastern	Students	Not enough tech equipment. Preparing for many needs, limited physical space in class
Eastern	Students	Not enough time to provide one on one attention, offer extra help, as there are now many more with accommodations in one class setting. The decreased physical space in the classroom also makes for a noisier and more confusing learning environment.
Eastern	Students	Not so much this year but thinking ahead to next year and the number of students that Will be in the class room causes difficulty to provide as much support as needed
Eastern	Students	One class had 27 students and 19 of those children have documented needs. It is impossible to help all of these children!
Eastern	Students	Our Kindergarten students now stay for a full day, however we did NOT receive enough units to cover full day Kindergarten. As a result we had to double up some classes for music and phys ed and I, as administrator, refused to "double up" anything else and so am teaching the new grade 4 Science curriculum.
Eastern	Students	Our school has increased class sizes, especially in kindergarten.
Eastern	Students	Physical space available in classrooms cannot accommodate the increased number of student bodies. It also limits the type of learning activities/experiences that can be offered.
Eastern	Students	Reduced instruction time, due to increased demand on classroom management. Increased anxiety for students due to large classes.
Eastern	Students	Reduction in teaching units affects the delivery of services for Challenging Needs students and support for students identified with various learning disabilities in every school and in every classroom.
Eastern	Students	Significant service delivery deficits; increased behavioural problems
Eastern	Students	Social studies class combined. Over 30 in the class with varying degrees of academic and behavioural concerns.
Eastern	Students	Some courses get overloaded more than others. Courses like healthy living etc. often students with accommodations, who are on a specialized IEP do not get any attention in these courses. Some courses like English and math will get split because of the high numbers but they don't get

Region	Impact	Q7A: Increased class sizes
		any IRTsin the classroom with them because the class was split
Eastern	Students	Some small size classes have been increased to realistic sizes, better use of taxpayer's money.
Eastern	Students	Student individual attention, ability to do investigative science, art, etc.
Eastern	Students	Students are getting less individualized attention, teacher unable to use differentiated strategies effectively, teachers have less time to offer students feedback on learning
Eastern	Students	Students are not getting the individual support they need. Increased discipline issues because students are frustrated. Stressed teachers, stressed students, stressed parents, and stressed school community.
Eastern	Students	Students are provided with less attention from the teacher, which would have more of an impact on those students who are quieter and will not speak up if they require help with something.
Eastern	Students	Students are unable to receive the quality of education that is considered optimal. By this I mean, increased class sizes leaves very little, to no room, for one-on-one conferencing with students and it has become physically impossible to meet the diverse needs of our learners on a daily basis. Teachers have been provided with many valuable resources and teaching tools that can be implemented in our daily instruction but due to sheer numbers, and increasing behavioural issues that are a result, they cannot be used to the extent to which they are intended. Students are vying for their teacher's time. The students who do excellent will continue to thrive, students who are approaching the achievement of outcomes are barely hanging on, and students who are in the middle are essentially left to sink or swim. Smaller class sizes increases a teacher's ability to provide a quality educational experience for their students because it is simply more manageable to work with smaller groups than it is to work with larger ones. In order for us as educators achieve what is expected of us, to provide optimal learning conditions for our students and to deliver a full curriculum to a diverse population, the budget needs to change.
Eastern	Students	Students have different abilities in a classroom, now with even more students in a class, at risk students will fall even further behind and average students will not be able to keep pace.
Eastern	Students	Students no longer get the same amount of attention or individualized assistance as they once had; as little as it was then. Lessons on specific topics are rushed or not given the proper amount of attention or time due to the current amount of students needed to teach and the diverse nature of the learning styles and exceptionalities.
Eastern	Students	Students with special needs are not being serviced adequately.
Eastern	Students	Teachers are not able to get to all the students. Increased class size with varying abilities and disabilities leaves a teacher frustrated and unfulfilled
Eastern	Students	Teachers are not able to give each student the proper attention they need, as the numbers are too great.
Eastern	Students	Teachers cannot spend as much time meeting with student one on one. It is not possible with as many children in the class.
Eastern	Students	Teachers find it difficult to provide individualized attention to students. Those with needs are not having their needs adequately met. This includes students who struggle academically and those who excel (enrichment activities are often not provided). Those in the middle of that range are often left without individual attention.
Eastern	Students	Teachers not able to meet the needs of all students in the classroom because there is too many
Eastern	Students	Teaching classes of grade 7s last school year and teaching the same set of students who are now in grade 8 in the increased class sizes - It is overwhelming! Classes of 22/24 students now increased to 28+ Students makes it harder to discipline, individually help those who need it and even supplement those who are advanced (which sadly are the ones that are getting the most overlooked because if they aren't causing trouble and they are getting their work done, they are overlooked because I have to deal with the other learning and behaviour issues in the class)

Region	Impact	Q7A: Increased class sizes
Eastern	Students	The increase in class size has left teachers struggling to help every child, especially the ones who need the extra attention, emotionally/physically or academically.
Eastern	Students	The increased number of students in the class affects the amount of time a teacher can spend with each student. Increasing numbers of students with special needs reduce the amount of time the teacher spent with other students who also need teacher time. Curriculum has sometimes taken a sideline as teacher deals with mental health issues as well as behaviour issues.
Eastern	Students	The more students you have in a class, the less individualized attention your students will get
Eastern	Students	There are classes in my school that are past 31+ with two teachers. There is not enough physical space in these rooms and has lead to physical challenges. Also free times such as recess and lunch have been challenging when not able to go outside.
Eastern	Students	There are more needs-academic and emotional and behavioural not being met.
Eastern	Students	There are too many children with special needs and I cannot reach them and certainly not in 56 minutes.
Eastern	Students	There are too many needs in the classroom for us to help.
Eastern	Students	There are too many students in a classroom and not enough physical space for those students. Students are crammed into rooms with nothing but the teacher, students and their small desks. Too many students and teacher cannot give them the attention and help they need.
Eastern	Students	There is a class in grade 6 E.F.I. with 29 students. There's barely enough space in the classroom for their desks!
Eastern	Students	There is a negative impacted by the increased class sizes since the beginning of the school year has impacted the quality of education for students because you have a larger percentage with diverse needs (Learning Disabilities, Behavioural Issues, and mental issues). There are little supports available to help meet the needs of the students, either during testing, assessments, or instructional time. There are not enough student assistants, or IRT in the classroom to help with the instruction and meet the all the needs of the students.
Eastern	Students	Time to assist the lower students as well as the higher students is more difficult. Increased class sizes means one on one work is much more difficult. In some cases certain activities have to be omitted due to the high number of students
Eastern	Students	Too many needs Not enough planning time to create lessons that engage and motivate Too much pressure to use technology and too many students to help with the technology
Eastern	Students	Too many students to give daily individual attention to all students, FI students need the chance to speak with the person modelling the language physically too crowd to do certain activities
Eastern	Students	Too much chaos, noise, materials in a small space. So attention is lacking by students. No personal space for children, creating more frustration and behaviour issues. No place to play, not enough time for instruction.
Eastern	Students	Unable to give each student attention required. More personalities to have to deal with in the run of a day.
Eastern	Students	Unable to help all students during class time.
Eastern	Students	Very difficult to deliver curriculum while trying to meet the needs of all students. Time for planning and prep has increased but time allotted for preparation in school has decreased. More supervision time has been added also. More meetings, paper work, correcting, less time to do what I was hired to do- TEACH!
Eastern	Students	-Very difficult to give individual attention and therefore difficult for students to learn and grow / more difficult to catch problem areas sooner
Eastern	Students	We have a student population with a high percentage of learning needs, as well as other diagnoses, which affect academic achievement, and the delivery of the curriculum in the

Region	Impact	Q7A: Increased class sizes
		classrooms. Since the implementation of the combined classes, the grade levels which are affected has resulted in a concentration of high needs students (academic and behavioural) in the single grade classrooms - despite ensuring that we have a balance of abilities in the combined classrooms.
Eastern	Students	We have experience with misplaced students in Grade 10 due to all grade nine students being directed into academic math when they were clearly not prepared, not having passed a math course in junior high. This has had a negative impact on class size, teacher preparation, and course pacing.
Eastern	Students	We have gone over the cap size by 3 for kindergarten and have not been given an additional unit. We have a multi grade 3/4 split which should not have happened.
Eastern	Students	We lost a position at our school because of numbers
Eastern	Students	With almost 40 students in a senior high Math, English, Science class, it is very difficult to maintain the quality of education.
Eastern	Students	With high levels of needs in the classroom, the amount of individual attention is challenging.
Eastern	Students	With increased class size, we see more students crammed into the same space. They are on top of each other and have little room to move. So physical space is an issue. Also with increased class size, teachers aren't able to adequately provide DI on both ends of the spectrum, students who need to be challenged aren't being challenged and students who need more individualized attention aren't getting it.
Eastern	Students	With larger class sizes, there is less time to spend with each student answering questions and providing guidance.
Eastern	Students	With the number of special needs kids that are already thrown into the classroom without support larger class sizes are only going to make behaviour and learning more challenging.
Eastern	Students	You tell me. Are you able to better reach the diverse needs of a class numbering 20-25 or 30-35? What does common sense say?
Labrador	Students	<ul style="list-style-type: none"> - Noise Level - Behavioural Issues - Student ability level - Student challenges - physical and mental abilities
Labrador	Students	By increasing the number of students in the classroom it has negatively impacted the grading load and the amount of students in the classrooms. In the larger classes it is impossible to get to and provide necessary attention to students that are needs based. Also, by increasing class size there is no room left in the classroom physical especially when there are no desks available or no space to put them in.
Labrador	Students	Class sizes have increase because of staff reduction allocation...2 grades in one or more classes
Labrador	Students	Example one: due to multigrade that means that the other classes at two grade levels, which would have smaller class sizes, were increased - leading to the expected challenges in student programming, student behaviour and motivation, teacher preparation, and especially class composition...the inclusive education model gets very challenged at this point.
Labrador	Students	I am not able to give as much individual attention
Labrador	Students	I am stretched to the limits with my current caseload, adding more takes time away from all students.
Labrador	Students	I have witnessed our gd 2 population grow to where there is hardly any room for the desks, teachers are frustrated and it is unfair that the amount of planning time remains the same.
Labrador	Students	I work in a rural setting. The increased class size allocation means multiple classes being taught in one classroom, not just 2 grades combined. Some of my schools have 4 grades being taught in one classroom by one teacher. How can this not impact the quality of education and the teacher's ability to deliver instruction?

Region	Impact	Q7A: Increased class sizes
Labrador	Students	Increased class sizes means less individualized instruction and more children with difficulties per class. This is detrimental for both students and teachers who are more stressed.
Labrador	Students	Larger class sizes means you often cannot hear individuals reading one on one or in small groups as often as needed. Classroom space and storage becomes an issue. Students often don't have enough personal space when classrooms are crowded.
Labrador	Students	Less individualized education, less one-on-one time with students, less time for weaker students, increased behaviours in the classroom which means less instructional time, less overall prep time which means we have to do more work outside of working hours.
Labrador	Students	More students falling through the cracks.
Labrador	Students	My daughter is in a class of 36 students for a high school course. This is way too many students in one classroom in order for students to reach their potential.
Labrador	Students	Students are not being seen as often one on one due to large numbers in classes.
Labrador	Students	Student's attention span isn't as good as previous years for some. Also, student's concentration is disrupted by older students in those multiple classes for completing assigned work.
Labrador	Students	There are too many kids in the classroom and they can't move! How can we have active classrooms, or inclusive classrooms, or play based or groups in our classrooms when there are too many people and not enough space or teachers! This is truly ridiculous
Labrador	Students	We have to offer French grades 4, 5, 6 with grade 3 students in the classroom at the same time working on language arts. This is not a very productive arrangement for the students and they do not like this arrangement either.
Western	Students	A Grade One class with 27 students and a number of students with exceptionalities and behavioural issues in the class. This impacts the learning of all students in the class. Even the physical space in the class is a major issue.
Western	Students	As an IRT several of my students are getting lost in the shuffle due to increase in class size. Some of my students get no support and thus end up doing nothing in class.
Western	Students	Because of decreased teaching units, we have 36 students in a combined jr high course and 39 in an elem/jr high gym class.
Western	Students	Cannot provide all students with the attention they deserve.
Western	Students	Children with a range of special needs are still in the regular classrooms, student support services (i.e. student assistance, and IRT) have been cut, yet these children require significant demands on teacher time and they are not getting the attention they need and deserve. Their negative behaviours are increasing because they are frustrated, and this affect classroom dynamic. It is disruptive to teacher and learning. Most importantly, it is disrespectful to children with special needs.
Western	Students	-Crowded physical space -increased noise/distractions -classroom management issues -students not receiving the supports they are supposed to receive -less individualized attention for students who need it.
Western	Students	For several courses I am teaching 4 grades 6-9. I find this overwhelming at times trying to juggle all of the curricular outcomes, differentiation and ensuring that the kids are getting enough out of classes.
Western	Students	High-class size with many diverse student needs.
Western	Students	High numbers in the class DOES NOT permit the individual attention that students require to learn.
Western	Students	Honestly, I am not a classroom teacher. I am a speech-language pathologist. I can see that teachers are struggling to give students attention and manage the classroom sizes. For me, the number of students requiring my services increases every year but the number of SLPs never increases. I cannot provide adequate services to these students because of the numbers. I have

Region	Impact	Q7A: Increased class sizes
		to provide a service delivery model that is not ideal for for effective intervention and this is unacceptable. And a number of children aren't even being seen directly at all because the caseload demands are too huge.
Western	Students	Increased class sizes combined with increased needs and a lack of proper supports make teaching and learning very challenging.
Western	Students	Less individual attention/instruction
Western	Students	Less time to devote to the struggling students in the class who require more attention.
Western	Students	Now there are 30 students in one class as opposed to 15. Significantly higher then last year. These students are losing out in instruction especially in the areas of Math and Language Arts. Cap size increase and students with identified exceptionalities, we can't get to them there is not enough time. A teacher with 27 students it is just impossible.
Western	Students	One of my children, who are in grade 2, is in a class with 26 other students with very little supports offered. This class is one of many in the school with increased class sizes, few in class supports, over worked teachers and children who cannot get the assistance they need to succeed.
Western	Students	Our class sizes have ballooned. Chem 2202 has 5 classes and the average size is 30-31.Same with many other courses.
Western	Students	So many needs and so many students in the one room. Can't get to spend much time with weaker students due to the class size
Western	Students	Students are unable to get attention from teacher because there are too many students in the classroom; students are unable to focus due to noise level; students are more off task waiting for teacher to become available; all students are being impacted even the more able student
Western	Students	Students cannot get the individual attention they need because the 1-hour is split between more students, thus, less time for each one. An hour is still only an hour, even though more students are in the room. Increasing class size does not increase class time. Increased class size means increased workload which takes more time outside of class which less time for teachers to be involved in extra curricular activities that make students feel connected to the school. Increased class size means technology labs can't accommodate all the students which affects teaching strategies if the class can't go to the computer labs.
Western	Students	Students move around more for classes, as the regular sized class cannot fit everyone in. This has resulted in switching between the jr high and senior high sectors of the K-12 school regularly. Class sizes are so large it is difficult to give individual attention.
Western	Students	Students of all abilities have less contact with their teacher if they require help. There are more students with exceptionalities in each class who require assistance that the teacher is responsible for teaching therefore these students as well as students without exceptionality will be impacted when their teacher has a larger class. There is a limited amount of IRT allocations for each school; some larger classes may have no IRT support. A larger class makes it even more difficult for a regular teacher to be expected to teach to all needs within the classroom. Thanks
Western	Students	Students with higher needs are being placed in to the classrooms increasing class sizes. This is because of cuts to IRT time, causing more work for the teacher. If I am to be teaching special needs students in the regular classroom give me the IRT salary and I will be fine with it.
Western	Students	Students without IRT help CANNOT get the extra attention needed during class time, especially at the HS level when there are 32+ students in a class. Therefore, many are not motivated to even try anymore. They are very discouraged, and it is extremely frustrating as a teacher seeing this and not being able to do much to help. IRTs have been cut significantly and those who can

Region	Impact	Q7A: Increased class sizes
		have help may not be able to for more than 10 minutes a day. A DAY!! Unbelievable. The poor students are the ones who will pay with all these cuts. Teachers will manage to "survive" it but not our students! Enough is enough already. 34 students in a class when only 27 desks can be squished in a classroom. Unfit.
Western	Students	Teacher time to assist students individually has decreased since more students in the classroom. As well, too much content in the curriculum impacts the quality of teaching strategies that can be used to meet the outcomes.
Western	Students	Teachers are unable to provide individual attention to those students who need it; Students are getting 'lost' in the crowd; There is an increased desire for extra help from IRT because these student's aren't getting what they need in the regular classroom
Western	Students	The student behaviours have increased because teachers cannot or do not have enough time to be one on one with students. Therefore students waiting for help easily get off task and do not find success. Also students with needs are not getting the proper support they should have when a teacher has more bodies to work with. Performing individual assessments are impossible. Teachers of that's grades are less motivated more tired and are losing their passion or their careers.
Western	Students	There is less time for individual students; the style of work changes to be less engaging on a personal level; group work or presentations become more problematic to do in class.
Western	Students	This has resulted in the needs of some students who have special issues not being met to the degree that they could be in a class with smaller numbers
Western	Students	Too many students in classes. All classes of one grade level exceeded the cap size. Had wait for permission to add another class grouping. Students and teachers were already settled. Then, everyone's schedules had to be re-arranged. Children were uprooted from classes and had to make new friends and meet new teachers.
Western	Students	We have a class of 28 with 14 on IEP. This was two classes last year. Now teacher has large class and far too many needs that can't be met. Stronger students are losing out because of this
Western	Students	We lost units again this year and with it being a k-12 school the high school programming suffers because we offer less course choice and therefore we end up with large classes.
Western	Students	When there are more needs in a classroom than a teacher is able to accommodate or address, all students receive less help. Teachers are better able to control their classrooms in terms of classroom management when class sizes are smaller. Teachers are better able to address students' mental health, social skills, and emotional health when they are in smaller classes. Students need attention to thrive; some do not get it from home and come to school needy in these areas. Mental, social, and emotional health greatly impacts academic success.
Western	Students	With increased class sizes it is very difficult for students with diagnosed exceptionalities to get the individualized instruction and support they need within the classroom setting
Western	Students	With the inclusive education model student who receive support in the classroom are compacted into tiny workspaces. All students complain that it is difficult to listen while two teachers are teaching two different lessons. Students are finding it distracting. I personally feel squished in a tiny classroom with very limited resources and space trying to teach students with alternate programs or courses. Students have no room to complete discussion circles or group work. Desks are in rows and tight together. It is sad to see students cramped up in tiny classrooms with no room to share or discuss their learning with their peers. Increased class sizes mean higher student to teacher ratio and with the growing amount of student needs it is getting impossible to meet these students needs.

Region	Impact	Q7A: Increased class sizes
Central	Personally	34 students in a grade 7 class means that students are not getting the attention they need. 38 Students in a level III FI social studies class is a recipe for disaster. Students are unable to get the support they need to reach their potential. In these larger classes, we also find more students with "individual needs" and these students get less support now so that means even more disruptions for the rest of the students.
Central	Personally	A higher student to teacher ratio has meant much less individual for all students in my class. The weaker students are not getting the attention and support they need to excel and the stronger students are not being challenged enough.
Central	Personally	An increase in class size means that there is less individualised time per student as well; there is a greater likelihood of a greater range of student abilities. As such it makes it more difficult to reach students academically at their level.
Central	Personally	Any students who do not grasp a concept immediately do not get any reteaching. With class sizes at the elementary level between 25 and 30 reteaching is not possible. Students with exceptionalities are left behind, as well as the average student. Instructional resource teachers are mostly assessing, and not teaching due to the expectation for teachers to complete individualized reading records in a full class setting. This is impossible, as reading assessments were meant to be completed in an individualised setting.
Central	Personally	Assessment takes longer so assessment will be less frequent. This makes it more difficult to respond to the needs of students. Classroom management is much more difficult and therefore much time is wasted dealing with discipline.
Central	Personally	Before the cap was increased, we were supposed to have 3 Grade 9 classes of 19-20. Instead we have 2 classes of 30 students, 17 of which are on IEP (with ZERO in-class supports). So you tell me how it CAN'T be negatively impacted.
Central	Personally	Due to increased students in my class it is increasingly difficult to meet the needs of my students. I don't have the time to meet with them, as I would like.
Central	Personally	Having a class of Grade 9 students of 30 rather than 20 severely impacts my ability to do labs. I have had to resort to doing demonstrations instead of having the class in the lab, which is very detrimental to their hands on learning and discovery learning experience.
Central	Personally	I'm trying to teach science 1206, science 2200 and science 3200 in the same room!
Central	Personally	Increased class size means that individual attention/assessment are impacted. Requires more planning for whole group activities. Classroom atmosphere is crowded; too many bodies
Central	Personally	Increased length of time to assess student work. Implementation of student tests and assessment pieces are more difficult to monitor due to crowded classrooms and close proximity of desks.
Central	Personally	Large class size does not allow students to get the individual attention they need. 26 students in a primary classroom is too many! They are not getting the quality education that our children deserve. 1 teacher cannot possibly differentiate for that number especially with the wide range of needs and abilities within the class. Therefore, students are falling through the cracks. The more students there are in a classroom the more time is spent dealing with issues that take away from academics. And obviously if teachers are being worn out that is going to have a negative impact on their teaching and in turn the students themselves. As well, our classroom budgets have been cut, yet we have more students. We cannot provide the quality education expected when we are not given the necessary resources to do so.
Central	Personally	More correcting and more student behaviour issues to content with. Lack of supports
Central	Personally	My world geography is now over 40 students with both academic and non-academic numbers high. Instruction required for the academically inclined is often interrupted by my attention being drawn to behavioural issues and the demanding needs of the weaker students.
Central	Personally	The actual physical space available to freely move around the room has been negatively impacted because I have been forced to include a full row of extra desks/tables.

Region	Impact	Q7A: Increased class sizes
		The additional bodies/desks make it more difficult to space groups for group work. The noise level makes it more difficult for groups to work effectively without hindering other groups. I find it more difficult to provide help during seatwork because of the extra students. Students get less talk time each during oral questioning in Core French, i.e., when teacher is leading a question/answer warm-up. Increased correcting load - especially daunting in English and French language arts courses. This means that it takes longer to provide feedback to students.
Central	Personally	The class entering Grade 4 this year has been two separate classes since they started school. Had the class sizes not changed they would have stayed that way. However we now have a class that is way to big and is not used to being combined together and its causing great stress on teachers and the students.
Central	Personally	The classes that I teach range in size from 16-34 students. In the larger class sizes I can see a difference in the amount of content covered, and more significantly, in the time it takes to complete evaluations. The students in the smaller classes progress faster than the students in the larger classes. In addition, I can give more one-on-one attention to the students in the smaller class. In a class of 34 it is quite difficult to attend to every child.
Central	Personally	The discrepancy between class size caps of English and French Immersion classes is very unfair. If anything, students learning in a second language should have fewer students in the class. Primary classes of 28 students and Elementary classes of 32 are impossible to teach effectively. Particularly when combined with the expectations of inclusive education. These large classes are failing teachers and students alike. It is impossible to give the students the individual attention they require and deserve.
Central	Personally	The number of students who need IRT support. The amount of work required to compose test-evaluation items for inclusive students such as modified test- often the modified test becomes the class test!!! Student's outcomes are being compromised because of unrealistic workloads.
Central	Personally	There is less time to spend with individual students to address concerns. Many students will slip through the cracks under this system. Also, many of your high achievers are not being challenged enough, due to lack of time.
Eastern	Personally	- Less time to meet the range of student needs within the classroom - when students are unable to get their academic needs met it impacts their view of themselves - increased class sizes and less academic support to meet students individual needs also leads to increased behavioural challenges
Eastern	Personally	- More time for correcting, less time for planning; - less time for planning and implementing differentiated instruction; - more disruption in class; classroom management more challenging; - less feedback; more seatwork; - less one-on-one instruction
Eastern	Personally	34-38 students in classes that generally need a lot of guidance and extra help
Eastern	Personally	35 students in one English class...the correcting is out of this world. I can't keep up with all the demands. Planning is suffering. I just don't have time.
Eastern	Personally	A lack of resources (e.g. teaching resources etc.) A lack of time of meet the individual needs of students with exceptionalities (my time is divided between a larger number of students) I have no IRT classroom supports
Eastern	Personally	All of the other things (inclusive education, full day K, LUCH DUTY, combined grades, etc.) would be much more manageable with smaller class sized. Too many people in 1 space, regardless of student-teacher ratio, cause many of the behaviour problems. Imagine trying to have 4 or 5 different meetings going on in a single room. That's what it feels like trying to teach

Region	Impact	Q7A: Increased class sizes
		or have students work in small groups in a classroom. Fire regulations may state that is safe, but it is not productive, especially not in a play-based learning classroom.
Eastern	Personally	As a result of increased class sizes, 2 grade 5 classes that have been separate since kindergarten have come together to form one large grade 6 class this year. These students were separated for many reasons including academic and behavioural needs. In a class of 30, almost half have academic accommodations. It is very difficult to get around to every student to help them. I think this combining of classes has definitely been a detriment to the students.
Eastern	Personally	As an IRT, I feel, there are too many students with needs in one room now.
Eastern	Personally	Because there is an increase in class size at our school we have fewer teachers to do the required duty. We have more duty and more stressful duty, especially with kindergarten children staying for lunch and more kindergarten children in the school at one time. Also, we have more (way too many!!!) elementary children crammed in a classroom all day where they are stuck for recess and lunch sitting in their seats with little or no room to move around. The weather is not always suitable to take them outside so these children are sitting in the same room from 8:30 until 3:00. When we attend a teacher in-service and have to sit at a table for one day we find that tiring and mentally challenging. How can we possibly think that this is okay for our students? I am a kindergarten teacher and at least my children have some space to move around but we are seeing more and more discipline issues at our school due to kids in elementary being crammed together in a small classroom all day long without a break. SO sad!!!!
Eastern	Personally	Even with team teaching it is difficult to get to every child. Also space is an issue when you have an increased number of students.
Eastern	Personally	Harder to keep students on track, less one on one time...
Eastern	Personally	Having more students in a class means more needs that the teacher has to deal with. This takes away from instructional time as well as slows down the students who don't need this help. This can result in restless students, which then can lead to disruptions that need to be dealt with.
Eastern	Personally	I am a recent int/sec education graduate, and was unable to secure a position this year. I worked on a replacement contract last year, but with increased class sizes in intermediate/secondary, there were fewer positions available to apply to unless I were primary/elementary.
Eastern	Personally	I am only one person. I have to meet safety needs first then class management then outcomes. If you have any behaviour in your class it disrupts teaching. Less, if any, IRT time, more outcomes for various levels of students more accommodations. It could be managed with fewer students but not more. The idiots need to come and teach in a classroom to see what's possible. Now reports are upon us and it's another extra 30 hours of work. Not to mention the endless assessments that is underway. This whole system is DONE
Eastern	Personally	I am set up for failure as a teacher. I cannot reach the needs of my so many diverse needs. I have students that barely speak English, students with severe behavioural needs, countless students with identified and unidentified exceptionalities - and let's not even talk about the unfortunate students who are actually there to learn and grow - they are last on the list. The dept. of Ed is failing each and every teacher and student in this province.
Eastern	Personally	I cannot get the time to get around to work with each of my students. Class time is not long enough.
Eastern	Personally	I can't meet the high needs due to large class sizes
Eastern	Personally	I currently teach 12 different classes (7-9 art, 9 rel, 9 ela) class sizes range from 24-33 for a total of approx. 340 for term 1; there simply isn't enough of me to go around....
Eastern	Personally	I have 26 five and six year old students in my Grade One French Immersion class. It is very difficult for even an experienced teacher like myself to meet the varied needs of all of these students and bring them all to a very successful literacy level. There are no French supports at my school to assist with the many reading and writing challenges that my students have.
Eastern	Personally	I have 29 grade 4 students, many reading well below grade level, I find it very difficult to

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		successfully help these students in the run of a school day.
Eastern	Personally	I have gone from an average of 26 to 35 students per class (Chem, Gonzaga). This was a major factor in my resigning my position a few weeks ago (I resigned, did not retire). I have received many great job offers abroad; in countries where they respect teachers and where education is a priority. I'll take my 30 years teaching experience and offer it to someone who wants my services. The only sad thing was I loved it here and the students will not have my excellent skills to rely upon.
Eastern	Personally	I have large numbers in my classroom. That means less one-on-one instruction with each student. It also means more time when assessing for me, which means less time for my personal life.
Eastern	Personally	I have less time to get to all 30. Last year there were 23 in my class.
Eastern	Personally	I have the same resources available to me as previous years but more students so they have to share which causes some issues with classroom management, time on task, and overall learning and progress in the class. Increased class size also makes it difficult to address the needs of all the students.
Eastern	Personally	I see some students in only multi-grade classes, and never have time to teach them appropriately.
Eastern	Personally	I teach ICF and the increase in class size has made it more difficult to practice the oral French activities and games. Also the increased class sizes have made it difficult to address the diverse learning styles and needs in the classroom. The ICF class will always be at capacity. One of the biggest problems in my classroom this year has been caused by the cut to ICF classroom. There is now a random draw for the ICF class, and this means that teachers have no ability to separate behavioural or academic issues. As a result, I have a mix of personalities that do not create the best learning environment. There is an ongoing bullying issue and conflicts, which could have so easily been avoided.
Eastern	Personally	I teach a very hands on course (Clothing and Textiles) and students really benefit from one on one instruction. This is very challenging during class time due to student numbers. Students really enjoy this course, but I feel that those who struggle may not get as much one on one time as necessary, as I can only spend so much time with each student.
Eastern	Personally	I teach Art, a very hands-on course that involves a lot of one-on-one with students. My classroom is small and the ideal number of students is 25- 28 at most. Many classes have up to 32 students, meaning they are bumping into each other, there is no table space to lay out work and I can't possibly give each child the individual help with their projects that I need to. It also leads to a lot of noise and chaos when cleaning up, which is not good for the many students I teach that suffer from anxiety.
Eastern	Personally	I would have lower numbers if there was not a combined class at my grade level.
Eastern	Personally	It is difficult for teachers to meet the needs of individual students with such high numbers.
Eastern	Personally	It is harder to give students the individualized attention that they need. Students who are on the fence between struggling and "getting it", are missing that little bit of extra time and attention.
Eastern	Personally	It is impossible to connect with each student in the run of day on their academic and social/emotional needs.
Eastern	Personally	It is impossible to teach a junior high class with 30 students, all with different academic needs, social needs, and behaviour issues. I am set up for failure every day because I cannot do my job. You cannot provide any one on one attention.
Eastern	Personally	It is very difficult to contact this number of parents and implement strategies to support this number of students.
Eastern	Personally	It is very difficult to give attention to the varied levels of ability when the class sizes are also increased.
Eastern	Personally	Junior high class of 35.... over cap at MPI in junior high.... no extra units given. Too many

Region	Impact	Q7A: Increased class sizes
		students that require help and no time or physical space.
Eastern	Personally	Lack of physical space in my classroom. No room to move. Every available inch filled with desks. No flexibility in arrangement. I work individually only with the highest needs - the rest get little or none. Extra noise, disruption in the classroom. Even a well-behaved class of 35 will be noisy.
Eastern	Personally	Large class = less time to help individual students
Eastern	Personally	Many of my classes are pushing 40 students which makes it much more difficult to do an effective job.
Eastern	Personally	More students in my class provides me with less time to meet all the needs of all students within the classroom. I'm not given help when needed due to the fact that the IRT teacher is somewhere else.
Eastern	Personally	More work no more time
Eastern	Personally	Most kindergarten classrooms in my school are team-taught; meaning two classes of kindergartens are in one room with two teachers. The rooms are small and the children have little room to move around. Classrooms on average have 26 kindergarteners. This impacts many seemingly simple activities throughout the day, such as how long it takes them all to get ready to go outside, taking attendance, lining up, and moving to another setting. The longer it takes to do routine activities the harder it is to keep students attention. Students with wheelchairs have to park their chair near the door because there is no room to move it about. Larger numbers in a smaller room naturally increases the volume. At times it is very difficult to concentrate as an adult, let alone a child. This is further impacted when one or more students have differing needs, particularly if a child has sensory needs, such as sensitivities to noise or crowds. All activities are impacting the length of time it requires 26 students to complete any given task, as it takes longer to circulate the room to give support as needed. Music in Gym classes are particularly impacted, as there is only one teacher with 26 4- & 5 -year-olds, where the regular classroom will have two teachers.
Eastern	Personally	My 14 yr. old son is in class of 30 students up from class of 22 in gd 7 and 8. This has major impact for him, his classmates and his teacher. Everybody loses its an impossible job! Our adolescents deserve the same quality education as our Kindergartens! As an aside I have an 18-year-old niece at MI. She is doing a program with 8 students in her class. Go figure!!
Eastern	Personally	My high school technology class had 40 students. We could not accommodate this so technology was cancelled and NL studies were offered in its place. We can no longer offer technology or skilled trades. Our skilled trades course was switched to ethics because more students can be "stuffed" into ethics. 40+ students is not an option for skilled trades.
Eastern	Personally	Normally after giving students assessment for learning I like to discuss it with each student Very challenging in class sizes of 35 plus. Very cramped quarters in the classroom.
Eastern	Personally	Not enough time not as much space crowded school hallway with a lot more disruptions
Eastern	Personally	Number of students in physical education class has caused a safety concern and a watered down version of activity and time on task.
Eastern	Personally	Obviously, more students mean more work from addressing students concerns and servicing their needs to dealing with more parents than you are used to dealing with
Eastern	Personally	One classroom in our school has 27 primary-aged students with at least 7 who avail of student support services. These students are negatively impacted by the increased class sizes as less individualized time can be devoted to them and their specific needs.
Eastern	Personally	Reduced IRT support to classes even though more than half the class avails of special services supports.
Eastern	Personally	Reduced one on one time

Region	Impact	Q7A: Increased class sizes
		Reduced small group time Space reduced... Little space for small group work Classroom behaviours increased
Eastern	Personally	Safety in the gym.
Eastern	Personally	Sharing of resources, space to move, attention to students, assessment,
Eastern	Personally	So many needs in one class and are impossible to help all who need help and reinforce others. Classes are split for some core subjects but are full for all non-cores.
Eastern	Personally	So many students struggling in math... cannot get around to help them all when they need help.
Eastern	Personally	Some classrooms do not have the room for 35 desks. The fire commissioner would not approve some of the desk setups.
Eastern	Personally	Students in our primary and elementary classrooms are at or near the cap, and given that the cap is far too high in the first place to implement the heavy programs we are expected to implement, it just gets harder and harder. Students cannot get the one on one they need and with the inclusion that has been forced upon us without the necessary supports to make it successful, all students and teachers are paying the price. Lower academic achievement and higher stress rates among teachers.
Eastern	Personally	Sure. I am in multi-grade, so I have peers with rooms up to 28 students due to my multi-grade and that creates teacher stress and unfair conditions
Eastern	Personally	Takes longer to give one-one help grading time has increased... less time to give comprehensive formative feedback
Eastern	Personally	Tech programs where, safety is a big issue, are being asked to allow more students in
Eastern	Personally	The increased class size hasn't impacted my current classroom however; I was made redundant because the class sizes were increased.
Eastern	Personally	The number of struggling students within a class has increases with these increased behavioural issues. Increased class sizes have meant fewer teachers, which in turn impacts the lessening of quality attention to individual needs. Classroom teachers are overwhelmed with the demands to support individual needs and cover the curriculum outcomes.
Eastern	Personally	The standard set several years ago was that there would be no more than 4 grade levels allowed in one classroom. This was forgotten this year and there are Grade 4 kids in the classroom with grade 10 kids.
Eastern	Personally	The students don't get their questions answered. They cannot hear the instruction due to noise level, and the learning is moving way slower. It's like pushing through molasses. Even the brightest students are down about 20 percent. The atmosphere is stressful for both students and teachers, especially since the resources to support inclusion are not adequate. It's a constant fight against romper room. Teacher burnout is evident by all the frowning faces in the lunchroom. The kids are suffering the most though. Meeting all of the curriculum objectives is a joke under these dire circumstances. The only good thing still happening is tolerance of difference. My level of tolerance has increased remarkably. Obnoxious noises, students off task, and some almost chanting in tongues I have witnessed. I've literally seen a student pull out his hair and colour his fingernail with his pencil until blood spurted out. I'm not sure which curriculum objective he was working towards. But are we just babysitters? Or are we expected to teach the curriculum? Student numbers and needs cannot be ignored when asking what the purpose of school is for. Either the resources need to be reinstated or the curriculum dummed down so parents have no hopes or false expectations. I am not a trained guidance counsellor or special needs teacher. I was trained to teach Language Arts and Religion. It sure will take a miracle to do my job now. I am praying for solutions. I expect homeschooling would be a good alternative or perhaps creating a pill to dull those bright bulbs still trying to shine. After all, we're all about enabling students to fit into the norm. Just ask the Ritalin companies. The healthcare is sure to take the dollars education saves as we raise uneducated ignorant children in dirty over crowded

Region	Impact	Q7A: Increased class sizes
		classrooms with books and desks that are in such poor condition it's demoralizing. I can feel the late Premiere Smallwood's gaze as his vision of education for our province is wavering. Where is the pride and care? I'd rather take my kids and raise them on a farm, in the wholesome fresh air than in an institution that is destructive. The angry bottom line that is still needed to control the typical room is psychologically damaging for the students. I do believe the proverbial word will hit the fan this year as teachers struggle with the very safety of mass management of our children. God, a blind eye is a dangerous thing when dealing with children. Parents must educate their children and they send them off trustfully, hoping for love and care and beauty. Hoping for all the riches we can provide, the gifts we could bestow. That's why we're here. A school is almost as important as a church. It's a special place that should be protected. Someday we will probably be featured in a documentary about the abusive education system. That's where it will head if the neglect continues. Academic excellence can only be achieved in safe and caring environments. You don't get that in the battlefields we now run. For Remembrance Day, maybe we should think of how to have a peaceful environment in our schools instead of herding the students like so many cattle to God knows what end.
Eastern	Personally	There is a so-called soft cap, which allows more than 25 children in primary classrooms. This is far too high to adequately meet the needs of the children.
Eastern	Personally	There is less time for one on one support with increased class size in an inclusive classroom. Teachers require more time for planning keeping in mind the numbers and individual student needs. More students mean more work to correct, more report cards to complete in an already demanding profession.
Eastern	Personally	There is virtually no one-on-one
Eastern	Personally	-Very little time for one on one teacher conferencing -next to impossible to get individual reading assessments completed -more students needing supports are in each classroom, with less outside support for teachers
Eastern	Personally	With 24 students I am planning about 8 different lesson plans for every subject, everyday, it's insane!!
Eastern	Personally	With 31 students in Grade 7 Core French and a variety of abilities including autism, individual help is almost non-existent. I have students in the class doing French for the first time who are simply not able, causing academic and behaviour problems.
Eastern	Personally	With the increase in class sizes without support, there are too many students with exceptionalities in one room for one individual to address. So needs are NOT being met!!
Labrador	Personally	I am not able to have as much one-on-one time with students. There is a wide range of needs in the room and I spend a lot of time trying to settle the students who need a lot of movement and losing out on instructional time.
Labrador	Personally	I now have functional curriculum students piggybacked into my courses/programs. It's not doing any of them justice.
Labrador	Personally	It's non-stop trying to address all the questions in the room. Even something simple like handing back corrected work or worksheets takes too long now. Especially at the beginning of the year when you are still trying to get to know all the kids. Dealing with the diverse needs of 36 gr 8's is near impossible for 1 person to handle. On top of that, trying to deliver a curricular becomes extremely difficult.
Labrador	Personally	Many classes, more often the basic stream, are above 30 students. When you look at the type of students in those classes, they need extra help and attention but end up with less due to the large size of the class and decreased time the teacher has to give individual students the attention they need. We also have many students who cannot take particular courses that they require or are interested in because class sizes are already too big. For example, a student with a learning disability needs an alternate language credit but cannot take part in drama so has to do French-which they have not done since Grade 3! So the chances of success in that are slim.

Region	Impact	Q7A: Increased class sizes
		This is completely unfair and shows that are education system are no longer one that puts students first.
Labrador	Personally	Senior high classes 35+ students
Labrador	Personally	There are so many students in the classes with such varying needs that it is very difficult to provide the quality of education and attention that these students deserve.
Labrador	Personally	This setup makes it more difficult to meet the individual needs of the students.
Labrador	Personally	We have pulled kids from courses and have them completing courses in the PASS room as part of recovery to reduce sizes in that course. This does work for the kids but sad that this was how the admin had to deal with such high numbers. As well, the fear that advanced courses with smaller numbers will not be offered in the future because of numbers and teacher availability is a huge concern
Labrador	Personally	When you have a class of 35-40 kids, the ability to do more creative activities is severely impacted due to space and time. As well with a class this big, more time ends up being spent on classroom management. Testing is a nightmare as well with classes this big. Also students do not get enough individual attention, so kids who need more time, lose out on the time they need and deserve.
Labrador	Personally	With 26 in a class, students are not able to get the supports they need. Students are slipping through the cracks.
Western	Personally	<ol style="list-style-type: none"> 1. My students who are not on the IRT list, but who struggle academically, are not getting enough one-on-one time to help the achieve. 2. There is too much noise in such a small room that student anxiety, disruption, and on-task instructional time are negatively impacted. 3. My time spent correcting has increased, which decreased the amount of time that I have to develop new and effective (student centred) lessons.
Western	Personally	20 kindergartens as opposed to 10 disrupt a class. Hard to give individual attention to get them ready for following years and set the foundation when they are all running everywhere, not listening, etc. They need more one on one in kindergarten.
Western	Personally	Additional correcting more discipline issues less time to spend with each student
Western	Personally	Classes of academic and general students in same class. Large size of 32 students. No time to get to all the students who may need help. General students not wanting help because academic students in class with them. They have a feeling of inferiority. Going to fall through cracks if not recognized and acted on.
Western	Personally	Difficulty finding the time to reach all students, especially since there are more students with IEPs in the classroom than before. Ensuring objectives are met becomes more difficult as you now have to move at a slower pace due to larger class sizes.
Western	Personally	Due to large classes, it is too difficult to do interactive activities with all students being able to participate.
Western	Personally	I have 29 students from grades 10-12 in Ethics and Philosophy/Social Justice. This course was designed for less than 20 grade 12 students. It is impossible to allow classroom discussion, which should lend to the majority of this class's instruction and assessments. Also, I have 26 English 2201/02/62 in one classroom. This leads to some students from every course being left out of individual assistance on a daily bases, not to mention the challenge of class discipline and the strain on personal time when it comes to correcting.
Western	Personally	I have 31 in a grade 8 class. With all of the accommodations, modified and exceptionalities in the room it is next to impossible to meet all of the needs. The behaviour issues alone keep you spending so much time trying to manage them, it's hard to get to the students who need the help

Region	Impact	Q7A: Increased class sizes
		but are too quiet to ask.
Western	Personally	In a very small gymnasium, activities were hard enough to hold safely in years past. With increase size in classes, very hard to always due safely
Western	Personally	In skilled trades classes class size impacts safety!
Western	Personally	Increased class size does not allow for support for those who need it and even those who don't.
Western	Personally	Increased teacher workload. Increased stress on students and teachers with behaviour issues. Our school classrooms are very small, hence to say, more students more issues
Western	Personally	Increased workload on teachers for planning and correcting, with less support in the class to meet the increasingly diverse needs of the learner.
Western	Personally	Less time for individual attention. Greater diversity of students. More time required to plan lessons, provide accommodations, support, and attention to individual needs.
Western	Personally	Less time with individual students so sometimes their needs aren't met.
Western	Personally	Teachers are overwhelmed with the number of students with exceptionalities in one classroom and the limited supports being provided. Two grade 1 classes last year with a student assistant each combined to one class this year and one student assistant. Teacher is extremely stressed.
Western	Personally	Teaching PE, in team activities, students have to be broken into 4-5 teams instead of 2, which decreases amount of participation they are able to have.
Western	Personally	There is less room to set up centres for exploration in science, math, guided reading. We also have to eat lunch in the classroom and I believe increased class size worsens an already yucky, stinky setting.
Western	Personally	Very difficult to get to the student who is not quite achieving as they should, borderline. Time is consumed by others and getting borderline students the help they need is impossible.
Western	Not Impacted	More grades combined into the same room. We currently have 3 grades in most classrooms. It is too many students in too many grades to do justice to the curriculum.
Central	Both	<ul style="list-style-type: none"> - Hours and hours more planning - hours and hours more correcting - hours and hours more work to complete assessment - hours and hours more work to complete report cards - significant increase in time for PTI - significant increase in undesired behaviours from students -significant decrease in time devoted to teaching prescribed curriculum outcomes due to rise in behaviour issues because of too many children in too close proximity to one another in a classroom - decreased ability to address needs of students in an inclusive manner because there are SO many students - significant decrease in individualized attention from teacher for learners because of the demands of more students - spread way too thin with the huge numbers we have. - SO much more I could articulate in person that should really not go into print :-)
Central	Both	25 8-year-olds is too many to teach/help productively
Central	Both	25 grade two students in one classroom. High diversity of students. Increase in preparation, in class task completion and attention span.
Central	Both	26 kids in a very small class at maximum capacity according to fire department leaves no opportunity for flexible grouping. Range of needs are overwhelming. Makes it very difficult to get to everyone. 10 students on IEPs and at least 3 others that need to be monitored as potentially needing IEPs.
Central	Both	27 students together in a grade one classroom
Central	Both	29 students in one class where there are a wide range of academic abilities and a large number

Region	Impact	Q7A: Increased class sizes
		of behaviour problems. The 2 go together and result in a vicious circle.
Central	Both	29 students in one intermediate grade, one teacher assigned, a lot of individual needs to meet, not enough IRT time assigned.
Central	Both	30 grade 9 students in one room with a wide variety of need (12 with diagnosed LD's) and zero supports have made teaching and learning very difficult. The situation has led to much stress and negativity for everyone involved.
Central	Both	32 in grade 9 sciences. 31 in Grade 8 Science. Harder to control classes, conduct labs in a lab designed for smaller numbers, far less individualized in-class help possible.
Central	Both	34 students 1 teacher not possible to meet all needs. Autistic child; child that cannot read or write as well plus several others with learning disabilities
Central	Both	A greater variety of behaviours to deal with, more correcting to deal with,
Central	Both	A student with special needs was in a class of 14 and now is in a class of 28 - where 12 of those 28 have special needs. There is way too many needs in the classroom and the students are all suffering my just the ones with special needs
Central	Both	A writing class now has 33 students. The one on one necessary for the writing process is difficult to achieve.
Central	Both	Academic and basic programming is being combined where they were separate last year. This is true at Glovertown Academy and Dorset.
Central	Both	All of my classes this year have at least 30 students on the roster, which makes it very difficult to spend any individual instruction time with any kids. Some of my classes have as many as 9 students with different accommodations or modifications, which takes up a lot of my instructional time. Often times there are kids left on their own because I have to focus my attention on the students who require more help.
Central	Both	-Being crammed into spaces that are not accepted I'm sure by Fire regulations. -Less than acceptable distance between rows of desks. -Greater diversity of academics of students. -An increase of problem kids. -A heightened stress level of teachers.
Central	Both	Class sizes have dramatically increased in Junior and Senior high due to the scaling back of staff. We have lost one teacher per year for six years while retaining a stable student population. Due to the lost of staff we have been forced to: combine academic and basic classes; increase junior high classes to 28-35 students in classrooms that can accommodate 20 students; semesterize art, music and drama; limit course selection; force high academic and gifted students to receive instruction through CDLI; limit extracurricular opportunities due to budgeting and reduce the amount of tutoring time available due to bus shortages. For teachers it means: no classroom supplies which will impact the ability to meet curriculum goals; increased unpaid supervision; 20 minute lunches; increased course loads; less prep time; no in class support; reduced administration and more special needs left students left to fend for themselves in overcrowded classrooms. For example I have a class of 28 grade 8 students with the following composition: 2 ADHD students, 1 undiagnosed delay, 1 deaf student, 1 alternate curriculum student (chromosomal abnormality), 1 ODD student and 4 LD students in a classroom with no in class support, using tools in a room built to accommodate 20 pupils.
Central	Both	Crowded classrooms are a safety hazard, it causes more conflict and behaviour problems resulting in more time trying to control the behaviour rather than teaching the curriculum. I find I am better at controlling my class using only note taking off the board and tests. Forget fun teaching and learning.
Central	Both	Decreased allocation + more combined grades + decreased IRT supports...definite impact on the quality of the student learning experience.

Region	Impact	Q7A: Increased class sizes
Central	Both	Decreased time for individualized instruction and conferencing with students - I have to try and share the time among more students, so even if extra support is needed, I may not have the time to give everyone all the help that they would need. Classroom physical size is not large enough to comfortably fit all students - we fit, but students are quite close together without space for a reading circle or floor activities for hands-on work. All work must be at desks due to limited space.
Central	Both	Due to budget cuts, my school now has all General High school students in one class from Level I - III. This new grouping is frustrating both students and teachers. Before Budget 2016, this trend never occurred in my school.
Central	Both	Due to increased class sizes, it is very difficult to provide my students with the one on one attention that they deserve. Once a lesson has been taught and students have been set to work, I feel that there are many classes where I cannot adequately touch base with all 30 students in my class. This means that some students leave my room without a better understanding of the material taught.
Central	Both	Due to loss of teacher units, despite very minimal decrease in student population, I am principal dealing with 2 classes of grade 9s with 30 in each class and almost 33% having diagnosed exceptionalities. This has created an unmanageable situation for teachers, low quality learning environment for students and more discipline problems referred to the school admin.
Central	Both	Focus and attention of a small group versus a large group at Grade 1 age makes significant slow downs to the ability to deliver the curriculum and assess in a detailed and individualised way. Alternate strategies for assessing have been altered since there just isn't enough time to do them all individually.
Central	Both	For me personally, I now have 29 students in one classroom, in this class there are at least 10 students with significant learning disabilities, 2 students with Autism and combined this with just part time Student Assistant, let's just say it is almost impossible to get any productive work done in a day. It is the most frustrating year I have had in my career.
Central	Both	For some of my classes the student population exceeds the seating capacity of my science lab. I think this is a safety hazard for both students and teacher alike.
Central	Both	Having such a broad range of abilities and behaviours regardless, more students just means a higher number of both. There is an increase of teacher management issues and decline in performance. Students with various diagnoses now have more to contend with.
Central	Both	Higher cap in elementary, along with more needs in each class, creates a challenging environment to teach in! In a class of 24 students (average size) there are 8 children documented to receive services. This is becoming the norm for many of our classes. I have 6 hours of IRT support in an 8-day cycle. Most need and least amount of support of any room that I have taught in 30 years!
Central	Both	I am a school counsellor. Students are more stressed, teachers more stressed and less able to help/intervene early in an incident because of class size. More students sent from class - leaving me with MUCH more to do - even though I went from having ONE school last year to having Four schools this year.
Central	Both	I am presently teaching a combined class of grades 4 and 5 French Immersion with 32 students while the cap is supposed to be 18. This is the first time I had to teach a combined group with two separate curriculums with no in-service or prior preparation.
Central	Both	I am teaching a class of 29 students the needs that are in that class are many but the policy of the greatest need gets the resources is causing my students who need help not to get it. I am personally overwhelmed by what is expected of me. Because there are fewer teachers on staff we are doing more supervision. I am personally stressed to the max and if I make it to the Christmas break it will be a miracle!!!
Central	Both	I currently have 28 students. 8 of which are on IEPs. Six major major behaviour issues, and

Region	Impact	Q7A: Increased class sizes
		<p>three minor behaviour issues. My children do not get the one on one they need. I am so busy dealing with the issues above that even those students who are academically successful are suffering.</p> <p>We have no physical classroom space. Children are like "sardines in a tin." Try doing QDPA in my classroom!</p>
Central	Both	I have 27 students in my classroom of which 9 of them are on IEPs and 3 diagnosed with ADHD. At this moment of time I do not receive any SA support or IRT in-class support. It is impossible to address all individualized needs of all students in the classroom
Central	Both	I have 28 students in my elementary class. I think that class caps should be hard caps at 24, but 20 is even more ideal.
Central	Both	I have 35-36 students in some of my physical education classes in a very small gym. Safety is a huge concern!
Central	Both	<p>I have a class of 28 students. Normally they would have been split into 2 classes, but because of the budget in the spring of 2016, this split was cancelled. I have a class with a non-verbal autistic child, a child who has issues in the class behaviourally and academically due to Fetal Alcohol Syndrome, as well as children who are very weak academically and children with diagnosed learning disabilities. Therefore, I am not getting the time to spend with these children who are weak because the class is now not split. Also, with inclusion, dealing with a non-verbal autistic child is difficult in and of itself. Because of all these issues as outlined above the other children are not getting their share of the teacher's attention.</p> <p>Also, because of the decreased attention, the quality of the work being produced by the other students has diminished and therefore the outcomes may not be fully met throughout the Grade 4 curriculum.</p>
Central	Both	I have a class of Grade 9 LA students with 30 pupils. That in itself is not a problem, I've had more before. However, of this thirty, about 11 have diagnosed difficulties, another 10 are extremely teacher dependent (one student keeps her hand up as she follows me about the classroom) thus I am speaking to her and another student simultaneously. Again, I have dealt with similar before. The real problem here is that the other 10 or so students do not get access to me. That's a problem; they deserve access to their teacher as well.
Central	Both	I have a wide range of needs in my classroom with a large class size and very little support. It is impossible for me to meet the needs of any student in my class. After every school day, I leave feeling like I have not done my job. As a teacher, if you feel you haven't reached any child in your class, it's a terrible feeling of failure. An awful feeling for a teacher to have in November!!
Central	Both	I have had to fit extra desks in my classroom, which crams students into an already small space. Because of the larger classes, I do not get as much time to work with students in class and it takes me longer to grade assessments.
Central	Both	I have several classes with 30 students and at least a third of them are on the IRT caseload. There isn't anyone available to come into the classroom to provide support. The IRT support in the school has decreased but our need has increased. It is impossible for me as the only teacher in the room to get around to help all the students who require assistance. It can be very frustrating for the students and me. The students who are looking for help have a hard time accepting that at the end of the class I haven't been able to get to them.
Central	Both	I just find the classes are harder to rein in, they are more distracted and it can get confusing trying to teach virtually two different lessons that are left (I'm a sub). I'm just looking from the outside in more so, but I can't see many positives for the students, they have to get less individual attention with such big classes. I've heard a lot of negative stories from frustrated fulltime teachers as well.
Central	Both	I now have 33 students in my music class in grade 3, 25 from one class and 8 from a combined

Region	Impact	Q7A: Increased class sizes
		2/3 class. It is an inclusive class as well with all students attending music. I never get the activities/ games etc. finished with this group as takes much longer to get through everything
Central	Both	I teach junior high music. In my grade 9 classes there are 36 students. Not having enough instruments and other materials is an issue. It is also difficult to meet individual needs with a class of that size.
Central	Both	I teach on the Burin peninsula where the majority of students have been used to small classes. The increased sizes have made classroom management difficult, and students have not adjusted well.
Central	Both	<p>If nothing had changed, I would have had 4 classes (4 slots of the same course) with 22-24 students in each. Due to changes, my slots have 30 students in them. That means that right away, my student load has increased by, say, 25 students. That's like have an entire extra class of students - even though I'm teaching the same number of slots as last year, it's like I have an extra class. I can't keep on top of the marking and the parent contact.</p> <p>In each of those rooms, I have students with extra needs. Some are documented - 2 modified students, about 15 who receive accommodations - some are not. They have behavioural challenges, problems at home that mean missed classes, mental health concerns, etc. But with 30 students and 60 minutes per class, I get at most 2 minutes per student, and that's if I don't teach. There's not enough time to provide meaningful interaction and feedback for each student - hell, I'm lucky if I get to a couple of them a day. If anything happens - a disruption, a student needing more than a minute with me, etc. - I get no time for most students.</p> <p>That's not good enough. Students deserve an education, and my classroom shouldn't be an assembly line. But with the current class sizes, differentiation and individual attention are going out the window in favour of mass production tactics.</p> <p>Oh, and physically speaking - 30 8th grade students crammed into a room that would better suit 22 is disgusting. After gym classes, and when they come back with food smells all over them from lunch, it's gross.</p>
Central	Both	In a class of 32 grade 5 French Immersion students, it is completely overwhelming to the students, and teachers cannot simply focus their attention on the needs of all students, especially those who may need specific extra attention. It takes a toll on the students as they struggle to keep a controlled classroom environment for themselves as they recognize the difficulty a teacher may have in paying individualized attention to each of them and their needs during lessons. For example, a 40 minute lesson period of independent work, means each student would be able to obtain only slightly over ONE minute, just over 60 seconds, of a teacher's time, not including any explicit lesson guidelines or teaching/reviewing of an outcome before students are to work independently. This is completely unfair both to students with extra needs because they may be struggling with concepts, as well as those students who may normally fall within an average learning speed, as their needs are not kept up to ensure proper understanding when focus has to be spent only on those who need it most. Formative, ongoing assessments are difficult in these settings for the same reasons.
Central	Both	In my case, an increase in class size makes it difficult to ration the limited amount of supplies I have to cover my curriculum. It limits the types of art projects that can be completed in class, because I have to use most of my classroom budget ordering basic supplies.
Central	Both	In some cases, physical education classes have been significantly increased in size. In addition to a concern around trying to meet curricular outcomes, there are major safety concerns.
Central	Both	Increase in class size, (plus loss of teaching units and teaching Principal) has resulted in increased classroom disruption and anxiety level of students. The result is a notable increase in

Region	Impact	Q7A: Increased class sizes
		students who are not coping with typical classroom stress and an increase in students who are struggling to meet with academic success.
Central	Both	Increased class size less classroom supports available has increased number of behavioural problem dealt with daily. Less time spent teaching, less time reaching academic outcomes, less time meeting student's needs and more time dealing with behavioural issues.
Central	Both	Increased class size makes it very difficult to reach all the children. There are so many behavioural issues to deal with, sometimes, class time is lost. In primary and elementary, especially with math and Language Arts, it is more difficult to help all the children. You need more teachers in the class, not less!
Central	Both	Increased class size means wall-to-wall bodies thus no room to move around. Student overwhelmed with limited space and increased noise level. Student more anxious and very reluctant to attend class. Very limited support in classroom because majority of support is placed in Kindergarten. As a result student acting out more
Central	Both	Increased class sizes brings even more students with learning disabilities, behaviour issues and needs into a setting that has to be managed by one teacher. The lack of resources and support makes reaching and connecting with the diversity of needs next to impossible. More and more is added to a teacher's duty, which would have to be 24-7 job for any positive outcomes to occur. With lack of support in the school system over the past 10 years since inclusion was implemented into the school system, each year less and less support is given. Sure the children with needs suffer, but the real story lies with the so-called 'average' and above average learners. I cannot reach these kids due to the needs and lack of support in my class.
Central	Both	Increases in class sizes means less one on one time for each student. Sometimes I don't get the opportunity to even talk to some students during a period. 40 min period. About 15 to 20 mins to teach a concept. Leaves me with 20-25 mins. I have 26 students. I can't even give one minute to each student. Heaven forbid if I need to reteach a concept to an "inclusion" student. That would mean there are a lot of students that I don't get to.
Central	Both	Individualized instruction and inclusive practices are nearly impossible
Central	Both	It is impossible to meet the needs of individual children with the composition of today's class. Needs are much greater, help is nonexistent!
Central	Both	Large science classes mean less time to address individual concerns of students. Also creates issues, including safety issues when conducting labs with 35 students
Central	Both	Larger class sizes means more students with varying degrees of academic ability. This means more students need individualized attention or support from IRTs. When this support is not available the students and teachers are impacted in negative ways.
Central	Both	LD Students are receiving less IRT time due to the demand now required by the increased number of students per room requiring individual instruction per class time
Central	Both	Less individual time for each student. There literally isn't enough time to address all students questions and provide individualized help where needed
Central	Both	Less individual attention to the students needs.
Central	Both	Less individualised attention More students with exceptionalities per class Difficulty with classroom management Some classrooms physically too small for the number of students More correcting for teachers
Central	Both	Less one on one attention
Central	Both	Less one on one help in the classroom, less help available to kids with special needs, crowdedness (space available to move around) unable to do projects, hands on activities, etc.
Central	Both	Less one on one help. Less time for students on certain activities.

Region	Impact	Q7A: Increased class sizes
Central	Both	Less one on one instruction. More congestion. More work for teachers.
Central	Both	Less one on one support since class sizes pushing 40. Noise levels are higher than ever, difficult to keep students focused. Difficult sometimes even to find enough desks to support number of students in the room. After 30-40 minutes there is an overall discomfort by the sheer number of bodies in the room.
Central	Both	Less prep time, more duty, wider range of diverse student needs equals less ability to perform my job adequately. Feel like I am just surviving day to day.
Central	Both	Less resource for more students. No equal opportunity for students and class becomes bored or loses interest fast as they are sitting waiting for their turn.
Central	Both	Less time for individual challenges and attention, less time for evaluations and assessment to monitor progress, more attention required to deal with discipline issues, less resources available such as insufficient numbers of computers in a lab. less I-pads in a class set, insufficient novels and other class sets, inability to reconfigure class desk arrangement
Central	Both	Loss of 0.5 regular teaching units my building from last year. Student enrolment is only 6 less than last year. Biology 2201 classes with 35 now and limited seating space, 2 music classes with greater than 40 students, 5 phys ed classes with 30-35 students. 3 career education classes with 35+ students. Many other courses in my building with similar numbers.
Central	Both	Math class sizes are larger with skill levels ranging from very strong to 2-4 grade levels behind. It is impossible to meet the needs of all the children. Some are bored to death; losing interest in math (things are repeated so much) while others have so many gaps that it is near impossible for them to have any success with the outcomes for the current grade. Differentiated instruction cannot compensate for all the missing knowledge that many of the children have. The elementary rating of 1-4 creates an illusion that many of the children have a stronger foundation than is true. It's a rude awakening when they come to junior high.
Central	Both	More children means less time to work more one on one with individual students who need it. Increased class sizes means more behaviours and needs within one classroom and not enough resources to handle the needs.
Central	Both	More discipline issues from more students on classes - greater frustration from students.
Central	Both	More students in a class means less resources and time for individual students, especially those with learning difficulties.
Central	Both	More students means less daily contact time per student. More students means more marking, more individualization. More students in a high school class in a small school means students are forced into classes they do not want or need because there are less course offerings due to limited staff.
Central	Both	More students mean less time for individualized instruction for students who need it. These students are negatively impacted!
Central	Both	Most of class time is spent on behaviour management & attending to needs of students with exceptionalities
Central	Both	My health class is now grade 8 and 9 combined, with 24 students. They are in a classroom where there is not enough space for individual desks. There are 4 long tables, 6 students at a table. I feel that this set up increases classroom management issues and students cannot get the same one on one attention as they would in a smaller class size.
Central	Both	My Nutrition 3102 class has 33 students with varying learning disabilities such as autism. It's very difficult to meet the needs of all students.
Central	Both	My son is in a grade 2 class of 27 where checking planners, lining up to go to gym or even washing for recess takes a significant amount of time. Let alone the academics. He is an average child who will need help and guidance with his work. One teacher trying to help 27

Region	Impact	Q7A: Increased class sizes
		students is impossible in an effective amount of time.
Central	Both	NO support in classroom. Students who do receive support from IRT only get 2-3 periods in a 6-day cycle in small group support.
Central	Both	Not enough time to provide for the slower learner. Not enough one on one. (Teacher/student)
Central	Both	Once you pass an optimal number of students in a classroom then the teacher's role becomes predominantly that of a manager and not an educator. In my 27 years of teaching I can surely say that the optimal number varies depending upon the personalities and range of needs per grouping but in our current classrooms it would be well below the cap as today's young students are navigating a far different course than the students I taught two, even one, decade ago. Today's classroom presents so many challenges it is difficult to even put learning as the priority when children have such difficulties as social beings. Test scores will NEVER increase (not a valid indicator of much in my opinion anyway) because we are trying to teach a generation of unhealthy, unhappy, stressed children. Teachers have become data collectors in an assessment-driven system with an extremely narrow focus.
Central	Both	One of my classes is Applied Music. This year due to changes in teacher allocation (as a result of change in cap size) I have 32 students in my class. This course provides students with performance opportunities and it is difficult to provide meaningful experiences with so many students in one room. One of my students is dealing with mental health issues and trying to include this student in performances in such a crowded environment is challenging for me and overwhelming for the student. This student had completed the prerequisite course last year with smaller numbers but this year is having difficulty because of the large class.
Central	Both	One teacher trying to reach many students of a variety of abilities with no in class IRT support- negative impact
Central	Both	Our school has had increased class sizes as a result of primarily two factors; 1) a change in the class caps in grades 4 and up, and 2) a decrease in our teaching allocation at the high school level. Students are not getting the same level of help they have gotten in the past. In a high school class of 40, fewer opportunities for formative assessment due to the increased workload impedes a student's ability to improve their work. Other factors that impact the quality of education as a direct result of increased class sizes are; teacher fatigue, students coping with large numbers in small rooms, behavioural issues due to overcrowding.
Central	Both	Over 30 children in a grade 8 class with extremely diverse range of abilities and very little to no to help them one on one for any length of time in the classroom
Central	Both	Physical space, individualized instruction, classroom management
Central	Both	Prior to budget I would have had a class of 14, now I have a class of 28.
Central	Both	So many students with behavioural and academic challenges. Added three or four more students change the complete dynamic.
Central	Both	Some classes have gone from as few as 15 students to classes now that have over 30. Not hard to see how this will have a negative impact on both students and staff.
Central	Both	Students are crammed into classrooms. In one class I have 30 students and it's difficult for them to focus when they are physically so close to one another. I have a student sitting at a table because I don't have enough desks.
Central	Both	Students are crowded into classrooms with no space to setup and carry out the centers and small group areas as are expected in a primary setting. Children find it hard to focus elbow to elbow with no room to walk around the classroom to get from one space to another comfortably.
Central	Both	-Students are not getting the individualized attention needed. -Bigger class often means more distractions and disruptions, impacting classroom climate.

Region	Impact	Q7A: Increased class sizes
Central	Both	Students are not receiving as much individualized attention from teachers and what makes it even worse is the inclusion without the appropriate level of support from IRT and student assistants. In addition all day kindergarten with no lunchtime bussing means more duty and in some cases all day duty with no lunch. This goes against union regulations and is causing undue stress for many teachers in their schools
Central	Both	Students are not receiving the same quality of education, especially those with learning disabilities. The extra resources such as IRT time are not given equally to all students. One person cannot attend the needs of a diverse classroom.
Central	Both	Students receive less individualized attention and are left to do more independent work.
Central	Both	Students with needs are not receiving the support they require, and with class sizes increasing they receive even less attention from teachers
Central	Both	Teacher has more students in a smaller area with a wider variety of needs therefore a heavier workload. Little support are being given to these overloaded classrooms by supports (IRTs) because of their overwhelming caseload.
Central	Both	-Teachers/Resources are absolutely exhausted. -Teacher is not able to adequately address students' needs. -Inadequate physical space
Central	Both	Teaching French immersion efficiently with a class size of 35 students is a definite challenge. One that is not fair to the students and the teacher. Linguistic as well as individual curriculum outcomes will be negatively impacted. As well, immersion teacher retention and burnouts will be an other issue.
Central	Both	Teaching Writing 2203 (these 9 students are enrolled in English 2201 and 3201 and are high achieving students), English 2202 (10 students), and English 3202 (12 students) in one classroom, that's a total of 31 students in the classroom. Many students in the general English courses have written and/or verbal output problems and/or reading difficult.
Central	Both	The average class size at my school is 35+ students. This makes interaction, differentiated instruction, individual attention, and classroom management significantly more difficult than in the past.
Central	Both	The increase in class sizes resulted in less service for children requiring special assistance needs.
Central	Both	The increase of class sizes impacts teachers and students, both negatively. Larger class sizes limits activities, cramps classrooms and puts even more stress on teachers. It also takes time and care away from students, causing negative behaviour and less motivation to do well.
Central	Both	The increased class size has meant that students who struggle are unable to get the individualized attention they need to complete the work and in some cases they have given up. Also bigger class size has resulted in less space per student. For, students with behavioural exceptionalities and personal space issues this has become a frustrating situation for all involved and has created problems that could have been avoided if there were fewer students in the class. In one case in particular, I can see teacher burnout already beginning to happen and we are only into November yet.
Central	Both	The number of students needing one on one attention has increased. Classes are so small there is nowhere to take these students. In addition, the classrooms are so crowded there is very little room for different kinds of learning strategies.
Central	Both	The teacher to student ratio in my school increased by students as we would have been entitled to another teaching unit and there would have been 24 students per class instead of 29 and 30.
Central	Both	There are current 39 students enrolled in a general World Geography class. Over 3/4 receive services through Student Support Services. General classes in a high school should be capped at 20. Most of these students are very high needs as it is. In a large class they usually have a

Region	Impact	Q7A: Increased class sizes
		great deal of difficulty.
Central	Both	This year my class size went from 18 to 27 students, which means significantly less one on one time with my students.
Central	Both	Too many needs crowded into one classroom.
Central	Both	Too many needs in one classroom; in one gr 9 class of 31, I have 1 globally delayed special needs student, 11 on IESP's for accommodations and modifications to curriculum, behaviour issues, and 4 academically strong students who are not being challenged, and 8 at-risk students.
Central	Both	Too many students crammed in a small room, teacher cannot help individual students, many students with needs in smaller number of classes
Central	Both	Too many students to work with, all with varying needs in the same classroom. Despite IRT help with most L.A and Math classes it is hard to go around to all students either to provide help, repeated instructions and re-explanation of instructions. In an hour class basically you have two minutes of time per student, that's if you don't spend 20 minutes introducing the lesson.
Central	Both	Too many to deliver foods and nutrition unit in home economics. Too many students in room to meet diverse needs. Difficult to do projects and enrichment activities.
Central	Both	Two completely different curriculums being taught in one room at same time
Central	Both	Unable to take class to science lab. Too many students, it's not safe. And there is no other teacher(s) available to assist with this issue. The result is a modification of learning that is not nearly as engaging or valuable for students.
Central	Both	We have a large Grade 7 class this year. Grade 7 is a big transition to begin with, then add increased noise levels in a class twice the size that they are used to and you get a lot of struggling students. There are fewer opportunities for meaningful class discussions. Our technology lab is not equipped for that number of students, so students have had to double up on computers. It is difficult to safely introduce them to the science lab given space concerns. If increased class size was the only concern, the negative impact wouldn't be as great, but when you add Inclusive Education to the mix, it doesn't work.
Central	Both	We have one class of 33 grade 7 students in our school. We are physically unable to manoeuvre around the classroom to get to every student. I ask them to rotate seats every day so I can try to reach all of them by week's end. Even by doing this, most times I still am unable to get around to them all.
Central	Both	With 28 students in a small classroom, there is very little room to move about the classroom, so grouping is limited. Student feedback is slower because of the increased classroom size - correcting takes a lot of time. Individual/ mini groups are difficult to conduct when you have so many students in differing levels - the time is not there to create and meet every one of the students needs.
Central	Both	With increased class size and less Instruction Resource Teacher help it is difficult to meet the needs of students including at risk learners, gifted students as well as those who require student assistant time but don't get the time needed so those children get placed in one classroom and makes it very difficult for the teacher.
Central	Both	With the change in intermediate class size, grades that would have previous been split to two classes are now one. The higher cut-off number means more work for the teacher and less attention paid to individuals in the classroom.
Central	Both	You have increased class size and have not increased the allocation. As well, inclusion has taken a toll but the spec. Ed. allocation has not increased.
Eastern	Both	- Less time with each student - less time for activities (more "chalk and talk")
Eastern	Both	- Much more time dedicated to off-task behaviour. Less time delivery material.

Region	Impact	Q7A: Increased class sizes
		<ul style="list-style-type: none"> - Overall noisier and more challenging classroom environment. More difficult for students to learn and stay on task (especially students with ADHD, other needs). - Less time per student and often unable to answer all questions. - Unable to do as many D.I. activities as I would like as group work is far too stressful in large classes.
Eastern	Both	<ul style="list-style-type: none"> - Not all students get seen by the teacher in the class for help/clarification - No physical space in the room for learning centers - Behaviour problems increase because of close proximity in classroom
Eastern	Both	<ul style="list-style-type: none"> ~ Less attention per student ~ Limited on what activities we can do in class ~ Physical space in the classroom (too many kids, unable to move, limit possible learning activities), ~limited field trips (most facilities can no longer accommodate full classes) ~ The amount of correcting
Eastern	Both	<ol style="list-style-type: none"> 1) Moving around the physical classroom 2) being able to get to speak with or help individual students who need extra help
Eastern	Both	<ol style="list-style-type: none"> 1. Limited ability to address individual needs of students, especially ones with exceptionalities. 2. Crowded classes. Rooms were not built for 32+ students. 3. Large workload to plan, implement and evaluate larger numbers of students.
Eastern	Both	21 Kindergarten children in a very small classroom is greatly affecting the Teaching and Learning in this classroom, plus the high needs
Eastern	Both	25 grade 1 students- No IRT support- many BMP's, Pre-referrals and IEP's.
Eastern	Both	<p>27 kindergarten students with one adult in the room. Time is spent almost exclusively managing bodies and hardly at all spent focused on curriculum and learning. Large class sizes are difficult at any grade level, but particularly difficult in kindergarten where some children are still 4 years old. Very stressful on the teacher.</p> <p>In classes of 30 it is near impossible to gather sufficient assessment data for first term report cards. It is utterly unreasonable to think the learning of 30 vastly different learners can be effectively administered in a 30-minute period. Not to mention the increased time it takes outside of work hours to plan lessons that target all 30 learning needs, grade 30 different pieces of work, and write 30 different report cards. I'm exhausted and it's only November.</p>
Eastern	Both	28 students in an ICF class. Teacher finds it very challenging to do the program as it is meant to be delivered.
Eastern	Both	29 students in junior high math compared to 21/23 last year. Classes have students who are placed in the grade not having passed the previous grade. Some of these are identified as students who need additional help while others are so identified. There are several students in each class with diverse learning needs that cannot be met by one teacher in the classroom. Students who require one on one help cannot receive it.
Eastern	Both	29 students in my class leave me without time to address the needs of all students. Limited class support because we have to prioritize where supports go and students who are LD or on altar alternate programs are constantly Seeking help from resource teachers That are not available to lend a hand.
Eastern	Both	30 + students in high school classes / less time and attention for individual students
Eastern	Both	30 students in my room; no IRT support due to high needs in school; students get virtually no one on one time with me; so much time wasted on classroom management due to high number of students; not enough tech equipment to service all of my students at once.
Eastern	Both	32 students in a class 29 of them have accommodations, hence very difficult to adapt lessons outcomes to all
Eastern	Both	35 students in a classroom with room for 25 desks.

Region	Impact	Q7A: Increased class sizes
Eastern	Both	<p>36 students in a class. I never get to address individual student questions/concerns during class. There's simply no time (or physical space)! This makes students anxious as well. They're preparing for public exams and would like to have a teacher's one on one attention, but understand the constraints of my class time. In turn, I'm giving up more lunches and after school time to help students who I didn't get around to help during class.</p> <p>Too much time planning/assessing takes even more time away from my family life. Very stressful.</p>
Eastern	Both	<p>36 students in a classroom prevent me from giving individual attention to students, inability to check homework, go over individual questions and answers.</p> <p>Correcting is a nightmare and takes away time from planning and prep.</p> <p>This year is most definitely a different year, and not for the better.</p>
Eastern	Both	<p>A Class of 28 students in a 50-minute period, once a day means that I am able to give approx. 1 minute of individual attention to each student. By the time I group instruct or teach (20 minutes) I have about 1 minute per student. If this is the same of all classes each child is receiving about 5-minutes/per day of individual attention from teachers.</p>
Eastern	Both	<p>Additional students require longer periods to complete grading which results in students having to wait longer to receive their completed evaluation. These longer times are an issue, due to the fact that we have long since moved on, and thus students are unable to make a connection between the material taught and the assessment.</p> <p>More students' means less time spent with each individual student.</p> <p>More students mean an increase in behavioural issues, which in turns leads to less instruction and teacher stress.</p>
Eastern	Both	<p>All my classes have increased to over 30 students in my class. I have 5 slots. My ability to assess effectively as been challenged. My ability to help students with individual needs as been compromised. In fact I have over 30 students with exceptionalities with no assistance from support/special services. It's been a disaster. It's only nova and I'm exhausted. I love teaching and am preying that I can make it another 5 years until I am able to retire.</p>
Eastern	Both	<p>Almost all have my classes have increased by about 10 people. The difference from last year is stark. There is less time for individual help, students are less likely to contribute to discussion, there is less physical space in the classroom for activities and collaborative activities, the volume during these activities is more difficult to monitor, computer lab and library booking is more challenging. My stress is increased with increased correcting amount (with the same pressure to provide timely feedback), classroom management and planning becomes more challenging and increased teacher stress has a negative impact on my ability to provide quality education.</p> <p>Increased class size also means less classes of each course in our school, therefor I a larger variety of courses so my planning load has increased. I cannot spend the same amount of time planning for one course as I once did so the lessons are not as always as exciting or engaging as they once were.</p>
Eastern	Both	<p>Almost all of my classes have 30+ students with more transfers weekly. This greatly impacts my ability to provide a varied learning experience to meet all needs and significantly limits the opportunities for hands-on learning, including any required labs.</p>
Eastern	Both	<p>Amount of (possible) individual student attention has been very negatively impacted. Unable to meet the varied needs of students in classroom.</p>
Eastern	Both	<p>As a high school teacher, I have at least 35 students in all of my high school classes. All varying abilities are within these classrooms- as with the inclusion model. I have no student assistant or IRT support.</p>

Region	Impact	Q7A: Increased class sizes
		Within a typical class of 35, there are numerous learning diagnoses, mental health issues, home issues and students within the autism spectrum. It's near impossible to have adequate one on one time for the students who need and deserve it. Students who are strong academically get next to no time/discussions/input from me- time does not allow
Eastern	Both	As a phys.ed teacher, teaching 49 high school students in one class is restricting their on court time regardless of co- teaching. With respect to the curriculum it's hard to meet all the outcomes due to this size of class
Eastern	Both	As a substitute music teacher, I find that fewer students are able to use instruments in music class as most schools already have limited instrumental resources. Hands-on playing is very important in my opinion during class time, and increased class sizes makes this difficult to offer. It is also harder to cater to different ability levels with larger groups, and to keep students focused, motivated and on-task.
Eastern	Both	As a substitute music teacher, trying to achieve outcomes in a large class (where there is already a lot of noise due to singing, instrument-playing, or movement) can at times feel impossible, because a large part of the (generally, only 30-minute) period is taken over by classroom management/behaviour control.
Eastern	Both	As a substitute teacher, larger classes make it very difficult to get to know the needs of the students, even if you sub at the school frequently. The larger classes also mean less support in the classroom for a larger number of students who need the support, which is frustrating for them & this affects everyone else in the classroom. Classroom behaviour issues have increased, even in schools where it wasn't an issue before.
Eastern	Both	As a teacher I cannot meet the needs of students who need assistance.
Eastern	Both	As a teacher in a rural school, we see many classes combined by grade level (multiple grades combined for courses), which increase class size.
Eastern	Both	As an English Language Arts teacher in Junior High, I feel that the individual one-to-one attention that I can give to the students who need me must be impacted in a classroom with increased class sizes. Further, it significantly has increased my workload as it adds much more correcting to an already large pile. Finally, the classroom atmosphere is impacted because the room is busier and harder to control.
Eastern	Both	As an English teacher, the amount of correcting I have on a weekly basis is enormous. It is also almost impossible to help each student during class time because there are so many.
Eastern	Both	As an IRT can't get around the classroom to help all of the students who need it. Too many needs in one classroom and not enough support/resources
Eastern	Both	As an IRT having students with pervasive needs in classrooms with 30 students and no SA support as well as minimal IRT support due to demands in other rooms causes stress on the classroom teacher and on the well being and academic achievement of these students who are capable of learning. The decrease in service, increase in class size and demands placed on classroom teacher and IRT has failed these two students. The classroom teacher tries the best she can to meet the needs they have academically and socially but due to the number in her class there are times when they are idle when they could be working if the proper supports were in place.
Eastern	Both	As an IRT, I am experiencing larger classes with a greater number of students requiring accommodations. It is difficult to provide the amount of service to students with limited support.
Eastern	Both	As the school counsellor, I have had to redeploy resources from DESERVING children in other grades to accommodate over-cap kindergarten classrooms. The board also had not provided a fenced in area for the K's to play safely in outside, so we have had to take resources from other children to accommodate their play time to have adequate supervision. Our entire staffs have also had to take on extra supervision duty, as there is not enough space for the K's to play

Region	Impact	Q7A: Increased class sizes
		outside during other students' recess and lunch play. I now have had to look at other colleagues of mine and explain why I am taking resources away from their classrooms and their students and increasing their workload and stress level. It is a terribly planned, terribly under resourced program that has merits in theory but unfortunately is failing our children immensely due to its poor implementation.
Eastern	Both	Because of if the # of weaker students in 2 English classes are high!
Eastern	Both	Because of the increased class sizes it is hard to reach all the students who need the extra one on one time with the teacher in order to progress to the next level in learning. Because of this, some students get very frustrated with their work and eventually give up or become less self-motivated to continue on with the assigned instruction.
Eastern	Both	Behaviour issues and safety concerns have increased. The education of the students is a concern as well. It's hard to teach a class when it's so large that you have to put aside teacher to deal with talking, thrown objects, arguing, etc. Students who want to learn are left still there waiting to class to resume after issues are dealt with at the classroom level or until after students are sent to the office, a page has been made to the office and a note has been made in a book or on Review 360 about the occurrence. In some cases class can't continue as normal because a certain student has a behavioural plan that requires someone to come from the office to escort said student to the office.
Eastern	Both	Being an IRT teacher, it is extremely difficult or impossible to meet the need of my students when included in a larger classroom setting. The needs are increasing and the demands that go with it.
Eastern	Both	By this time of the year, I am usually able to have 2 process pieces completed in Grade 5 LA, I know what each student's instructional level is, and have developed relationships with students to know their needs. Having 27 students in my class-9 with accommodations and programming- I am unable to get to each student on a daily basis, cannot get to a process piece with each student, I still do not have all instructional reading levels for my students and reports are due out in the near future. And I know very little about my students, as individuals, all strengths, needs and interests.
Eastern	Both	Cannot get to all the students who need help! Very frustrating when there is not enough time to help those in need.
Eastern	Both	Cannot meet needs of all students especially with mental health issues delivering same outcomes in same class. Too many needs and too many students in one class.
Eastern	Both	Cannot provide the individual attention students that require it, especially with the increased needs of students under the inclusive education program
Eastern	Both	Can't get to help all of them with questions sometimes, can't give them the individualized help they need
Eastern	Both	Can't teach 1 on 1 to very many kids to explain what's happening
Eastern	Both	Cap in Elementary increased with no extra resources or time
Eastern	Both	Children in Immersion programs are considered children of " optional" programming. Therefore, they are all crammed in together, receive NO special services support if necessary, as the government deems immersion an elitist program. This is not equality! Increased class sizes learning a second language, given as a right in Canada, has caused many children a disservice in their right to knowledge they wish to learn. They get nothing! ~ English students get little, French students less again!
Eastern	Both	Children with academic difficulties or social and behavioural concerns are not being reached by the classroom teachers due to large class sizes
Eastern	Both	Class numbers have been increased without regarding class composition. The norm within inner city Elementary schools is now 25+ students running at about fifty percent special needs with little support. Special needs include learning disabilities, behavioural issues, socio-economic

Region	Impact	Q7A: Increased class sizes
		issues, E.S.L. students, childhood psychological disorders and medical issues.
Eastern	Both	Class of 28 students including students on the spectrum. One who is extremely high needs, 8 needing note support and 4 others needing accommodations but not enough IRT support for even 1 period.
Eastern	Both	Class of 38 students in lab based public exam course. Very difficult to get to all students and difficult in doing lab work.
Eastern	Both	Class size 31. 13 students with exceptionalities. Common issue in all classes.
Eastern	Both	Class size approaching 40 and some students are not able to choose science courses because classes are full.
Eastern	Both	Class size increases means more students needing extensive support in the one class making it IMPOSSIBLE for the teacher to meet the needs of the children who are reaching outcomes at grade level or above to receive any teacher focused support. This affects class community, motivation of students, students feeling undervalued and unimportant, students not feeling they are being adequately challenged and school becomes boring and a place to dread.
Eastern	Both	Class size it 30 or more in most of my class in a junior high setting. Becomes difficult to meet all student needs and difficult to provide quality feedback to students
Eastern	Both	Class size of 30 with IRT teacher because of need of students, but IRT not available at all times
Eastern	Both	Class size over 35 students. Students with exceptionalities in the regular classroom. Cannot give individual help. Classroom management issues. Student needs not being met.
Eastern	Both	Class size would not be an issue if... ...students had space to work freely with groups, when necessary, and space to move around a room where they spend the greater portion of their day ...there were SA's to aid with student safety concerns ...teachers had time necessary to prepare for added demands of the classroom setting ...supports were in place for inclusive education
Eastern	Both	Class sizes for Grade 10 math are in the high 30's. We have Physics 2204 classes with 38
Eastern	Both	Class sizes have increased with many students who need individual attention. It impossible to get to have an academic personal relationship with all these students. Many students will fall through the cracks because of a lack of professional resources. I'm identifying student in grade 11 and 12 with reading issues. They are not identified and with a smaller class would be seen by the classroom teacher. This is become by more impossible.
Eastern	Both	Class sizes in junior high have increased to 30 students in some cases. These classes are too large to give students the attention they need, especially when many also have learning disabilities that are not receiving support in the classroom either.
Eastern	Both	Class sizes of 30 plus students in my grade 10-12 math classes is not ideal for students with learning disabilities, require extra help, etc. and it also impacts teacher workload.
Eastern	Both	Classroom is crowded. Ability to interact with all students is hampered by close quarters and by sheer numbers.
Eastern	Both	Combining classes in early and late French Immersion.
Eastern	Both	Combining grade 7/8 ELA has increased my class size to 21. Although it's not an unmanageable number, it is difficult to provide quality education to all of the students in there because of the varying reading levels represented there.
Eastern	Both	Completing Reading Records in my room with 27 students is impossible. I can't do these outside my room, as there is no one to supervise the other 26 students. Can't do Healthy Living Initiatives; no space.
Eastern	Both	Crowding with no space to provide individual learning opportunities.
Eastern	Both	Currently have 42 in one class and 38 in another
Eastern	Both	Currently I am teaching a grade 7 class of 32 students. Within this class there is only 6 females. There are over 15 students needing accommodations with one of the students being autistic who

Region	Impact	Q7A: Increased class sizes
		had a student assistant at the beginning of the year but no longer does. The range of behaviours and levels on this classroom are very wide range. I am teaching this class core French with no student assistant or IRT supports. They are receiving these supports in the math and language classes. It makes it extremely difficult to help many of the students that want extra help, and it also makes it very easy for students to get off track in this class.
Eastern	Both	Decreased ability to provide needed individual attention to students struggling academically; decreased ability to provide necessary accommodations to eligible students, increased student behaviour issues, increased office referrals, increased school suspensions, increased teacher workload, increased negative impact on job satisfaction and well-being.
Eastern	Both	Decreased one on one time with students.
Eastern	Both	Depending on the course and level of student being taught, this makes it difficult to do different activities, administer in-class help, and increases the workload of correcting. Also, it often means that more than one version of a test has to be created to combat cheating because students are so close to each other when writing tests.
Eastern	Both	Despite additional allocation, still 34 and 35 students in Grade 8 classes in Tech lab, Art, Music, Phys Ed, Religion, Health, Core French.... too many
Eastern	Both	Difficult to assess individual needs. Difficulty to run laboratory exercises due to safety concerns.
Eastern	Both	Difficult to attend to the needs of all students in the larger size classrooms, and space restrictions.
Eastern	Both	Difficult to provide immediate feedback on an individual basis due to significantly larger classes. Some activities cannot be done due to increased numbers.
Eastern	Both	Difficult to provide support for weak/inclusive students do to lack of time for individual attention and the classroom management issues that arise from over crowded classrooms. Also, as a substitute it is increasingly difficult to obtain sub days because there are more unemployed teachers and less positions to fill.
Eastern	Both	Due to a large class size I had very little physical space in my classroom, I had less time to provide support for the students in my class who required it,
Eastern	Both	Due to combined classes in my school, our class sizes increased to 31 students in our grade 4 classes. My class list in grade 3 had 26. We did not get an extra teaching unit until Oct 3. So for a whole month the class size was negatively impacting teaching and learning. Luckily, we did get a new unit and it had a huge positive impact.
Eastern	Both	Due to increased number of students in a classroom, students are becoming frustrated that they cannot get the teacher help needed when they are struggling with an issue/problem.
Eastern	Both	Due to reductions in teacher allocation, we have combined some classes together, increasing class size significantly. For example, 3 homerooms of students are now recombined into 2 classes for many subjects.
Eastern	Both	Due to safety concerns the full curriculum of PE cannot be met because numbers are too big resulting some outcomes not being met.
Eastern	Both	Due to the size of my classroom in grade 7 I find that I spend more time managing the classroom than giving individualized attention to the students. Last year this same class would have been split into two classes and I would have been able to give more individualized attention to the students!! Increasing class sizes does negatively impact the quality of instruction and the delivery of instruction.
Eastern	Both	ESL students receiving less support due to increased demands on the classroom teacher as well as specialist teachers.

Region	Impact	Q7A: Increased class sizes
Eastern	Both	Even with myself and an IRT, it is absolutely impossible for me to answer all the questions of my 35+ class of high needs. It takes 20+ minutes to get everyone logged into their Google Classroom, because there is such high needs packed into one room. I do everything I can, but learning new skills, like analytical essay writing, is almost impossible when students fight for our attention.
Eastern	Both	Everyone would prefer low class numbers but I don't feel that the increase has negatively impacted students.
Eastern	Both	-Extremely difficult to find time in class to conference with students -feedback is not as timely -many distractions in the room -many students in the same class who require accommodations/additional supports
Eastern	Both	FDK class size was supposed to be 20. I ended up having 22 because board added 2 more to the cap.
Eastern	Both	Five students with IEPs are in my class and they require one-on-one all the time. This prevents me from getting to other students who need a "boost" to get going. More students mean more individualized attention required. I have several students who need to be challenged and there is not enough time in the day to plan for enrichment activities. These children do not work well independently and then become behaviour problems because they are bored. I have a physically violent student in my class who refuses to do much work. A lot of time is dedicated to trying to motivate this student, but without much success. We have lost instructional time because we have had to clear the class when this student becomes violent. The class loses direction when I am trying to deal with this student during a violent outbreak. This student consumes most of the IRT time and other students lose support, when support is needed. I have thirty students, thirty sets of anecdotal notes, assessments of learning. Etc. I have thirty parents who need/want responses to emails, thirty report cards with a PowerSchool system that we received no in-service on. There are four days in a month when I have no duty; full day kindergarten resulted in increased duty for all teachers. Teaching has become very stressful and it is impossible to meet the needs of all students.
Eastern	Both	Food Labs for nutrition class are full capacity; this will impact students getting an opportunity to personally experience the life skill of preparing and cooking food. Phys. Ed. And Healthy Living classes are often combined with numbers up to 60+ in the gym at once. This negatively impacts inclusion, activity time, students feeling safe, etc.
Eastern	Both	For the first time I have a class of 33... and fortunately the learning diversity is fairly consistent, no high needs, however, to actually interact with all students and be able to address all students sometimes is not even close to possible. I feel like it's a continuous struggle to address questions when students are working on something in class... and when you don't get to everyone you feel like you failed to do a good job because you know students are leaving the classroom without having their questions addressed
Eastern	Both	French Immersion class sizes of 35 plus. Many children with various needs. Little to no support for children with needs in FI. Alternate setting room for accommodations full every class - hardly an alternate setting. Extended periods of time required for grading for larger classes - meaning students not receiving graded evaluations in a timely manner. Impossible to provide needed one-on-one in class sizes of 35 plus. Computer labs/ipad carts set up for classes of 25. What does a teacher do with the extra 10 children? Classroom behaviour becomes difficult to manage. Academic dishonesty (cheating) on evaluations has increased. Teachers are exhausted already in November. How can that be good for student learning? Teachers still expected to give the same or more time for extra curricular despite added demands. Curriculum simply cannot be delivered properly in these less than adequate conditions.
Eastern	Both	Grade five classes with thirty learners in each. Each class contains a number of students with

Region	Impact	Q7A: Increased class sizes
		identified exceptionalities, all of whom have behavioural outbursts that sometimes result in calling secure schools. It is unacceptable for a safe and secure learning environment - in fact, it is anything but.
Eastern	Both	Greater class sizes mean less time to help individual students both with and without exceptionalities.
Eastern	Both	Greater numbers in any physical education setting means that safety is compromised, even in classes that are well behaved. Furthermore, with already limited physical education available throughout a throughout the year due to a lack of resources (mainly facility space and school allocations) it means that planning often requires more students than ever to sit out during a lesson rather than remain actively engaged.
Eastern	Both	Hard to determine who to teach to. The middle ground doesn't benefit the excelling or the weaker students. Yet, neither can we teach to each extreme and avoid the middle.
Eastern	Both	Hard to help all students. If lots of them have questions it becomes difficult to give them all the help that they may need.
Eastern	Both	Harder to assess outcomes and implementing differentiated instruction. It takes much longer and you often lose the attention of other students.
Eastern	Both	Having more students on the classroom means less time spent with each individual student. Individual needs are not being able to be met, especially if no or very little classroom support for students with needs is provided. The students without access to these needs often rely on the teacher alone to help them on a more individual basis. Having more students in the classroom often results in a less than optimal environment to allow for one-to-one student-teacher time.
Eastern	Both	Higher numbers of students means less opportunity to help students with academic issues. Higher numbers increase the amount of disruptive students in the class. Higher numbers limits the actual physical space and room for students. Higher numbers mean more students with accommodations that are not being met.
Eastern	Both	High school class size gone to 35+ because of decrease in teaching units, causing less program/course options.
Eastern	Both	Homeroom classes that have exceeded the available capacity of desks and computers in the computer lab and other rooms. Homerooms where students have been used to smaller class sizes now becoming more rambunctious due to students being "crammed together".
Eastern	Both	How do I get to help the struggling student in a class of 37? The modern day student has changed yet our academic expectations have risen. The issues coming into our classrooms are unmanageable. We cannot cope with these serious issues. These students deserve expert attention and yet are expected to be achieving like their peers. There is a disconnect between what is expected and what is possible to be accomplished by a teacher.
Eastern	Both	Huge class sizes, no money and not enough supplies.
Eastern	Both	Huge classes (for example, 24, 25 and 26 students in a grade one class) with very limited supports (i.e. 30 minutes per day when lucky to get it at all) make it hard to reach the needs of all students. I only have 24 in my grade one class but I have students who don't even know their letters and numbers as well as behaviour problems all day long with no support AND a student who is on functional curriculum who is not independent yet and requires one on one support. This student is approved for student assistant time and IRT support but doesn't get it because there is more challenging needs elsewhere in the school. How is one teacher supposed to meet

Region	Impact	Q7A: Increased class sizes
		the needs of all these students? How is inclusion working here?
Eastern	Both	<p>I am a parent of grade 8 children who is quite bright but is in a classroom that is largely weak. The class sizes now dictate maximum capacity. With maximum capacity, come the inevitable 5-7 children who need individualized attention most of the time. There is not enough to go around so the teacher now has to teach to the lower end of the group as opposed to the average or higher end. It may sound selfish but she is being robbed of curriculum coverage. Some teachers are covering these areas and with multiple classes of the same grades come common exams. Common exams that cover higher end topics that have not had the necessary teaching time spent on it because the teacher is too busy trying to bring along the much weaker child to a passing grade.</p> <p>As an educator, I see that teachers are forced to make the choice between teaching to the average or the lower end. The quality to classroom delivery of programs has been seriously compromised.</p>
Eastern	Both	<p>I am a substitute in cabs, specifically physical education so I have the opportunity to work with many grades. In many schools combined classes of over 50 students is normal in the gym, these classes have two teachers. Having so many children increases the likelihood of accidents, changes the types of activities that can be completed safely and changes the social dynamics of the students. Many who would take part tend to find it overwhelming and those who would do well get a poor physical education program. At the end of the day, the students suffer. Without support (assistants) more children tend to act out and there are more social issues to deal with. Larger classes usually have more stressed children.</p>
Eastern	Both	<p>I am an IRT and the increased class sizes has limited the time I have to work with individuals in the class, meet the classroom needs as well as the pull out instruction needed for some individual students. It has strained all the IRT time in our building because so much support has to be provided to full day kindergarten</p>
Eastern	Both	<p>I am co teaching with another teacher in a room with 32 students. There is badly room to move and therefore we are unable to split the class into two separate groups to teach.</p>
Eastern	Both	<p>I am currently teaching 28 grade five French Immersion students with several academic and behaviour needs. Last year the students were in grade four in two separate classes of 16 and 17 students respectively. Five of the remaining 33 students were placed in a combined grade 5/6 classes of 18 students. One teacher has to manage with 28 students in a second language-learning environment while the other teacher has to manage two curriculums with lower numbers. Neither situation is palatable. When we go on field trips or do grade five specific activities, I often end up with 33 students. There are so many inconsistencies and deficiencies in this new model that I would require a lot more space in which to elaborate. This was an idiotic move on the part of government and I only hope that it is revisited before more students and teachers fall through the cracks!</p>
Eastern	Both	<p>I am not able to meet individual needs. More students' equal more discipline issues, which means less time, spent on academics.</p>
Eastern	Both	<p>I am not able to teach what I know I am capable of teaching; therefore students do not learn what they should be learning at school.</p> <p>Example: Today I taught a class of 30 grade 7 French students. I spent the majority of the period addressing behaviour issues and managing the classroom. If numbers were smaller, this would not be so.</p>
Eastern	Both	<p>I am teaching a group of 29 grade 8 students. There are a number of students in the class who cannot read or write. There are others with IEP's, ADHD, and other behavioural issues. This is also an English stream class, which often gets the least motivated and more difficult students.</p>

Region	Impact	Q7A: Increased class sizes
		With a smaller number of students these overwhelming issues can be better dealt with and assure some quality of education. Larger class sizes only magnify the problems.
Eastern	Both	I am unable as an IRT to provide the supports necessary to individual students due to increased classroom sizes
Eastern	Both	I am unable to spend time working with students as I have in the past because of the large numbers of students in the classroom and the large number of student needs that have to be met now. I do not physically have room to circulate around my classroom because of the number of desks and students make it impossible to move freely between rows. Students are now crammed together with literally inches separating them from one another.
Eastern	Both	I believe 25 students in a primary French Immersion class (with no IRT support) are helpful for anyone. Even with a "good" class there are still exceptionalities we as teachers are trying to identify. I firmly believe the cap for Grade 1 should be a maximum of 20 students (especially when no IRT support is available). Anyone can put their children in French Immersion remember. For example, I have a child who knows only 8 letters of the Alphabet in English, not alone in French.
Eastern	Both	I cannot get around to help all the students who need help, or to fully answer the questions of those I do help because so many more are needing support. My classroom is, at times, so full that it can be difficult to physically navigate around the room.
Eastern	Both	I cannot provide timely feedback or individualized attention to my students. This is especially true for FI students needing extra attention.
Eastern	Both	I don't have a specific example. But a student who could not get all the help needed last year, we can expect that same student to struggle more this year.
Eastern	Both	I find it harder to control Classroom behaviours. Students aren't getting as much attention from me
Eastern	Both	I find it very challenging to meet the needs of all children.
Eastern	Both	I have 22 students in my classroom. I realize that is a realistic number of students. However out of that 22 I have 11 students with IEPs, modified programming and 2 on alternate programs. I receive only 30 mins per day for help and support. I am overwhelmed!
Eastern	Both	I have 24 students currently. 3 ESL. 8 who are non-readers? No support. Any new students will be placed in my class because of the combined class maximum. Students are not getting the help they need. I cannot help all of the ones who need it
Eastern	Both	I have 26 children. 5 with anxiety issues. 1 with autism. 2 others needing student assts for behavioural issues. And 1 who is at mid kindergarten level academically and 17 others- 3 at end grade 1 level, 5 at grade 2 level. 9 are at grade level. I teach grade 4. I have no student asst. And 3 requiring one. I get very little irt time because other needs in other classes outweigh mine. I try to place kids in academic groups to do guided reading... then I have a child getting a panic attack over something or someone has a meltdown. I try to teach math. I have a child on regular program... not assessed who can't add two 2digit numbers while I'm supposed to be doing 4 digit addition. I still have other children I can't work closely with because my time is consumed with children breaking down or needing much help because they are so far behind the avg. I need to do assessments to effectively teach... getting thru 26 reading records and trying to occupy 25 children productively is impossible. It takes 20-30 minutes to do one. I have 2 children in my class who are learning nothing because they are so far behind. They are cognitively lost and don't understand and should be doing alternate programs that are at their level so they feel successful and learn. But they are in reg gr 4 feeling dumb because they can't do the work.
Eastern	Both	I have 30 students - four PAs, two Pervasive, 15 reading below grade level (levels P through Z). I find it near impossible to keep up with the demands. I'm tied between my two pervasive and

Region	Impact	Q7A: Increased class sizes
		the other PA's. My other 26 students are suffering... there is no enrichment and hardly any other individualized attention. Behaviours are starting to pop up (and I've never had any classroom management issues before). My students are not receiving their courses and one pervasive only have 3 ten-minute sensory breaks a day. I'm lucky if I have an hour or IRT support - she is often called away for other student's needs or behaviours.
Eastern	Both	I have 32 children in some classes (I teach all classes) and that really takes away from the ability to do certain activities due to the high numbers. Classroom management is more difficult and giving attention to all students is challenging.
Eastern	Both	I have 33 students in one tiny classroom where I have to pair the desks together to be able to move around freely. They have lost their ability to have some personal space. I also do not have the time to address every individual student, especially those who need the extra help.
Eastern	Both	I have 4 students who have an ISSP in place and at least 4 others who need individualized attention. With increased class sizes, there is no possible way to attend to the diverse needs.
Eastern	Both	I have 6 more students in my class, total of 27. 12 of which are on IEP. Very difficult to try and meet the needs of all children. Some IRT support, but as in all schools, these teachers are maxed out too.
Eastern	Both	I have a class of 28 and I'm teaching a French program where speaking and listening should be a priority but the large numbers have prevented me from delivering the best possible program I can. I find myself resorting to paper and pencil tasks more often this year when for the last few years I could facilitate and implement many more of those enriching speaking and listening activities that improve and enrich the learning experience in a second language.
Eastern	Both	I have a class of 32 students in French Immersion (Junior High) where several (5) receive accommodations. FI currently does not receive any support whatsoever; therefore I am completely on my own to figure out how to provide those accommodations (alternate setting for testing, for instance) for those 5 students. Another class (Core French) I have 26, where 6 students have severe learning difficulties / exceptionalities (to the point that instruction is most successful on a one-on-one basis with these students). Again, French is almost always left to the wayside with support and I am one person trying to teach a myriad of ways. Next year, given the current class "caps", will have a severe negative impact on my other immersion class. There are 2 grade 8 immersion classes, each containing 17 students, one class has 5 students who are entitled to accommodations, and one student will be moving before the end of December, therefore, given class caps are higher in immersion, those two classes will be combined to form 1 huge class of 33 in Grade 9 (keeping in mind those 5 students with learning needs, and there will be no support in that class). This will gravely negatively impact the way those students learn achieve success, given my experience last year and this year.
Eastern	Both	I have a class of 34 in junior high with 17 kids who receive accommodations. Obviously I can't get to all my students who have needs. The class is demanding and stressful.
Eastern	Both	I have a Grade 7 class of 28 students where 12 have identified learning disabilities (one has Autism). This inclusive class has a co-teacher in Math, Language and Science but not in socials and French. I have been teaching junior high for many years, am hardworking and dedicated but this goes too far beyond what any individual teacher is able to cope with. It is unfair to both teacher and students.
Eastern	Both	I have a high number of students in my class with needs. They were grouped together to maximize IRT support. The negative impact is that the IRT is not in the room at all times and then it becomes impossible to meet the needs of these students.
Eastern	Both	I have a large class was 6 ESL students and many other students who require all lessons

Region	Impact	Q7A: Increased class sizes
		modified and individualized. It is an elementary grade so the year is jam-packed with specific content and the ESL children are not getting enough time to catch-up on basic English.
Eastern	Both	I have a larger class size 28 students with 10 on IEPs, diagnosed learning disabilities, ADHD, ODD,
Eastern	Both	I have a lot more academic needs in my class and no IRT support in French Immersion. It means less one-on-one time teacher-to-student with more expectations on myself and less time to accomplish it.
Eastern	Both	I have been teaching gr 7 class of 31 with over half diagnosed behaviour or learning disabilities. No support at all because it is core French. It is babysitting not teaching and if fucking sucks. I will probably quit.
Eastern	Both	I have classes of 30 students at the intermediate level. In one class 15 of those students are on IEPs. Three of those 15 are autistic. In another class 4 do not speak English or it is very limited. I have no IRT support at all. It is very stressful trying to teach Core French to students with this high level of need and no IRT support. In our school IRT is currently provided only in ELA and Math aside from a couple of isolated exceptions of one period. Behaviour at the intermediate level is difficult at the best of times. We are asked to make a phone call to parents whose child is at risk or missing work and it is impossible to do all of this with no help.
Eastern	Both	I have classes where several students must stand or sit on windowsills. We actually hope a few will be absent each day because there is no room. I basically play "cop" instead of teaching most days because there are just too many diverse students for effective management and teaching.
Eastern	Both	I have had class sizes increase to 32. My classroom really isn't big enough to accommodate that many students. My room has poor ventilation and it's been extremely warm.
Eastern	Both	I have had to combine 2 classes of 13 and 14 students, general and academic with an unbelievable range of needs that can't be met. Academic students are begging to be separated because material is not getting covered. When I have to explain things over and over and take questions that would normally take seconds to answer are taking way too much time. Curriculum is not being covered quick enough. Motivation for academics students is at a real low.
Eastern	Both	I have increased sizes in my French classes, which makes it extremely difficult for language learning. Speaking is an integral part of language and it is extremely difficult for individuals to speak enough with increased numbers.
Eastern	Both	I have just not been able to answer all questions that my student have during class time. I find I am writing a list at the end of each class to remind myself of whom I did not get a chance to get to. Also, increased class sizes also mean increased amounts of materials needed. We started this year with not enough desks (teachers were going around room to room looking for extras); there were not enough lab coats or materials to complete labs for that number of kids, etc. All of these things had to be ordered (luckily, our administration is excellent and got on top of this as quickly as possible). Hardest of all, is the students who struggle. We do not have enough teachers, IRTs or student assistants to go around. In addition, there are students with significant behaviour problems. There are so many children that we don't even have enough room to space desks apart in our classrooms for tests. It's not fair to the students, or to us. It's a lose lose situation. Every year since I have been teaching, they have been cutting teachers and making classrooms larger. I'm tired of hearing "It's only one teacher" or "It's only two more students per class". This has been going on for the 8 years I have been teaching. The problems are getting bigger and bigger and stress/frustration levels are at an all time high. I worry about the effects on students all the time. Some of them will undoubtedly fall through the cracks.
Eastern	Both	I have one music class of 30 kindergarten students (doubled classes due to FDK implementation) - 3 have autism and 3 are ESL. This class is more about behaviour

Region	Impact	Q7A: Increased class sizes
		management than music. I have major safety concerns for this amount of students in the space. Administration has tried to provide assistance but at the detriment of colleagues.
Eastern	Both	I have one particular Career class that has 38 students!
Eastern	Both	I have to complete running records in French and in English for the 30 students in my current classroom. Each running record assessment takes approximately 20 minutes to complete. I have to take time away from teaching to complete these one on one assessments. The time frame is just not there and it is extremely frustrating as a teacher.
Eastern	Both	I have very little time to attend to the individual needs of any students. If one student needs several minutes of my time, several more go with no support from me for that class.
Eastern	Both	I simply cannot get to all students in a lesson. There are students that need help but I simply cannot be two places at once. I feel negligent.
Eastern	Both	I simply can't get the time to meet with students one-on-one. In particular, students with learning disorders are often left behind because the one-on-one time is not there. I teach Core French and an IRT is often not assigned (depending on other needs in the school), but I desperately need an IRT and about half the kids I have right now in order to make it work. You want the highest quality education? Just give me those baseline things and I'll work wonders.
Eastern	Both	I teach a core subject in a Jr. High course with 30 students. Over half have individualized plans with accommodations and most with behaviour issues. After teaching for 17 years, this is by far the most challenging year to date. While there are scheduled IRT teachers in mathematics, There are zero hours of teaching assistants, irt or special needs allotments for my course.
Eastern	Both	I teach a kindergarten class with 28 students and 2 teachers. In the middle of October we devised a plan where we split the class and used the empty cafeteria space for our play based learning on alternating days. It is impossible to have 28 4-5 year olds playing in the classroom without complaints, fights, and struggles over play space, when there is no space. We have had to make special arrangements with maintenance staff for the use of the cafeteria and cannot use this space on day 3 and 5 because of band practice in the same space.
Eastern	Both	I teach a single grade class and my numbers are not capped off at 18. My fear is my school is very much a swinging door situation having alot of students coming to this school. So my numbers throughout this year could escalate very quickly. What would be my cap?
Eastern	Both	I teach an elective. With class sizes above the 35 mark, the cost of materials, the space and the ability to do interesting and engaging projects has been further limited.
Eastern	Both	<p>I teach half-time (other half in library). With one class of 31 students and one class of 25 in Grade 7 English with many complex needs, as follows:</p> <p>#1 – 16 of 26 students with accommodations. -3 students needing scribing. -8 students with alternate course for behaviour or self-regulation. -2 students on half days due to extreme behavioural issues. -7 students with ADHD/ attention problems. -2 students with Autism or PDD -2 students with bowel-control issues; regularly defecate in pants in class. -4 students needing supervised breaks.</p> <p>#2 – 16/31 students with accommodations -6 students needing ascribing -3 students with alternate course for behaviour or self-regulation -3 students with Autism and PDD -7 students with ADHD/attention problems -4 students needing supervised breaks.</p>

Region	Impact	Q7A: Increased class sizes
		Each class has one IRT teacher, and no student assistant. The IRTs, when they are not out testing or dealing with other issues in the building, are having to do student assistant tasks like toileting and supervised breaks. I find it very hard to keep up with home contact and updating PowerSchool 360, the behavioural record module of PowerSchool. I am doing so much more of that this year, and it is having an impact on the time I spend at grading and planning, and the time I spend on library work. I am taking more work home with me just to keep up. I am exhausted and overwhelmed, to the point of having sleepless nights and heart palpitations. I don't know how much more of this I can take.
Eastern	Both	I teach Nutrition; with the increased class size it is impossible to run a cooking lab that involves all students safely. Therefore, students have to take turns cooking.
Eastern	Both	I teach one class of music combined which has 35 students in it. I have students with zero support that are unable to work independently. With these numbers, these students are lost.
Eastern	Both	I teach PE. I have close to 40 students in a class. Sometimes in Half a gym, During many games 10 play while the rest sit and watch. Students sometimes spend more times watching than being active. (Please do not include my name in info provided to others than the NLTA)
Eastern	Both	I'm getting no sub days!
Eastern	Both	Impossible to get to every child to help
Eastern	Both	In a class with an increased size, it's just impossible to get to every student who needs help. Even in a classroom with a limited amount of students with accommodations, the increased size means less individualised attention for students. As a teacher, I feel as though I let my students down, but I just can't help everyone in the time I have, given the number of students in the class.
Eastern	Both	In a class with larger numbers, it is more challenging to address the needs of all students.
Eastern	Both	In an inclusive classroom it is difficult to deliver meaningful services to children, with the current numbers we now have in primary and elementary classes.
Eastern	Both	In my class of 30 students there are a wide range of academic abilities and behavioural issues. I feel I am just now getting a handle on classroom management with this group. The academically inclined are basically teaching them as I spend my time monitoring behaviour and time on task.
Eastern	Both	In my classroom of now 24, (22 at the start of the school year), I have many students with needs. 7 of them are on pull out programs. Because of the class size, during class time it is absolutely impossible for me to give the attention that the students are required to succeed. The students who have no needs are also suffering because they are being ignored so that the others can just "get by". I go home at the end of each day feeling like a horrible teacher because I cannot give my children what they deserve. How is this fair to anyone?
Eastern	Both	In my large classes, I am not able to provide as much individualized attention to students as I did with smaller groups. In my larger classes, there are a greater number of students with specific needs that require more intervention on my part. This sometimes leads to frustration and/or acting out on the part of some students. The result is more disruption and a slower rate of progress as we cover the outcomes of each course.
Eastern	Both	In one class, I have 28 students with 12 having learning challenges. With the big class size I am unable to provide any more than a few minutes with each of these students to assist them. That means the other students without exceptionalities get little 1:1 help although they may need this as well to help them learn.
Eastern	Both	In PE class students get on average about 15 minutes of activity in a 60 minute class because the numbers are so high most of the class has to sit out when doing activities in order to keep the activities safe
Eastern	Both	In the non-academic level 1 class I am in this year as an IRT, all but 1 student receive student

Region	Impact	Q7A: Increased class sizes
		support services (3 have ASD). Even though there are two teachers in the room, there is not enough time to provide instructional support to the students. It is very exhausting for us, and the students suffer from not getting the help they need.
Eastern	Both	Inability to-do some in class activities with large groups. Inability to give one on one help.
Eastern	Both	Inadequate space in gym for a truly active and safe learning environment
Eastern	Both	Inclusive education is a joke. WE do not have people to help all those that are in need. Students are not getting the help they need to succeed. Special services model is also an issue. There are not enough people to deliver the services required and when they are available they are glorified student assistants with no responsibility. Something has to change.
Eastern	Both	Increase class size means the diversity of academics in the class have changed. Also no supports to help with the diversity and needs.
Eastern	Both	Increase in behaviour problems due to increased challenges in classroom management caused by the increased class size.
Eastern	Both	Increase in class size affects teachers ability to manage the leaning environment and students ability to learn, it becomes more like "crowd control"
Eastern	Both	Increased amount of time spent on classroom management. Less time to spend with individual students during instruction.
Eastern	Both	Increased class size coupled with inclusive education and lower IRT allocations is making it extremely difficult for all the needs of children in class to be met. Actually in most cases it's impossible. If there is a struggling child in a regular classroom and the cap has increased by three or four and there are already several students in the class with previous diagnoses, the struggling child is rarely being seen if at all. It is downright shameful. The typical parent is not aware of these intricacies of today's classrooms.
Eastern	Both	Increased class size has affected all classes in the English stream as they are at the cap but has not impacted French immersion classrooms in my school. In 4 classes that I teach there are a total of 34 students with exceptionalities. Thus class size has largely disadvantaged students who require more support.
Eastern	Both	Increased class size has made it impossible for teachers to meet the needs of such a diverse group of students. They no longer have the physical space to work with learning centres or the time to plan activities for centre work due to increased increased amounts of correcting.
Eastern	Both	Increased class size makes it impossible to help all students who need assistance in a class. There is not enough time to get around to everyone.
Eastern	Both	Increased class size means more time needed to assess and report. This is done at the expense of teacher teaching time and personal time.
Eastern	Both	Increased class size results in increased demand on teacher attention therefore individual students get less one-on-one attention because the teacher less time to spend with each student.
Eastern	Both	Increased class sizes for courses with science labs can be very dangerous. The need to split the class to carry out a lab safely will impact coverage of curriculum outcomes especially in public exam courses. Individual help for students is lost due to large class sizes. Some classrooms did not have enough desks for students for the first few months of instruction.
Eastern	Both	Increased class sizes have a physical impact since there is not enough space in my classroom for 26 active bodies. I also have a student with a hearing impairment who is being seriously affected. Completing the simplest of tasks takes tremendous time due to the sheer volume of students. I do not have enough materials to adequately supply the students to manipulate/use (math materials/little books). Behaviours escalate due to increased distractions; petty arguments are rampant.

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Eastern	Both	<p>Increased class sizes have further diminished individualized attention for students who need it. This is simply not enough time in the day to see them all through every aspect that they're struggling in. Especially when trying to facilitate a woefully understaffed and resourced inclusion model.</p> <p>Students are getting lost and, as a result, I believe we will see further reduced student motivation as time goes on, particularly in students that are struggling to achieve outcomes or have learning disabilities.</p> <p>In my professional opinion, this short sighted budgetary decision may save a few dollars in the present but the cost (both societal and monetary) will be felt 10 fold in the years ahead as these students grow up.</p>
Eastern	Both	<p>Increased class sizes have impacted me personally in my delivery of instruction. When I assign work in my class, there is only one of me to ensure all students are on task. The increased class size means that I am more exhausted at the end of the day trying to answer student questions while, at the same time, trying to be proactive with unwanted behaviour in the classroom and ensuring the students feel safe in their learning environment. The students are also being negatively impacted, as they are not receiving the amount of attention necessary for them to ensure success in their courses. As a result of this, I see students giving up on their work in class because "no one has helped them" when really this is not the teacher's fault that they are not provided adequate resources to give EACH student the help they need to succeed.</p>
Eastern	Both	<p>Increased class sizes in my school have impacted teachers and students with increased stress levels, inability to meet students needs, inability to effectively plan for such a large group (including preparing materials, scaffolding instruction, completing individualized assessments to determine strengths, needs and next steps). These classes have large numbers of students with learning disabilities and other exceptionalities. It is simply not possible. And we are sick of being told WE need to be better!</p>
Eastern	Both	<p>Increased class sizes inevitably mean more issues i.e. behavioural, academic. Individual student attention by the teacher is difficult.</p>
Eastern	Both	<p>Increased class sizes lead to safety issues, especially in gym class. It also affects the instruction times and makes it more difficult for teachers to spend time with all students in their class that need attention.</p>
Eastern	Both	<p>Increased class sizes leads to more time spent on discipline and classroom management and less time providing specific one-on-one support to our students. Large class also drastically reduces the ability for co-teaching and flexible grouping with other classes.</p>
Eastern	Both	<p>Increased class sizes make it much more difficult for teachers teach and assess all students in their classes. It also means that students have very little physical space. Incorporating movement into the day is next to impossible.</p>
Eastern	Both	<p>Increased class sizes means having to deal with increased needs and increased behavioural issues.</p> <p>35 grade nine students in a room with only 30 seats meant logistic issues that turned into behavioural issues that turned into the inability to address individual needs in lieu of addressing discipline.</p>
Eastern	Both	<p>Increased class sizes means increased needs in the classroom (academic and behavioural). Our at risk students are not getting the attention they deserve because all of our time is being taken up by increased expectations and dealing with severe behavioural issues.</p>
Eastern	Both	<p>Increased class sizes means less one on one time per student. Students who need support are not receiving the attention they deserve to ensure they experience success. Students are frustrated because I can't get to them (or only get to them once). I am also frustrated because I</p>

Region	Impact	Q7A: Increased class sizes
		feel as though I can't support them in the ways they deserve. Obviously, this negatively impacts student achievement.
Eastern	Both	Increased class sizes WITH increased number of students with exceptionalities and severity of diagnoses make it very difficult to function in a classroom.
Eastern	Both	-Increased documentation as it pertains to special services referrals, provincial assessments, report cards, etc. -decreased teacher attention per student
Eastern	Both	Increased grade 1 class size means I am unable to meet all the needs of the students in these classes. I am spending more time providing support for pervasive students, therefore, less time for students who need help with reading, phonics, language and math skills etc. As usual do more with less.
Eastern	Both	Increased needs in the classroom i.e. academic, behavioural, personal space, noise, overcrowded, attention, instruction compromised, reduced irt support.
Eastern	Both	Increased numbers of special needs students combined with a reduction in special services support
Eastern	Both	Increased sizes means, as a physical education teacher, that I have to cut some of the activities I am doing because of the issue of safety...big numbers and bigger bodies...and I am now contemplating ear plugs because of the noise in the gym. I have run out of equipment as well and have to apply for funding to get more, as there is not enough to go around. I teach French as well, which means that the ones who really need my help are waiting days for me to get to them because I am providing work for those who work independently. Also, it becomes vice versa after a few days. It takes me 2.5 months to get through one unit.
Eastern	Both	Individual attention is non-existent. Class Management always becomes much harder with increased class size.
Eastern	Both	Individual student needs not being able to be met by the classroom teacher
Eastern	Both	Individual time spent with students has been reduced
Eastern	Both	It is difficult for me to address the wide range of needs in my classroom. I am only one person in a class of 32 students, 10 of which are on accommodations. Classroom management has become much more difficult. I cannot notice and deal with every disruption and distraction - I am one person!
Eastern	Both	It is extremely challenging to meet the needs of all individuals in my classroom on a day-to-day, week-by-week basis. In one class I have 31 students, 12 of who have IEPs, and several of who have presented serious behavioural issues. Most of my time is spent dealing with behaviours and not to the teaching and learning context. This means, of course, that the learning needs of any of my students are being met. In this class, several of these eleven and twelve year old children have been sent to the office on numerous occasions for serious infractions (smoking Vapes, bringing weapons to school, fighting, lying, etc.) and YET nothing is really being done about it. When we do not have the support of the school community and when the District does not have any teeth, there will be little to no change. The current Minister of Education believes and had stated that teachers are only concerned with their own needs and not those of their students. If I felt this way, I could shrug off everything that happens and go on my merry way. The current policy and allocation is blatantly unfair to the Province's students and is directly impacting their learning.
Eastern	Both	It is extremely difficult just to get around to check on the progress of each child during any given period of time in a subject. If you have a half hour to teach a lesson and have 29 children in a class then each student gets less than a minute's attention. This is zero quality teaching. Furthermore with more bodies in a room you have more noise level, more voices, more

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		movement, more distractions and less children are able to engage in their learning. I have seen some students complete zero work because they need help and there are too many children for one adult to get around to work with, especially when these children are being pushed through the system and should be on severely different courses. It is doing a disservice to all the children in the classroom and in the school.
Eastern	Both	It is hard to meet the needs of individual students when the class is so large. For example during a math lesson if a child is having difficulty it is hard to give them extra attention when there are so many other students.
Eastern	Both	It is impossible to meet the needs of students with varying needs in a class with a large number of students and no support. This is not an effective learning environment for the children nor is it a healthy work environment for teachers.
Eastern	Both	It is very difficult to provide individualized instruction that is required in a truly inclusive classroom when the class sizes are as large as they are now. With as many as 32 junior high students in a class, I feel like I'm taking a middle of the road approach. Teaching to meet the needs to meet the average student, with little time to enrich the stronger students and not enough time to supplement the instruction that struggling students need.
Eastern	Both	It is very difficult to reach all student needs. I try to base their education on their interests, strengths and needs. I also regularly assess to ensure that progress is being made. I am one person and the needs in my room are great and there's a variety. It's hard and sometimes impossible to get to everyone.
Eastern	Both	It's impossible to give individual students the same level of attention and support with class sizes ballooning. IRTs and co-teachers, being pulled out of classes with so many students with significant needs, often to cover a shortage of Student Assistants. W
Eastern	Both	It's that the higher needs combined with the increased class size leaves little time to reach those "bordering students" who, with a little extra attention, could make great gains. But so much of your time (and resources) are placed at classroom management and your day feels like your constantly "putting out fires"
Eastern	Both	Jr high classes are up from 23 ish to 28 ish Sr high classes are up about 5 more
Eastern	Both	Junior High classes with 28 students, too many in one class with varying needs. Impossible to meet all needs
Eastern	Both	Just adding a few more students to each class increases the number of interruptions, the diversity of learners that increases the amount of time spent on individuals. The more students that are added to a class have a direct correlation to the amount of individual time you can spend on each student.
Eastern	Both	Lack of opportunity for one-to-one contact with students. Many more hours of correcting. Impossible to try new, engaging initiatives with so many students to control.
Eastern	Both	Lack of resources available for class size. Lack of special education supports. Overwhelming amount of correcting. Difficulty managing disruptions.
Eastern	Both	Large class size now means even more students with diverse needs (diagnosed with disorders) are present but not with extra special services supports added. It means much more stress on teachers and all students in the room. Some students have voiced to me and to parents that the "extra stress and noise levels in the room make it hard to concentrate and learn". Much More interruptions as well.
Eastern	Both	Large classes decrease the amount of personalized attention available to students. When you have 34+ high school students in one room, it becomes more about survival than truly meeting

Region	Impact	Q7A: Increased class sizes
		the diverse needs in the room.
Eastern	Both	Large groupings for small children are simply chaotic
Eastern	Both	Larger class size has resulted in less time to spend with students on an individual basis.
Eastern	Both	Larger class sizes have meant less time for individual attention to students, increased discipline/classroom management issues, increased workload for teachers.
Eastern	Both	Larger class sizes have not allowed me to help students who may be 'middle of the pack'. Because of large numbers there is only enough time to get to those having the most trouble.
Eastern	Both	Larger class sizes means I have less time to help individual students - I can't get around the class to answer all questions, discuss or work one-on-one with many students. It also means more correcting and more time spent on parent contact and administrative duties, which translates to less time to plan or work with students.
Eastern	Both	Larger classes has had an impact on the time I can spend with each student and in skilled trades, safety has been impacted
Eastern	Both	Larger classes in Skilled Trades courses. Unsafe conditions
Eastern	Both	Larger classes mean more discipline problems to deal with, which decreases the amount of teaching/learning time. I am unable to adequately assist students with tasks, due to having so many to teach.
Eastern	Both	Larger classes mean a wider variety of needs of students. With bigger class's it is IMPOSSIBLE to attend to the individual needs of these students. Smaller classes would allow for more individualized planning and one in one attention,
Eastern	Both	Larger classes means there is more to manage. This alone requires greater instructional time to be used for preparing the class to listen to the lesson. It also means that students have more distractions, which interrupts attention to a lesson. Beyond that, large classes also opens the door to having to manage a greater number of behavioural issues while also attending to several more students with different learning abilities. Average to above average students are therefore often not being fully challenged, given the attention they deserve and have period of downtime while waiting for others to complete tasks. This alone impacts transition time between one activity to the next.
Eastern	Both	Larger number in regular classes with higher needs who aren't being addressed adequately. Over cap of 28 in too many classes at my school. Combined grade classes below cap (18) with little or no identified needs. Students suffer the most; adults left in stressed positions with inadequate response to what was anticipated. Kindergarten adjustment, thankfully, has gone astoundingly well, but on the backs of overcrowded peers classes.
Eastern	Both	Larger number of students means that fewer minutes per class can be provided to the ever-increasing number of students who require special accommodations, attention, clarification, prompting, monitoring, etc. Some individuals who require constant attention, clarification, coaching etc. sometimes get NO attention during a specific class. With the number of students with educational profiles constantly creeping upwards, for example, in one of my classes in junior high, nine students require special accommodations, it has become impossible to service each of them PLUS the other 20 mainstream students in one class. There are simply not enough minutes. Then, take away from this block of time the number of minutes which are spent dealing with behavioural issues, some very needy individuals get NO service at all on some days.
Eastern	Both	Les individualized time for students. Teacher stress increased.
Eastern	Both	Less 1 on 1 time to be able to help individual students. Much more classroom discipline needed

Region	Impact	Q7A: Increased class sizes
Eastern	Both	Less direct teaching from teacher. Less learning space and opportunity for various centers and activities within a classroom,
Eastern	Both	Less focus on individual needs.
Eastern	Both	Less in class support
Eastern	Both	Less individual attention Students are distracted easier Classroom management is next to impossible in a class with 30 students
Eastern	Both	Less individual help for students. More discipline issues. Difficulties completing lab work. Increased teacher stress.
Eastern	Both	Less individual instruction, higher needs in each class, more difficult classroom management
Eastern	Both	Less individual time
Eastern	Both	Less individual time for each student. Struggling students get less attention. Advanced students get less attention.
Eastern	Both	Less individual time per student more time spent correcting, speaking with parents less physical space to move around in the classroom combined class has stronger students, which means weaker students make up half of other classes
Eastern	Both	Less individualized attention, racing against the clock to cover all outcomes for all students
Eastern	Both	-Less one-to-one contact -fewer assignments/projects given -less constructive feedback as less time to evaluate each assignment -more in-class distractions (more people = more talking/disruptions)
Eastern	Both	Less support time for others
Eastern	Both	Less time available to assist individual students of need
Eastern	Both	Less time for individual attention to student needs. More disruption from students - creates more distraction for students.
Eastern	Both	Less time for individual instruction for those with significant academic needs let alone those who just need a boost; difficult to maintain classroom management when numerous children with identified behavioural challenges are in a class with varying student assistant support; extra time spent correcting, planning and returning emails
Eastern	Both	Less time for one on one interaction. Teacher administration duties taking too much additional time due to increased class size. Noise and volume increase. The needs of exceptional learners harder to meet.
Eastern	Both	-Less time to complete conferences with students -less time for small group or one on one conferences less time to complete department mandated assessments for each student -more time on class management than on teaching
Eastern	Both	Less time to spend with each student
Eastern	Both	-Less time working with students - less time for authentic assessment - less time for differentiated instruction
Eastern	Both	Limited time with individual students, as a result some students are not achieving where they

Region	Impact	Q7A: Increased class sizes
		otherwise would in a smaller class size
Eastern	Both	Limits ability to provide individualized attention to those who need it. Increased behaviour problems in class. Limits in physical space.
Eastern	Both	Little attention too so many students with needs.
Eastern	Both	Makes it very difficult to connect with individual students to the degree you need to. Not enough time to make personal connections which is critical to a students overall success.
Eastern	Both	Many students with exceptionality needs unable to be addresses, esp. children with a learning disability
Eastern	Both	Meeting the students' individual needs (accommodations)
Eastern	Both	More behaviour concerns in larger classrooms with no Assistant support to offset the lack of support for these children.
Eastern	Both	More children receiving services and not able to provide necessary help and guidance to all children in the class due to needs and high numbers
Eastern	Both	More complaints from parents and students regarding teaching outcomes - increased class size = decreased quality of instruction. More importantly, I don't have the time to address individual concerns of students when there are 35 students in a class. Learning is suffering, even if we do grouping activities. Field trips, labs, etc. all suffer with more students due to management and safety issues. Every experienced teacher knows there is an exponential negative change in class dynamics when you increase class size from 28-35 students. Every one suffers but students who have more needs, the minority, experience the greatest negative impact from higher-class sizes. So the government is specifically targeting these students with their fiscally driven policy.
Eastern	Both	More distractors for students, especially in Junior High where discipline can be a bigger problem than Senior High.
Eastern	Both	More lecturing now than one on one attention.
Eastern	Both	More planning. Less time available to individual students.
Eastern	Both	More students means less individual attention for children especially those requiring extra attention due to sled
Eastern	Both	More students per class equals less time spent with individual students to help them understand curriculum outcomes. More discipline problems. More students fall through the cracks. Increased teacher stress. Substitutes may be the only winners as they're getting more calls to fill in for teachers who need more time due to stress. Not cost saving by any measure.
Eastern	Both	More students with a wide variety of needs and behaviours, not allowing for adequate teacher-student interactions.
Eastern	Both	Much less time for individual attention and negative behaviours from 1 or 2 students impact the entire class
Eastern	Both	Much larger class sizes make it extremely difficult to reach students needs. Take, for example, a 50 typical minute class with 6 period days, where after attendance, and settling students in, with a class of 31, you have just over a minute per student if you break it down that way. Not every student needs individual instruction or aid, but there are cases with many more students that require individual help or clarification, and as such this is cutting the already short time. A reasonable cap would be 28. A great cap to class sizes would be 25. And even then, there would be struggles to reach every student's need. But, it sure would make things easier!
Eastern	Both	My average class size jumped by about 7-8 students, which means more time, spent on classroom management at the cost of instruction. In addition I am having to spend more time outside of the working day preparing lessons and correcting
Eastern	Both	My class has 28 ten year olds. They have no space to play or eat or move without sitting on desks (dangerous). We are also using inclusion, so there has to be a table at the back for small

Region	Impact	Q7A: Increased class sizes
		group work, again minimizing space. Because of these factors, students who need a little help are getting none because the attention of the teachers and IRTs are on those with high needs, all in the one class. Average students who need a little push or further explanation are left by the wayside, and bright, gifted students are forgotten altogether, losing their motivation to learn and falling far below their potential.
Eastern	Both	My class size has increased with an extreme range of student abilities. Due to full day kindergarten and no extra student assistant time or special education teacher time in my school, 2 of my students who always received student assistant time at some point throughout the day is drastically reduced. Over a 7-day period I have 5 days where I have support in the classroom from a special education teacher.... 1 period for 5 days out of 7. Students are not getting the help they deserve and speaking from my experience, teachers are becoming burned out. Most teachers go above and beyond to try and help all the children in their classroom but it's becoming more impossible to do.
Eastern	Both	My class size is 27 this year. There are specific individual needs present in my classroom and it is a daily struggle to accommodate these needs. I am overwhelmed trying to ensure on a daily basis that I have implemented the curriculum effectively while addressing the student specific needs in a class of 27 with very little support from an IRT.
Eastern	Both	My class sizes have not changed from previous years. I am one of the lucky ones!
Eastern	Both	My normal class size has doubled and now I know that I cannot offer as much assistance to individual students. I also feel that with more children comes more discipline problems and needs and this impacts the amount of time I get for instruction. Also my workload in terms of correcting has definitely changed. I just do not get to know each child as well as I have in the past, making it far more difficult to get to their individual needs. I have alternate program students in my class now during any time of the day since there is nowhere else to put them. This definitely impacts my teaching with my regular students. I have lost students assistant time from what students had last year. Many of my students who are "on paper" supposed to get certain accommodations and IRT support, it is just not happening.
Eastern	Both	My school is a very high needs school. Having increased class sizes there are numerous students with high needs in one class and there is little or no support being given either to the teacher or the student. These students with the high needs are not getting the help that they need. The teacher basically has to pick and choose who will benefit from her extra help.
Eastern	Both	My son is in a class of 25 children. As an average learner he cannot get the attention he needs. His teacher is doing her best but there are too many children with high needs. They have to spend a lot of time in their seats because there's not enough room for active learning.
Eastern	Both	My son is now in a class of 30 in grade 6. His class was always split 3 ways but this year with the cap increased, meant that the 3 classes would be combined to 2 classes, resulting in 29-30 students in class. This combined with all of the special needs students in the classroom, is just too many for the average child that, ay need a little extra help, to get any.
Eastern	Both	Needs in classes are high and with high numbers and no support at times it is difficult to help everyone on a daily basis.
Eastern	Both	Next to impossible to provide students with suitable programming with increased class sizes and the variety of students' needs in a given classroom. Within increased class sizes there has not been an increase in IRT support for learning or student assistants to support student toileting/behavioural needs.
Eastern	Both	No space in classroom. More children with need placing greater demands on classroom teacher.
Eastern	Both	No time to help/ support children in the classroom. Children are overcrowded in the classroom. High noise level during unstructured times. Difficulty completing guided reading with large numbers.

Region	Impact	Q7A: Increased class sizes
Eastern	Both	No way to get to all struggling students during the day. With inclusive education, these students (8 out of my 25) take up so much time with their needs and behaviour issues. Also I have no time to challenge my top students,
Eastern	Both	Not able to give enough individualized attention to all the students that need it. Just not possible to get to them all.
Eastern	Both	Not able to spend as much time focusing on each student, more classroom management as a whole.
Eastern	Both	Not able to take students on field trips not able to effectively evaluate students
Eastern	Both	Not enough one-on-one time.
Eastern	Both	Not enough resources to complete activities. A class of 29 and only 20 functioning computers (if we are lucky) you do the math.
Eastern	Both	Not enough resources to help all the children the way I would like to.
Eastern	Both	Not enough space and resources to work on specific tasks. Not enough support for kids with exceptionalities.
Eastern	Both	Not enough text books for entire class.
Eastern	Both	Not enough time to get to everyone's questions
Eastern	Both	Not only increased, but the demographic has made it almost impossible, in some cases, to help students most in need.
Eastern	Both	Now teaching in a multi age classroom.
Eastern	Both	-One on one attention is minimized -Decreased planning time due to correcting and data entry time being longer.
Eastern	Both	One teacher in French immersion with no extra support.
Eastern	Both	Our grade 1 classes teacher-student ratio is too high. Too many needs in each classroom that are not being meet. Students and teacher are not receiving additional support via IRT
Eastern	Both	Our grade 7 classes have gone up to 31-32 students per class. Not only do our English classes have high numbers the percentage of students in each class requiring academic support is alarming high. When we have 10 students in each class requiring academic support it makes it difficult to ensure that they are receiving the support that they need.
Eastern	Both	Our school was awarded another teaching unit after the year began which meant the timetable changed. My pervasive challenging needs students no longer receive music, tech or art from specialist teachers due to addition of another class.
Eastern	Both	Over 35 students in my five drama classes. Besides trying to fit them in the class, teach all of them, it takes so much time to correct any deliverables, especially if I want to make any comments.
Eastern	Both	Overall, I am teaching in a primary multi grade setting (Grade K-1) I have 17 in my class with a child in a wheel chair. I only have student assistant time in the afternoon. It is very challenging for one teacher to get around to all students with the vast learning abilities in a class.
Eastern	Both	Personally my class size is doable. I have 18 kindergartens. While it is still a lot, I am managing. I do find that I am not able to provide a lot of one on one help to some children.
Eastern	Both	Physical learning space in the classroom Noise level More preparation Time to assess all students
Eastern	Both	Physical space in the room for students. Crowded classrooms. Encouraged to promote differentiated instruction but difficult with so many needs in the room. In one class of Level 2 academic English, I have two severely autistic students, 5 with learning disabilities, four that are misplaced and nineteen other students with only myself in the classroom. It is impossible to provide attention/feedback to students regularly. Workload (correcting, meetings, emails)

Region	Impact	Q7A: Increased class sizes
		overwhelming. This is only one class. I teach five more. Class sizes for one elective is 34. My basic English class in 26 students with 22 having exceptionalty. This does not even speak to the mental health issues that vary on a daily basis.
Eastern	Both	Safety issues in class, iep' outcomes not being taught, teacher has just be able to survive each while trying to maintain current class
Eastern	Both	Shortage of desks, cramped classrooms, no personal relationships with teachers, field trips compromised (due to group size), teacher time with students individually minimal
Eastern	Both	Simply put, I get to spend less individual time with each student. I feel that I am not fully able to meet the unique needs of all students on a daily basis. Students who may be struggling may sometimes go unnoticed because they do not always speak up. With smaller numbers, these students are less likely to be overlooked.
Eastern	Both	Size of classrooms and amount of resources has not increased, but number of students has increased. Absolutely impacts music classes negatively. Unable to provide as wide a range of learning activities/resources in meeting outcomes. Larger class sizes makes managing behaviour problems more difficult.
Eastern	Both	So many students in my classroom that I c ant possibly get to each student during a class. Most days it's not even possible to answer questions from those kids who have their hands raised. I can no longer do group activities and stations as I have in previous years because the literally is it enough room for the students to move around.
Eastern	Both	Some classrooms are not sized for comfortable movement around the room or air quality for the number of occupants.
Eastern	Both	Some of the children in my classroom have extreme problems with reading. Our inclusionary teacher is not able to provide them with the intensive reading instruction they need because she is often required to cover for student assistants when they are not available to cover a child. It is deplorable!
Eastern	Both	Space limitations prevent students from participating in various group activities. Some students who need extra attention and a quiet space to learn are deeply impacted because of sheer number of needs in the classroom.
Eastern	Both	Space to do labs and materials (groups too big)
Eastern	Both	Started school year with max numbers in grade 7. School schedule changed when new unit approved late. This meant using unassigned periods as support in other teacher's classroom to meet some inclusion needs. Reg teachers used in place of IRT Teachers At the same rescheduling time a 3/4 Teaching VP position got its teaching time reduced to 1/2 teaching. More students/teaching time for other teachers
Eastern	Both	Students are falling through the cracks and not helping help they need.
Eastern	Both	Students are in High school Science classes (physics and chemistry) with 35+ students (my own child is in one)
Eastern	Both	Students are missing out on individual attention due to 30 individuals in the classroom. Inclusion students included in these numbers and are not being given sufficient attention so that the remainder of the class can be taught the curriculum at a reasonable pace.
Eastern	Both	-Students are not getting individualised attention -difficult to implement Literacy Blocks effectively -more discipline problems, can not separate students who need to be in separate classes -more correcting
Eastern	Both	Students are not getting the attention they need from me as a teacher. I'm either spending time with students who are motivated and want feedback, while the others sit there lost; Or I am

Region	Impact	Q7A: Increased class sizes
		<p>spending time trying to motivate the students who need help, while the others fall behind, without my support of their learning.</p> <p>For example, I'm carrying out an investigation activity in Intermediate Science. I provide a general overview of the lesson. A dozen students start to work right away, a dozen want to start working right away, but don't understand what I explained, and the other six students start disrupting. I now have a choice of whether to deal with the disruptive students, to prevent the disruption from spreading (while recognizing that some of the students who don't understand but want to try will start disrupting); or to help the students to understand what they have to do, and ignore the disruptions. Going back and forth between the disruptive students and the students who want to learn but don't understand, I have to ask myself, how many conversations have I had with the dozen students who started working right away and may want some feedback on how they're appreciating the lesson, or what they're learning. None.</p> <p>This may have been the case before, but the ratios were not 12/12/6...more like 12/10/3. It's not manageable with this many students in Junior High.</p>
Eastern	Both	<p>Students are not getting the individual attention that they need. Students are not getting the accommodations they require. In my language learning classroom students are unable to participate in communication activities.</p>
Eastern	Both	<p>Students are presenting with more complex issues than ever before. Even with DI and various methods of assessment it is near impossible to get to those who really need the additional supports to be successful. This causes increased anxiety in students and a sense of frustration in teachers as they feel they are not doing justice to the students assigned to them. Now throw inclusion into the mix and it has just increased 10 fold.</p>
Eastern	Both	<p>Students have less opportunity to work with teachers in a small group/one-to one setting. There is significantly less time to meet the needs of all children since there are more children to teach and evaluate. Larger class size also means a large range of abilities...this makes planning more difficult and teaching less effective since it is impossible to meet all needs. Anytime you increase class size, students will suffer. Teachers will strive to offer the best education possible.... we however, cannot accomplish everything that is expected of us in this current system.</p>
Eastern	Both	<p>Students regardless of need cannot get the attention they need to succeed to the best of their abilities, and being able to get provincial assessments done while not impacting classroom instruction time is increasingly hard without volunteers or extra teachers to augment the process.</p>
Eastern	Both	<p>Students requiring significant help are having to wait for that help because there are more students in my class and no IRT support</p>
Eastern	Both	<p>Students who need help are not getting it. Students who need more of a challenge are not getting it. In the quest to meet the needs of each individual student, we are leaving more and more behind.</p>
Eastern	Both	<p>Students with academic exceptionalities were placed in two of the four classes to allow for scheduling of IRT time. The needs are so great in these classes that there are greater demands on the teacher and curriculum is taking much longer to be taught.</p>
Eastern	Both	<p>Students with diagnosis not receiving sufficient support (IRT, SA).</p> <p>Limited or reduced student teacher conferences due to increase class sizes</p> <p>Students with behavioural needs are taking priority over academic needs therefore students are losing programming time and support.</p> <p>Physical space is limited as well as resources.</p> <p>FDK has taken considerable resources away from other grades/students - we have very little to</p>

Region	Impact	Q7A: Increased class sizes
		no time for in class support. We were told to "make it work" when appealing for additional support.
Eastern	Both	Supplies and funding are tight, thus not always enough supplies for all students, including use of computers in limited size computer lab. Classrooms have less space due to increased number of desks, making it very difficult to get around to every student to provide assistance, and cramped quarters make it more difficult to prevent cheating etc. when testing.
Eastern	Both	Supported, average and exceptional students simply get less one-on-one or one-on-four time with teacher. It affects the weakest as well as the strongest but the policy of helping weakest first (while noble) may not be the best for the group as a whole or the school as a whole. If 70% of resources go into 25% of children who do need it most the 75% of able learners MAY then deteriorate into less able or less motivated learners and a bigger problem has been created in terms of preparing our students to compete yes...compete for successful careers after secondary schooling.
Eastern	Both	Teachers are getting burnt out with extra planning and having to try and work with all students one on one, when it was already challenging before the new increased class sizes was implemented.
Eastern	Both	<p>Teachers are spread to thin. Students are not receiving the attention that teachers want to provide them. Teachers are shortening tested because of the length of time it will take to correct tests. Therefore expectations, in my opinion are lowered.</p> <p>More time is spent assessing then teaching in preparation for portfolios, and reading assessments, etc. Obviously extra students means extra time needed to test students, which means less time teaching. There are no positive outcomes to increasing class size. Teachers have more work, students receive less attention, teachers make due but only at the expense of students and their education.</p> <p>More students mean more personalities that clash, which means more behaviour in those students. Teachers are spending more time dealing with behaviours then necessary. With decreases class sizes, students with clashing behaviours or a history or behaviour concerns could be separated to reduce some of these factors that initiate problems. However, with increase caps Now they are all together, with no option to separate. Again, more work less time teaching.</p>
Eastern	Both	Teachers at my school are struggling with larger class sizes than have been experienced in the past. Teachers give their all but have a finite amount of time and ability to prepare lessons and correct assessment. The greater the class size the more that has to be done and the less time available to prepare quality lessons. Also the greater the class size the less time the teacher has on a per student basis to give individual attention and students will slip through the cracks. It is the average to slightly struggling student who will be most negatively impacted.
Eastern	Both	Teachers cannot attend to the individual needs of our students. Students on IEP and / or requiring accommodations are not getting services they need to meet their potential. Technology is not always the answer.
Eastern	Both	Teachers can't meet the needs of so many students. Teachers are frustrated and feel defeated that we cannot meet all the needs. Children see the frustration and the children without high needs are neglected and this negatively impacts their view of school. Learning outcomes take longer to meet and teachers are behind in the curriculum already. Morale is low and it is not fair to teachers or students.
Eastern	Both	Teachers have less time to interact with individual students who need help, or to make connections with students. Also, classroom management becomes much more difficult, particularly given the shift in respect for teachers in society in general.
Eastern	Both	Teacher's mental health, extra workload and expectations. Increase reading records and

Region	Impact	Q7A: Increased class sizes
		observations to report in very short time to complete NOV from Jan, More time needed for Parent teacher interviews. More resources needed. More photocopying time, extra challenges for Substitute teachers in many ways, Physical space in class not appropriate or adequate for teaching diverse curriculum for diverse learners and special needs
Eastern	Both	Teaching two different courses in one-hour slot - getting less done, less time to provide extra support to students.
Eastern	Both	<p>Team-teaching 27 kindergarten students in one open space, in particular, in French Immersion is very challenging. It is definitely impacting the quality of the French Program as students have fewer opportunities to participate in meaningful oral language activities. More English has had to be used by the teachers, especially earlier in the year, because establishing routines has taken so much longer with so many children.</p> <p>It often feels like one teacher acts more like a student assistant, while the other teacher tries to teach all the rest. Like most classes, we have several serious, behavioural issues in our class that require a lot of individual teacher attention, re-direction, behavioural monitoring etc. and we have no support in Kindergarten. This in addition to all the expected social, emotional, physical & academic needs of 4 and 5 year olds in school for a full day. It can be over-whelming trying to help all these children, and run a successful academic and social program, and teach a brand new language, on top of all this (i.e.. self-care, getting dressed and undressed, conflict resolutions, toilet accidents etc.). Even with two teachers at this age it is very difficult to give the children the one-on-one and small group attention students need.</p> <p>We try as much as possible to split the class and find an alternate location in school, which is neither always possible nor ideal. Space is at a premium and we try to use the library but this is not always available nor ideal for K type active</p>
Eastern	Both	Team teaching in kindergarten with 27 students has led to many students being over stimulated all day long. They are anxious, stressed and unable to self regulate. There are too many young children in one room, causing them to have negative behaviours, and poor relationships with their teachers. Students are having to be spoken to regarding their behaviour constantly, causing them to think of themselves in a negative way, which will lead to poor self confidence. They are unable to be allowed to play freely in some circumstances because of there are too many children in the room for them to interact with without becoming frustrated or lashing out. The students are not being benefited in any way by the larger class size.
Eastern	Both	<p>Testing. 35 students in a small class makes wandering eyes a problem.</p> <p>Individual attention.</p> <p>Focus</p> <p>Testing accommodations</p>
Eastern	Both	<p>The answer to all new incentives.....</p> <p>To run them effectively would demand smaller class sizes.</p> <p>Young children in full day kindergarten psychologically, socially, emotionally need to bond with their teacher, but there are too many children in one class to meet their needs.</p> <p>I support full day kindergarten and all of the Pd but it is impossible to implement given the diverse needs of learners.</p> <p>Our government mandates a ratio of 1:12 for kindergarten age students in a daycare. Our same government says 1:20 is OK in the school system. (And in daycare children with severe behaviour needs can be denied.)</p> <p>Children with special needs have a one on one worker that is not counted in ratio (in daycare).</p>

Region	Impact	Q7A: Increased class sizes
		The safety of young children is at risk during unstructured times (like recess and lunch) where current duty supervision practises are not age appropriate for 4-5 year olds.
Eastern	Both	The attention of the classroom teacher has been spread out over more students. The teacher is unable to meet the varied needs of the students in the class.
Eastern	Both	The availability of space within the classroom to conduct learning activities has been negatively impacted. Resources (textbooks/teacher guides) are not available for all subject areas. Teachers do not have the time to address all of the individual needs in large classes of students.
Eastern	Both	The class size increases behaviours Class sizes make it more difficult to meet the needs of all learners Class sizes make it difficult to differentiate lesson and promote literacy/numeracy Class sizes with lack of support increases stress on teachers and students.
Eastern	Both	The class sizes are too large for my routine in the computer lab and fabrication room. Too many students around equipment us not good practice.
Eastern	Both	The classrooms are so packed with students now that the entire written testing process has been undermined. Student desks are so close together that it is basically inviting them to cheat. Class sizes are so large that it takes the teacher's focus from actual teaching and moves it to a disciplinary focus...
Eastern	Both	The fallout of one particular grade - 2 full ICF classes 1 combined 5/6 - 18 students resulted in 31 grade 6 students in English with over 50% w identified exceptionalities! Powder keg!
Eastern	Both	The inability to get to all of the students, especially in a subject like Math, where many students require help.
Eastern	Both	The increase in class size has dramatically increased the workload of all teachers and specialists in my building. We have more duty (which means there is no opportunity for downtime or a break from our teaching duties). I don't know another work environment where people are expected to work all day with no break! The amount of preparation and planning required to meet the individual needs in the building is not nearly enough! Teachers are working day and night to plan lessons and they are not able to provide programming that adequately meets the individual needs of students in their classroom. The amount of anxiety and behaviour issues among students has increased significantly and the increased class size has increased the concentration of behaviour problems in the classroom. This makes it impossible to cover the outcomes. Teaching is being continuously interrupted in order to deal with behaviours. I can't reiterate enough how much the higher concentration of students has dramatically increased the amount of disruptive behaviours in the classroom.
Eastern	Both	The increased class size has reduced the amount of time students can actively engage with each other; it has increased the disruptive behaviours, it has reduced the amount of time the teacher can spend working with each individual student; classroom management is impacted and there is a reduced ability of the teacher to cover material in the curriculum within adequate timeframe. Also many methods of assessing students i.e. open-ended assessments and writing assignments are compromised due to space, noise level and overcrowded classrooms; there is an overall reduction of learning in our classrooms; Students with exceptionalities are in the class with needs not being me due to increased classroom numbers and reduced support! Teachers are in survival mode
Eastern	Both	The Instructional Resource Teachers are stretched thin. Supports for testing cannot be accommodated for students without teachers' preparation periods being impacted. The

Region	Impact	Q7A: Increased class sizes
		identified needs are difficult to accommodate; spending time with students where a need is suspected is impossible.
Eastern	Both	The issue with increased class size is not that you have a couple of more students to teach, but that you now likely have more students with special needs in your classroom. Going from 3 students with needs to five or six or more with needs makes things very difficult for the teachers and students.
Eastern	Both	The more students that are packed into a class the less individual time each student receives, thus making it more difficult to accommodate students that need extra help.
Eastern	Both	The number of children with special needs are now in with larger groups of students. It is increasingly more difficult to meet their individual programs then ever before.
Eastern	Both	The number of students I have direct contact has increased from 150 students to 190 students. Same number of classes, but an extra class when you look at the increase in student numbers.
Eastern	Both	The number of students in the classroom make it difficult to get around to meet each students individual needs. One on one time with students, aside from high needs students, is nearly non existent. Limited classroom support in the form of IRT and Student assistants can be provided despite the need for such.
Eastern	Both	The numbers in each classroom vary some may have 11 while others have more than 20, unfair
Eastern	Both	The physical space in the classroom has been impacted. Students do not feel as if they have any space. Also it makes it very challenging to get to all students and some students are going under the radar as a result.
Eastern	Both	The time allocation per student has decreased as the number of students has increased. Class size averages has increased by 2-5 students per class. I teach 6 classes so now I have an extra 30 students to teach- which is like teaching another course.
Eastern	Both	The wide range of abilities in my high school classes, combined with numbers in the mid 30's means I cannot help those who need it and still teach the rest. In the past there were IRT personnel helping those students in class, but as a consequence of including in school some very challenging students requiring constant supervision by 1 or 2 teachers, this help for other needy students has been withdrawn. Inclusion, therefore with inadequate staffing has been a dismal failure.
Eastern	Both	There are more discipline problems, less one on one attention and less ability to have constructive classroom discussions.
Eastern	Both	There are more needs in the classroom and less IRTs to accommodate these needs.
Eastern	Both	There are more students with more needs in the classroom who are not getting the attention they need to meet the outcomes and what is expected of them. Behaviour problems are an issue because of this.
Eastern	Both	There are so many students in a class with varying needs that an extra 6 or 7 students in a class because of increased class sizes makes it very difficult to meet all the needs in a class. For instance, in our school we have gone from 4 grade 4 and 5 classes to 3 classes for each. Therefore, there are more needs grouped in each class now rather than dispersed over 4 classes.
Eastern	Both	There are sometimes too many students to fit in the space provided to teach in. Overcrowding causes students to be more frustrated and short with one another. Teacher relationships are suffering because of increased frustration.
Eastern	Both	There are too many students in ICF programs to give the individual attention needed for success when learning to speak French. It's impossible to do reading records in the elementary grades with no IRT support in the classroom because class sizes are too large.
Eastern	Both	There is a basic English class at this school with over 40 students. My pervasive needs unit has 11 students with 1 full unit and another teacher for 80%.

Region	Impact	Q7A: Increased class sizes
Eastern	Both	There is a larger teacher - student ratio. Less time available per student, especially for those students who require more teacher assistance in their day to day learning.
Eastern	Both	There is not enough physical space alone to house many of our students. Implementation of accommodations and testing supports has been quite difficult given the diverse needs.
Eastern	Both	There is not enough physical space in the classroom for students to work effectively
Eastern	Both	There is not enough time in the school day to accommodate student needs or provide any individualized attention.
Eastern	Both	There is not enough time to get to each child. We are only 1 person. Children do not receive as MUCH individualized attention.
Eastern	Both	Thirty students in a core French class, where there are four students receiving an alternate program. There is no way for two curriculums to be taught at the same time, but it is significant when you have 26 students at varying abilities and behavioural issues trying to deal with that on top of delivering an alternate curriculum.
Eastern	Both	This hasn't been a major issue at my small rural school.
Eastern	Both	This means more bodies which equates to more correcting, more discipline problems etc.
Eastern	Both	This year all my classes are up to 36, with the largest class being the one with the most academic needs. This is true for the entire school - the ones that need the most attention are the ones too large to provide the attention needed.
Eastern	Both	Three grade 7 classes with 22 identified exceptionalities went to 2 grade 8 classes because of new caps. More students in the classes, more needs in the classes, less available help for individual students.
Eastern	Both	Three grades multi graded is a nightmare for the teacher and students. Students are suffering.
Eastern	Both	time given to specific students decreased noise levels increase minor behavioural issues not tracked by review 360 increased
Eastern	Both	Too crowded- simply not enough space- cannot reach struggling students with lack of human resources-
Eastern	Both	Too many diverse learners not enough physical space, not enough time to spend with children who need it, no support
Eastern	Both	Too many issues to address
Eastern	Both	Too many needs in one room and its impossible to get to them all
Eastern	Both	Too many needs. Can't possibly meet them
Eastern	Both	Too many students crammed in little classrooms with discipline issues and academic needs where you as a teacher do not feel that you can be effective during the school day
Eastern	Both	Too many students in classroom. Physically impossible for me to circulate around and get to all of them. They are not getting the help they need.
Eastern	Both	Too many students in one classroom. No physical room in classroom for play, for centered tables, for group work.
Eastern	Both	Too many students to help and not being able to get to them all More teacher stress trying to plan, teach and work with the increased number of students. Limited IRT support as they are assisting with full day kindergarten.
Eastern	Both	Too many students to successfully manage and teach
Eastern	Both	Too many students with too many needs and not enough IRT support
Eastern	Both	Too many students with varying ability levels in one class which teachers are expected to instruct everyone with little support. This is a disservice to all the students in the class. The low ability level gets more attention, middle and higher level students do not get near enough attention from the teacher in the classroom. All students will not be able to improve to the level they should. We are spending our time ensuring that those at risk or failing are attended to the most, unable to focus on others improving their achievement levels.

Region	Impact	Q7A: Increased class sizes
		Class sizes too large for the physical space of the room. Major issue. High School Programs will be cut considerably if this continues.
Eastern	Both	Too many students, not enough teachers, classrooms sometimes do not have adequate amount of space (especially for testing) , less individualized attention for students, more class time spent on classroom management (takes away from instruction time at times) more distractions etc.
Eastern	Both	Too many wide range of individual needs to provide the help they need.
Eastern	Both	Trying to give individual attention to each child is definitely harder now. Smaller class sizes make for a much better and positive learning environment!
Eastern	Both	Trying to teach 31 grade 7 math students in a classroom - very hard to touch base with each student to give individualized teaching.
Eastern	Both	Twenty 4 and 5 year olds in one classroom is too many for one teacher.
Eastern	Both	Two already challenging classes of Grade 1FI (14 students each) were joined together to form one large (27 students - one dropped out of FI) class which meant an extra large class of 6-7 year olds learning a second language and 7+ students who had a range of needs and behaviours all without any support. This has made it very challenging to manage behaviours while trying to teach effectively in another language. I am made to feel that I should be able to "Handle it" and of course I can but it is just not right. The students deserve more. The students are not getting the best education possible. Inclusive classrooms only work if the supports are in place to assist the teacher and in French Immersion there are NO FRENCH IRTs. Do parents know this is the case?
Eastern	Both	two challenging classes that once had 15 each in them are now brought together as a class of 30 - first time in such a large class in their school career. they are not adjusting well.
Eastern	Both	Two of the classes that I support each have 30 students. There are many issues in these classes (behavioural, academic, mental health). teacher cannot provide adequate support to the students.
Eastern	Both	Unable to conference with each individual student.
Eastern	Both	Unable to find enough IRT and SA to help students with Exceptionalities. Becoming dangerous around trying to ensure safety for students and teachers.
Eastern	Both	Unable to get to every child in my classroom. Individual assessment, reading records are impossible to complete. Not able to meet the students needs.
Eastern	Both	unable to give individual attention unable to do some activities (out of desk activities) because too many for room to accommodate if evaluation is a hands on type (not paper/pen), takes up much more class time with the increased numbers
Eastern	Both	Unable to give individual attention, or answer individual questions for students who need help since there are so many students with so many different needs in a single room. Also there is very little space in the classroom for students, their book bags, the desks, the books, their portfolios etc. Some days there are not desks to seat all of the students.
Eastern	Both	Unable to help all students who require extra support. Too many high needs in one classroom.
Eastern	Both	Unable to provide the re-teaching and support required to each student.
Eastern	Both	Unable to reach all students Feelings such as overwhelmed
Eastern	Both	Unable to work with all students in small groups on a regular basis as is needed for their overall success
Eastern	Both	Very challenging and stressful trying to get to all students and give support needed even when differentiating materials, which I do. I spend much extra time at home and at work trying to develop activities to meet the needs of my large class. In addition to correcting, doing pre

Region	Impact	Q7A: Increased class sizes
		assessments and assessments of understanding. Very challenging to give any one on one support or small group support. I put a lot of time into organization and classroom management to help things run smoothly. However, there are extreme differences in ability. Many students in elementary level grade are not able to read or write at all. These several students need much of my attention. "Several" students in my class with ADHD and learning challenges. I have a student who is a runner and thankfully has a student assistant to help keep that person safe. Doing my best to help everyone. But students are not getting attention that they need to improve. The large class size also affects attention of students. I literally trip in students in my room. I am one person. They are many with significant needs.
Eastern	Both	Very difficult to give attention to students who need help and also difficult to be available to those who are high achieving and request extra time for clarification, etc.
Eastern	Both	Very difficult to help all students I. The classroom with math with such a large number of students. It's difficult to get around to help students individually.
Eastern	Both	Very difficult to meet the needs of all learners with increased class sizes and limited support for the students.
Eastern	Both	Very difficult to provide one-on-one support.
Eastern	Both	very difficult to run labs as there is one teacher for 30+ students. Hard to give help and somewhat of a safety concern
Eastern	Both	Very difficult to spend quality one on one instruction time with students. High needs students take up considerable time. Leaving a high number of students without support. The more students the more stretched the time.
Eastern	Both	We have 71 students in a Physical Education class. We do not have enough equipment for the students, and curriculum outcomes are not being met. This is also similar in our classes of 60+.
Eastern	Both	We have a grade 9 class with a # of students which is above the soft cap and the class as a whole is struggling in an important transition year for them
Eastern	Both	We have more issues in the classrooms with more students. One student's needs can be overwhelming and can affect the whole class in many ways - not just attention but in resources.
Eastern	Both	We have one class of grade sixes with over 30 children. With high numbers like this behaviour is more prevalent and the needs of all students cannot be met by one teacher.
Eastern	Both	We have several classes of 30 with multitudes of IEPs. I am watching colleagues burn out from stress and exhaustion. Because of some extreme high needs TAs and IRTs are displaced from ether rooms to cover the most extreme, leaving others on there on with no support
Eastern	Both	When assigning classroom based projects it is near impossible to make my way around the room to check on students comprehension of guidelines and instructions or to answer all questions.
Eastern	Both	<p>Where there is not enough space for the number of students, there is more bumping into people or their belongings. This is then seen as a personal attack that leads to aggression.</p> <p>The teacher is not able to provide one-on-one direct contact with every student during every period of the day. Consequently, some students do not complete work because they don't know how and nobody is "watching" them work in order to assure understanding of the expectations.</p> <p>All educators know (and government officials ought to know) that the single most effective determinant of student achievement is the positive relationship a student has with his or her teacher. There is simply no time to build rapport and relationships with students due to the high number of students in the class and the special needs that have to be addressed. It's the "average to high average" ability child that suffers because they are never given an opportunity to be guided to their best achievement. The unsafe behaviours and students who are unable to cope are given all the attention at the detriment of the others. It's a sad state of affairs in the</p>

Region	Impact	Q7A: Increased class sizes
		classrooms of urban areas where class caps are more often than not exceeded.
Eastern	Both	While my grade has not seen an increase in class size, it has been a problem in other classes. I see the strain and stress on the teachers with increased size and this has to impact the quality of education for their students. While on duty I see the lack of physical space which means limited possibilities for seating arrangements which impacts instructional possibilities not even being able to fit a guided reading table in the classroom!
Eastern	Both	With 21 Kindergarten students, it is impossible to attend to all of the needs and deliver curriculum in a play based way. There is physically no room to play as well.
Eastern	Both	With 30 students in a class and 300 mins in a school day...that leaves 10 mins per child. Due to the number of needs in my class, many students do not get 10 mins of one on one time
Eastern	Both	With 31 students in a grade 7 class; two on the spectrum 9 with add meds, it is very challenging to meet the needs of students. I receive student assistant time 2 of 5 periods. This is not sufficient.
Eastern	Both	With 32 students in a room and helping in 56 minutes are the range of issues in the room it is totally unbelievable how we are just letting kids fall through the cracks
Eastern	Both	With a class of 29 students, many with diagnosed exceptionalities, it is very difficult to provide enough differentiation to meet all the varied needs. It is also difficult to support students who require individual assistance in most/all areas of the curriculum. As a result of the large class, students who suffer from listening/attention issues are really struggling to focus.
Eastern	Both	With a higher number of students there is little time to work with students individually. Your time is spent trying to plan activities that all students are motivated and able to complete individually. In having higher numbers the students are more unsettled so your time is spent trying to keep all on task.
Eastern	Both	With increased class size, remediation no longer exists; the spectrum of pervasive, behavioural, environmental, and mental health issues that students come to school with, makes academic support low on the totem pole. The human resources do not exist to support the high needs.
Eastern	Both	With increased class sizes and no IRT support, it is very hard for one teacher to meet the diverse needs in a class. It is also difficult to assess children without interruptions. It isn't fair to a child who is trying to read to you if they get interrupted. It isn't a true reflection of their knowledge if they are being interrupted during an assessment. A teacher cannot get to each child as much in a room with 25 primary aged children. There shouldn't be any more than 18 children in a Kindergarten or Grade One classroom.
Eastern	Both	With increased class sizes I am unable to provide the same level of individual attention to each student. With more students there are increased behaviour issues and more time spent disciplining when teaching should be happening.
Eastern	Both	With larger class sizes I cannot offer then same music instruction or experience. Not enough instruments, too many students for one on one teaching.
Eastern	Both	With larger class sizes it is more difficult to give individual students help during class time and as a result slows the progress of the entire class.
Eastern	Both	with more children in each classroom you are not able to give each child individual time because the behaviours and lowest abilities eat up all your time.
Eastern	Both	With more students to teach in each class it very quickly lessens the amount of time that a teacher can help children on a one to one basis when needed. Often children need reteaching of many concepts and with more students the teacher is unable to do this as much as needed. With more numbers there comes more needs and often, in my experience, very difficult to meet the needs with even small numbers let alone bigger class sizes!! Not enough IRT and student assistant to accommodate these bigger classes.
Eastern	Both	With more students, each student receives less personal attention from teachers.
Eastern	Both	With most of my class sizes above 30, it's hard to give individualized attention to students who

Region	Impact	Q7A: Increased class sizes
		require it.
Eastern	Both	With such a large number of students and very little support, it's very difficult to help students with special needs/identified exceptionalities. Or, if a lot of time has to be spent with those needing support, other students who don't require help are not really having their needs met either since it takes longer to reach the kids with special needs; thus, those without needs have to wait longer to start new concepts.
Eastern	Both	With the increase class size you have more students that you are responsible to teach with more needs. Along with this, we have less help in the class with cuts and because many resources (IRTs and Student assistants) are taken up with FDK. I have a child with ADHA in my class who gets upset with demands very easily, I have no help and when he gets upset he will scream until I have him removed. How are the other children suppose to learn with this amount of noise??
Eastern	Both	With the increase in class sizes, the needs of each student have also increased as well. It makes it very difficult to provide enriching learning experiences and providing assistance to all students with the increase in class sizes.
Eastern	Both	With the large number of students with varying needs I find it quite difficult to spend much time working with small groups or individuals - especially those who are stronger - because of those who require reteaching, scribing, work read to them, etc. The IRT working with my classroom does her best however she is pulled in many different directions having to meet the highest needs first so she must spend most of her time in another classroom.
Eastern	Both	With the larger class sizes I am not able to get evaluations back to students as quickly as I like, I cannot keep up with all the extra marking, it is all but impossible to get to check with (and assist) every student in my class when they are assigned work, many times I spend most of my class time with just one or two needier students while not getting to the other 30 or so in my room, and I'm spending more time addressing various social/behavioural issues which is also cutting in to my class, and preparation, time. All of this means that I'm feeling less effective as I do not have the time to do what I need to do for my students.
Eastern	Both	With the need in the classroom and increased class sizes, students are not able to get the attention that they need. Advanced students are not being challenged and struggling students are not getting the help that they need.
Eastern	Both	work load has increased significantly
Eastern	Both	Work load lack of support
Eastern	Both	You have so many students with various abilities and behaviour issues and such large class sizes and so little resources, that it is very difficult if not impossible to meet student's needs.
Labrador	Both	(Not in order of importance) 1. Physical space is an issue 2. Less individualized teaching 3. Overworked teachers (more correcting, increased behaviour issues, etc.) = increased stress for both teachers and students, less connections made with students (no time!), less extra curricular activities, and more 4. Scheduling issues (esp. in high school, trying to even out the classes is a nightmare!)
Labrador	Both	As an IRT I have experienced a major increase in my class sizes. Students I deal with are often unmotivated and are not self directed learners. I now have less time to devote to each student individually. I feel that they are accomplishing very little in my room and it is very stressful because there is not enough of me to go around to meet their needs effectively.
Labrador	Both	Class sizes have increased, therefore, students are exhibiting more behaviour issues, and teachers are overwhelmed!
Labrador	Both	Class sizes of over 30 students means less time to be able to address each students needs. Too many students to be able to ensure each student are learning to the best of their ability
Labrador	Both	Class sizes on average in my school increased by 5 students. No some grades, 10 or more

Region	Impact	Q7A: Increased class sizes
Labrador	Both	Classes of 30+ students in lab courses makes it difficult to bring the class to the lab. This minimizes my ability to 'do' science with the students.
Labrador	Both	Difficult to provide one on one attention with students when you have so many. Inability to have permanent centers because so many desks. Hard to operate daily 5 with so many in each group
Labrador	Both	Due to the increase in class size, logistically the amount of time that I am able to see each student is lowered, which is very unfortunate for the students that need extra help. Compounded by the fact that there are less support teachers to go around means that students overall, especially those that need extra attention are not getting the help they need. Additionally, due to the range in student ability levels, there is more frustrated students because they are unable to do the work, and have not student services to help them, which in turn results in class disruption and increased stress for the teacher.
Labrador	Both	Education and learning needs to be inclusive and exclusive for students success and this is not possible in large classroom sizes.
Labrador	Both	Having 30+ students in the classroom makes it very difficult to ensure that everyone is getting the information they need, as well as individual help. Having 30+ students with varying levels of need and one teacher makes it nearly impossible to help those who falling behind during in-class work. The classrooms are not big enough to contain 30+ desks, and the students are practically on top of one another. There was a math class in our school with 37 students, but only 34 desks fit in the room.
Labrador	Both	I am currently teaching a high school class of 38 students, 15 of which have exceptionalism, because of the large number and diverse composition the grade average in this class is already lower than previous years. I have to rely more on selected response questions and allow students to work together on most long answer/constructed response questions. Also marking becomes more time consuming which causes a lot more personal stress to myself as I have kids of my own at home that require the attention of their mother.
Labrador	Both	Increased class size in my Immersion Room has significantly reduced my ability to work on individual needs and adequately assess language progress. Reading records are required for both English and French and I am expected to do them for each student. As one human, this is virtually impossible given all the other items on my plate as an elementary teacher.
Labrador	Both	Increased number of students, particularly in junior high, results in more time being spent on classroom management and less on mastery of the curriculum. 32 grade nines in one room is simply not conducive to collective education.
Labrador	Both	Individual attention is compromised.
Labrador	Both	Larger class sizes means less one on one time.
Labrador	Both	Less one on one time provided.
Labrador	Both	More students in a class means less one-on-one time with students. Also more students means more stress on teachers who are already struggling with the inclusionary model.
Labrador	Both	My class went over the cap fairly early in the school year and was not address until two months into the school year and even then we were not allocated a new position a position was used internally. I am positive this must have a put a strain on other grades that were impacted by this. With the diverse needs, the unacceptable student assistant hours, the micromanaging by the department and NLESD, class life became very stressful and hectic. Class caps need to be dealt with swiftly and effectively. Under an inclusion model students who need support should be given the support. It seems like we are "robbing Peter to pay Paul" when it comes to student assistant time. Our IRT team have become student assistants.
Labrador	Both	Not able to provide the individual attention needed plus more behaviour issues

Region	Impact	Q7A: Increased class sizes
Labrador	Both	Students do not get the attention they need. I cannot get to everyone.
Labrador	Both	Students have to move to music room because class is not big enough.
Labrador	Both	The least academic students in Grade 6 are in a class with the most academic students in Grade 7 in the largest class in my school. What good can come of this arrangement?
Labrador	Both	There is a lack of physical space in the classroom; the amount of correcting has increased; it takes longer to get started and conclude a lesson especially if students have to return books, pass in work, etc... Sometimes there is not enough time to get to each student.
Labrador	Both	Too many students in a room
Labrador	Both	With 26 children in a second language I am unable to give as much one on one attention as I would like
Labrador	Both	With a class of 29 Grade 8 students in Core French, the amount of time I can give to each individual student to help in their learning has decreased significantly, and therefore the students are not getting the help they need to meet the outcomes.
Labrador	Both	with an increased class size, there tends to be more students who need one on one help in the classroom and with only one teacher still in the room there just is not enough time or resources to provide all of these students with the help necessary in order for them to succeed and perform to the best of their ability.
Labrador	Both	With over 32 students in the Science classroom it stretches Lab budget on consumables, it puts too many desks in lab to move, it takes individualized attention away from students
Labrador	Both	With the variation of academic levels within the classroom, it is difficult for a classroom teacher to ensure they are providing the best and most appropriate programming for their students with no addition preparation time provided to do so within the school day. The expectation is that this be completed at night. This is not always possible as people have second jobs or family responsibilities after school hours. Therefore in the end the students are the ones that suffer as they will no get the education that they deserve. I fear for the future, as these children will be the ones who will be taking care of use in our senior years.
Other	Both	32 students in an Elementary French Immersion class.
Other	Both	An increase in class size has meant an increase in the number of students with special needs and has negatively impacted the pacing of the course as well as the teaching of average and gifted students
Other	Both	In grade 6 there are 29 students and many children with high academic needs, but also other children who are academic advance. Last year the class size was 18-20 and teacher had more time to meet the needs of all students including enriching the high achievers. Due to the increase in needs and students in the class and the number of subject teaching due to cut backs, many children are struggling to have their needs meet both for struggling learners and the students who need enrichment.
Western	Both	~ less time for teacher-student conferences ~ less space for whole group activities ~ difficulty with conducting assessments because of the large class sizes
Western	Both	1. Less individual help for those who are in most need 2. More difficulty in class management 3. I'm cutting down on number of assessments (too many to correct for!) 4. Too many students with accommodations etc. and they are not getting the level of help they should be. Classroom teachers are being expected to do too much.
Western	Both	1. dealing with various curriculum guides and outcomes is difficult to manage, especially with 3 or more grade levels in the classroom- longer time to plan and find resources. 2. very hard to tend to various students throughout the lessons, especially when they are doing different units and are on different developmental/grade levels. Unable to give 110% to one

Region	Impact	Q7A: Increased class sizes
		<p>student when you have many more who also need the help.</p> <p>3. It is very difficult to implement the requirement for the full day kindergarten program when dealing with a really big class size of multigrade students. Example: having kindergarten students in a classroom with grade 1, 2, 3 students.</p>
Western	Both	25+ students in most classes in my school.
Western	Both	27 students in a grade 1 classroom with very high needs.
Western	Both	27 students in grade 1 - too many Formative years for reading instruction.
Western	Both	<p>28 grade 8 students in one room, 7 on IEPs, 2 serious behavioural issues, 2 hours/cycle of in-class IRT support and kids who require alternate courses are not being pulled out - teaching three different courses at a time, sometimes, with no help or not even a single person to guide us. Things are falling apart. The academically strong kids are being robbed of an education. The "middle" kids are being ignored because we spend most of our class time dealing with the issues that arise from having too-small rooms with too-large numbers and too many needs. This is just one class in our school. There are five more ranging from k-12 that are exactly like this.</p> <p>Crowded classrooms are fire hazards. They are health hazards. I can't reach every child because I can't physically walk down rows because my butt would literally rest on a child's arm or in a child's face if I tried - and I'm a normal sized human.</p> <p>We can't do our jobs and we're afraid to talk about it because people will tell us we're not doing enough.</p>
Western	Both	<p>28 JR. high students in a small classroom with 6 on an IEP is very difficult to plan for and administer evaluations.</p> <p>31 in a JR. high classroom with 8 diverse learners and 2 of them are non readers makes it difficult to address individual needs.</p>
Western	Both	<p>28 students in my class and my room is not big enough, dangerous to say the least. Many different levels of student academic abilities makes for difficult and lengthy planning and can't get everything covered dealing with students needing help or taking long time to finish. Thankfully behaviour is not an issue otherwise it would be worse</p>
Western	Both	<p>30+ students in classes are not conducive to students receiving a good education, especially when the physical size of the rooms are not large enough to accommodate these numbers and teacher manpower is such that students cannot get sufficient teacher time.</p>
Western	Both	<p>32 student in a grade seven class where at least 25% have pervasive needs. How can this not negatively affect outcomes for struggling students? It certainly affects high achieving students as well since the pace of instruction is slowed to accommodate all</p>
Western	Both	<p>A grade one class with 27 students. The students were in classes of roughly 13 in Kindergarten. It has been a big adjustment for them into a full day of school. Classroom space is an issue. Teacher work load and planning has increased significantly.</p>
Western	Both	<p>A smaller k-12 school with ~300 students now has multiple high school courses with 34 plus students due to teacher cuts.</p> <p>Additionally, our grade 5 group had to be combined and we now have 29 grade 5 students in a classroom designed for half that number. Pod computers, book shelves, and resources had to be removed to make room for desks.</p>
Western	Both	<p>All students get less individual attention from teacher in a one-on-one situation. Classroom behaviour problems have increased because teacher has more students to deal with which means teacher attention is again diverted to classroom management and less to instruction.</p>
Western	Both	<p>As a guidance counsellor, I am hearing a lot of concerns about increased stress and anxiety</p>

Region	Impact	Q7A: Increased class sizes
		from students, parents and teachers. Students are getting as much support as needed, behaviours are escalating and teachers are feeling burnt out within the first month.
Western	Both	As an IRT in a high school, I am providing support in-class to courses that have close to 30 students, many of whom have identified exceptionalities. We are unable to meet the students learning needs, even with two educators in the classroom.
Western	Both	At our school we had several grades with 3 classes, 18-20 each. Now due to the increased cap size these children are now in 2 classes. This is extremely overwhelming to all teachers, students and families involved especially with inclusive education. This continues to impact our entire school in a very negative manner.
Western	Both	Because of the increase in cap size my school had to multigrade for the first time. Even though my class is now two over the cap, the board refuse to split the class. Teaching two curriculum to such a large group with a variety of needs is extremely difficult.
Western	Both	Because of the larger class size I am unable to provide as much one on one attention for students who struggle. I feel like I am drowning in correcting when I do assessments and then have to face retests immediately after. It requires more time for planning to differentiate instruction and assessment. I feel I cannot enrich those in my class who are gifted because my time is stretched so thin. I am spending more time than ever on lesson planning, assessment creation, tutoring, etc., which is taking away from my personal wellness. Not to mention simple things like how uncomfortable it is teaching in a room packed full of students due to increased temperatures and spreading of illnesses.
Western	Both	Because there are more students in the classroom, it is harder to meet the needs of all of the students. There is only so much time in the day to meet with students in small groups, or one-on-one, and if there are more students in the room, it makes it even more challenging.
Western	Both	Class size for one course doubled. Hard to get to help those students who struggle as much as I did in previous years
Western	Both	Class size increase has negatively impacted the delivery of the curriculum. It is impossible to teach to each student and their individual needs, as teachers are suppose to be able to do under the inclusive model of education. There are increased numbers of behavioural issues and more disruptions during class time which also affects the quality of education. Core subjects such as math and science are directly affected and positive academic performance in these courses are decreasing.
Western	Both	Class sizes are larger, when combined with other factors are very negative. Students are getting less attention and help needed. Teachers are maxed out with assessment, larger classes equals a lot more assessment.
Western	Both	Classes of 24 to classes of 30
Western	Both	Classes of over 30 students make it hard to address individual needs in the class.
Western	Both	Classroom is so full of children that it is hard to physically get around the room. Children have very little or no personal space to think or work.
Western	Both	Currently only offering one basic science course in the school. All basic level students in grades 10, 11, and 12 are taking the same course within a single classroom.
Western	Both	For me it is just a case of in general terms, more correcting and less individual time with students. More time managing behaviour means less time on curriculum outcomes
Western	Both	Had to change grades due to increased cap in elementary.
Western	Both	Having 28 grade 8 students means I have little to no time to provide individualized attention to my students. This large class size means I only have time to provide personal attention to 'groups' of needs rather than individual needs. I find myself teaching to the whole rather than the individual. Time constraints means I often have to rush through the curriculum and those that fall behind or 'through the cracks' are left there. I don't have time anymore to provide the attention I once did.

Region	Impact	Q7A: Increased class sizes
Western	Both	<p>High numbers of students on IEP. Classroom of 28 with 6 identified with a L D and accommodations to meet for each One with a severe behavioural issue and accommodation/ BMP /response Protocol with numerous interruptions to each class almost every day One student with autism and needs that have to be met 2 students on modified courses And 1 on an alternate course done in the classroom. And 4 having ROAs Hard to keep up with it all</p> <p>So off the 28 there are 15 students with various needs that have to be met each and every day</p>
Western	Both	I cannot find adequate time to assist students who need just a few minutes of 1-on-1
Western	Both	<p>I cannot use certain types of activities, especially utilising technology because it is just too time consuming. Unable to provide individualised student help.</p>
Western	Both	I currently have 27 grade 2 students in my class ranging in ability from pre-K to grade 3. There is no way I can meet all of those students where they need to be met in order for them to have a successful year! I am only one person!
Western	Both	I do not have enough space or time to reach students individually. I cannot do activities that I would like to.
Western	Both	I have 29 students in my grade 9 core French class. It is overwhelming for me in terms of planning, behaviour management, one on one attention, What I am able to cover during a class period, meeting the needs of all students, space in my classroom to actually walk around and help/assist students.
Western	Both	I have 5 students in grade 7 reading at grade 3 and writing at grade 2-3. Too many students mean my attention is spread very thin.
Western	Both	I have a class of 24 grade two students, 2 of which have autism, 6 of which are on pre-referrals. I am not able to attend to all of these children on a daily basis and this has affected the rate in which each child is learning the outcomes.
Western	Both	I have double the grades in several of my classes making it very difficult to plan. Younger students are not comfortable with the older students in the same room. They don't talk or interact as much. I have lost all prep periods making my time even more precious than before. I am exhausted when I come home. I have to divide my time into even smaller amounts meaning those students who really need my attention may not get what they deserve.
Western	Both	I teach an grade 6 ICF class of 30. With 30 students I cannot cover the amount of material that I could with a class of 15-20. I also have several students on IEPs which I cannot provide sufficient help on a daily basis to ensure they have learned the material that I have taught them. Most classes I do not get to help my independent learners. I do not get the opportunity to get to all the requests for help from my students. I am increasingly frustrated that I have to give up all my prep periods in order to complete 30 portfolios of reading records and gather various pieces of documentation that will not go beyond my grade 6 class. The documentation gathered is not used in Intermediate school. I would prefer to collect data on children that need it; those that are on IEPs or are in danger of failing. I fail to see the need to document everyone, especially now that I have 30 students in my class
Western	Both	I teach in an old school. The classrooms we built for small class sizes. I am bumping into tables and chairs. There is no space for centres or independent work!
Western	Both	I teach visual arts and the crowded classes limit significantly the choices for materials and techniques, this impacts opportunities for learning.

Region	Impact	Q7A: Increased class sizes
		<p>Furniture and space is extremely awkward to say the least. You would not expect to teach distance running in a phone booth! Like all disciplines the Arts require making connections with the young artists and individuals to understand their viewpoints and needs. This one to one with students is rare and often rushed, due to class size and limited classes.</p> <p>Common sense has always shown that small classes have more learning happen. The need to structure these learning atmospheres towards success for each student has to be our first concern.</p> <p>I can not provide any one, two and more examples because the effect on my students experiences in the classroom is continuous and draining.</p> <ul style="list-style-type: none"> . budget does not match increased numbers . furniture not enough for each student . space overcrowded . supplies limited . heavier workload results from mass increase in each grouping. i.e. record keeping, parent contact and such
Western	Both	I would like to spend time one on one with a certain student to reteach lessons but can't due to q bigger classroom size.
Western	Both	<p>In Language Arts classes it is impossible to conference with every student for editing and addressing any needs that they may have. We are given the curriculum to follow and are expected to get through it in the school calendar year. Quality time with individual students to help them is lessened greatly. Teaching to the middle is all I can physically do with 32 in a class. I do my best to help each student but there are students 'falling through the cracks'. I spend most recesses and lunches with students that need extra time or need to present individually and/or to a small group because there is not enough time in a day to accommodate all students during class time.</p>
Western	Both	In math class, individual assistance to students is now more limited.
Western	Both	In senior high there are classes of thirty or more kids. Impossible to give support to weak or needy students. With no diagnosed exceptionality there is no help.
Western	Both	<p>Increased class size, going hand in hand with the class composition problems and the lack of resources in the inclusion model means that students cannot get the attention and support they deserve (both ends of the spectrum --the gifted and the struggling. There are too many students with too many various issues to allow a teacher to effectively teach the curriculum and mange behaviours, accommodations, alternate programs, etc. Teachers are doing the best they can with what they have, but everyone is still suffering and struggling.</p>
Western	Both	<p>It goes without saying that if class sizes increase the amount of time I as a teacher can spend with individual students decreases. As an example there are students in my class who often complete their work and do the things they need to do, but there are a lot who do not. I am forced to spend so much time dealing with behaviour and discipline issues that arise because of the size of the classes that the students in the former group are basically ignored.</p> <p>Similarly, I find myself avoiding certain activities which may be engaging for the students simply because there are too many in the room for it to be practical.</p>
Western	Both	It is taking more time to photocopy materials and to mark assessments. Students in the back of the class are having a difficult time seeing the smart board, thus it is taking longer for students to take notes.
Western	Both	I've taught a class with over 30 students registered that contains 3 grades of students in one class for a high school general English course, there are too many behavioural and IRT students to have a lesson without multiple disruptions. This is completely unfair to the students. I substitute primarily in junior and senior high school and know that the students who are supposed to be receiving IRT help are not receiving the quantity or help that they should be

Region	Impact	Q7A: Increased class sizes
		receiving or have received in the past.
Western	Both	Larger class sizes means less teacher time helping individual students. A larger diversity of students in one class means longer times spent prepping to ensure all the needs of all the students are met.
Western	Both	Less attention to give to students More time spent on assessing/grading/correcting (usually done on weekends. This is what I am doing on a Saturday night-pathetic). Class motivation is impacted in primary grades
Western	Both	Less time for individual needs of students.
Western	Both	Less time to meet student needs
Western	Both	Limited number of courses or number of slots of a certain course means students have less choice and have to be placed in courses they may not want to do. This then impacts the learned environment for students who WANT to do certain courses because those who don't want to do it are forced to be there.
Western	Both	Mob mentality, leading to behaviour issues, leading to lost instructional time.
Western	Both	More students, less budget, and with such a diverse class composition it's making it very hard to plan and delivery the outcomes.
Western	Both	Much less individual attention, increased disruption to learning environment, less personal space in courses like art, phys ed, higher demands on teachers to meet varied needs despite higher demands for duty and extra curricular due to fewer staff, less access to guidance and it is high demand!!! Lower morale among teachers- burned out ! We. Abbot teach our best which means students have less than optimal learning conditions. Class sizes in the 70-80's could be in high numbers-students were different and society was differ t- today there are different challenging demands on teachers, children have high needs and parents have different expectations.
Western	Both	Mutli-grade math in Primary & Elementary grades - increased class size results in increased needs and range of abilities.
Western	Both	My students with exceptionalities have less time available for them with an increase in class size and very, very little IRT time is available for in class support.
Western	Both	No time for one-on-one. Not even enough desks for students if they all come.
Western	Both	Not able to provide students with the help they need as I am pulled in too many directions.
Western	Both	Not enough time for individual help
Western	Both	not enough time to address each student's individual needs in an effective manner
Western	Both	One example of how increased class sizes have impacted my students is that I am not able to give as much individualized attention to my students as I have in the past. I feel that students with higher needs are suffering as a result.
Western	Both	One grade was previously two classes but with increased caps was combined to form one large class. After the start of the school year, this class surpassed the cap but we were not provided with an extra unit because the size was not about the 'hard cap' of 34.
Western	Both	Overcrowded classrooms do not lend themselves to quality education. There are too many behaviour problems, emotional problems and too many needs. One teacher cannot possibly met the needs of all of these students. Overcrowded classrooms become crowd control and survival! We have regressed much more than we all expected since this budget came down the pipes. It's shameful! Listen to what teachers have to say or come to our classes and walk in our shoes for just one day.
Western	Both	Overcrowded classrooms are causing less attention for students individual needs.
Western	Both	-Over-sized class numbers has resulted in less time with individual students. -Students with special needs still need the same level of attention - therefore time with regular

Region	Impact	Q7A: Increased class sizes
		students has been significantly negatively impacted.
Western	Both	Physical space is too small to accommodate the number of students. Impossible to meet the needs of a diverse group of students. I have to request for students to stay after school so I can meet their needs and provide them with the help and instruction they need.
Western	Both	Physical Space...All new classrooms are typically designed for 28 bodies. I have 32 grade 12's (young men and women) crammed into a classroom that does not have enough room. Health, through germs and bad air...dangers associated with leaving during a fire. These changes have been terrible.
Western	Both	Physics 3204 class with 37 students
Western	Both	Spending more time trying to deal with a larger number of special needs students in class with no supports. Students whom have been allotted supports are also losing the supports to deal with students with more behavioural issues.
Western	Both	spent more than a month with 33 students in grade 7 homeroom
Western	Both	Students are no longer able to receive the individual attention they need to succeed. Fewer teaching units and increases in class sizes have left me without a teaching position for the first time in 10 years.
Western	Both	Students do not get the one on one help they need to meet certain outcomes especially in mathematics.
Western	Both	Students have less one on one teacher time, less time for teachers to prepare differentiated lessons, students with special needs are not serviced as well, more class disruptions and behavioural problems, higher rate of student frustration and failure
Western	Both	students in science labs and computer labs who have to sit out an instructional activity , to wait until resources/computer becomes available (i.e. not enough lab stations or computers for the entire class)... otherwise students are doubling up to do work, which impacts time on task for each student and therefore individual learning decreases. Students have no desk to sit at, having to sit in a chair for the session... not conducive for note-taking and learning
Western	Both	Students receive less individual attention/one-on-one assistance. In my opinion, when a teacher is expected to teach two different courses in the same room at the same time, everyone suffers.
Western	Both	Teachers are "spread too thin" and often cannot provide the individualized help that many students need. After a teacher has introduced the lesson and activity for a particular class, with 30 students, the teacher has less than 2 minutes to help each student.
Western	Both	Teachers do not have time address the needs of students in the classroom. Achievement of Academic outcomes are suffering. More stress on teachers is causing burnout among professionals.
Western	Both	Teaching a grade 7 class with 34 students makes it near impossible to do hands-on and collaborative learning activities. There are 8 students in the class identified as having learning exceptionalities and this does not include behaviour issues. It is physically impossible for me as one teacher to address the needs of all of these students as there is no in class support available. The only outcome is a reduction in curriculum outcome attainment for these students and that's just not fair.
Western	Both	Teaching different curriculum in the same class is very difficult, especially when the curriculum are not similar. The teacher has to share their time with both groups and teach both groups completely different content in the same room. Students no longer get extra help from the teacher because the teacher may be busy with the other group. The students are not learning in an optimal environment. Student results are also reflective of the change. As well, teacher workload is increased.
Western	Both	The amount of one on one time with my students has been drastically reduced. There are so many students in the classroom that there is no place to move in the classroom. The room is

Region	Impact	Q7A: Increased class sizes
		warm and students have little personal space. Students are not getting the individualized attention they deserve.
Western	Both	The bigger the class size, the less time you have for each student and the harder it is to deliver the curriculum.
Western	Both	The class size at our school had a small increase however, the teaching units did not change, even given the fact that FDK was implemented. That means less teaching units for more teaching time. We are at or above the 'cap' so when students transfer in we are not getting the extra units we need.
Western	Both	The increase in class sizes has impacted me in that I do more classroom management than I do teaching. I find it very hard to get to the students who need help as there are so many. Then having to clear my room many times a day for the safety of children because of our wonderful inclusion model. Then on top of that I often lose my IRT because another IRT who is in the school is not qualified. Therefore, my IRT has to help do her assessments. I truly believe people who do not have their special Ed degrees should not be in IRT positions. Years in the position doesn't make a person qualified. There are enough people out there now with qualifications there should not be anyone grandfathered in. We need qualified people in those positions. I have a classroom full of students I don't have the time to do an IRT's job.
Western	Both	The increased class size limits my one on one time with students that need it in specific areas.
Western	Both	The number of my students in my class is 25. I am in a new school that has built its classrooms too small to because of anticipated enrolment drop in the future. When all my students are there, I cannot move around my class. Book bags, books, desks, chairs... it feels like a cage. I have about 1.5 feet of distance between where I stand to teach and the first chair of my class. Another example is the grade 5 class in my school. They were two classes in grade 4, but due to larger class sizes they are now one. 29 students and they are wall-wall in there. Behaviour was a severe issue before they were combined, and with inclusion, learning disabilities, etc., I do not understand how that teacher is still there. It's completely sad for the bright students in there as all of her time is absorbed with behaviour and needy students.
Western	Both	the number of students correlate with the amount of time needed for classroom management. For instance: the more students I have, the more they tend to chat, the more time I have to spend telling them to listen and be involved, the more behaviour problems and the more class instruction time is lost.
Western	Both	The stress level for both the teacher(ME) and the students are much higher with more students in the class. Teachers cannot help students like they could before. Students get frustrated because they cannot get the attention(in a positive sense) that they were used to receiving before. Some activities are impossible to manage with larger groups, so the extras are left out, many activities are not even attempted because of the large numbers.
Western	Both	There are too many needs and I do not have time to address them all. I want to do my best job, but I feel that I am being set up for failure.
Western	Both	This year I have 26 students, 1 on functional, 1 on all alternates, and 13 on individual education plans. I am doing the best that I can however, it is difficult to reach all of the needs of my classroom even with IRT help.
Western	Both	Too many students in the class makes for a crammed, noisy environment. With diverse needs one teacher just cannot do the job.
Western	Both	Too many students to get around to and number of required parent contacts unmanageable.
Western	Both	Too many students with needs - one person can't do it all
Western	Both	unable to provide individual attention to struggling students as already a vast degree of needs in the one classroom. Not enough supplies for large groups.

Region	Impact	Q7A: Increased class sizes
		Increased behaviours and disruptions leading to classroom management issues.
Western	Both	Very difficult to take 34 students to a Chemistry lab when the lab is really equipped for 25-28 students. It is impossible to help all students when performing the lab.
Western	Both	Very little time for individual attention, differentiation very difficult with such a range of abilities
Western	Both	We are no longer able to give more individual attention to students in the classroom, as we have far too many students with different needs, as well as with behavioural issues in the class.
Western	Both	We had 34 students in the classroom at the beginning of the school year. We are suppose to be an APP for education system. Every students has a _s@nlesd.ca account. WE only have 30 computers in the lab. No students have been taught this concept because of the large classroom size.
Western	Both	We have a class of 27 primary students. 4 are ESL, 2 have significant identified exceptionalities. There are others, not yet assessed who will undoubtedly someday received a diagnosis. It is impossible for a teacher to meet all of the needs in that room. With a lower cap these classes could have been split and the teachers more able to provide the level of support these students need.
Western	Both	We started the school year with 34 students in each grouping for a particular grade. It was barely possible to move in our classrooms between the desks, let alone help all of the students that need help. We ended up with 35 in each grouping, so we were given another unit (a part time unit) for this year. It was very disruptive to all students involved to create a new grouping, although we tried our best to minimize this. In addition, extra students provide more opportunity for students to be tempted by off-task activities such as chatting. In addition, the more time that the teacher spends correcting, the less time there is for planning quality lessons for students.
Western	Both	With 34 students in a class...no room for supplies or to accommodate desks, impacts delivery of curriculum as a result of higher numbers of students with diverse needs and behaviours in the class. Classes of 34 reshuffled during the third week of October to accommodate the creation another class and the hiring of a teaching unit to teach all core subjects for that new class. Students asked to voluntarily move to the new class resulted in zero volunteers, so students were hand selected at the behest of admin.
Western	Both	With increased class size teachers do not have the same amount of time to spend with individual students. Students that are borderline in some subject areas will not receive that "bit extra" from the teacher to be successful. With that, teachers are providing this "bit extra" after school hours.
Western	Both	With more students in the classroom with higher demands with the inclusion model just makes for an impossible job. We are not machines we are mere humans expected to be all things to all students.
Western	Both	With more students in the classroom, classroom discipline is more difficult to deal with. Also, there are more students which now require your personal attention and it is difficult, near impossible, to get to each and every student who needs one-on-one guidance. It requires more time to correct assessments so you are unable to give back and provide feedback in a timely manner. Research shows that students benefit more when tests are corrected, handed back and review quickly. provided with speedy
Western	Both	With more students there is less 1 on 1 help and less time for enrichment because you try helping everyone
Western	Both	With over 30 students in my class, the safety level and instructional process has deteriorated significantly.
Western	Both	With such a large class and so many different needs I am unable to assist and help students to the full capacity as I have in the past. A lot of times feels like crowd control.
Western	Both	With the increase in class size and less IRT support, the students in my class cannot get as much attention from me as they should.

Region	Impact	Q7A: Increased class sizes
Western	Both	With the increase in some of my class sizes (i.e. Academic English) it is both challenging, and mentally and physically taxing, trying to address the diverse needs of my students.
Western	Both	Work load has increased, Difficult to give one on one support

Q7B: You noted being impacted by Combined classrooms - combining two grades together in the same classroom since the beginning of the school year. Are you able to provide one or more examples of how this change has impacted the quality of education for students?

---- Combined Classrooms ----

Region	Impact	Q7B: Combined Classrooms
Central	Students	A large number of students with diagnosed exceptionalities in one class. This significantly negatively impacts the amount of individualized instruction and help given to each student from the classroom teacher.
Central	Students	Actually we have had to offer more than one course in the same classroom and that has been challenging.
Central	Students	Cannot meet student needs adequately, everything is basically "watered down".
Central	Students	Combined classrooms are very difficult both for the classroom teacher and the students. A lot more planning is required from the teacher, especially with 17 students of varying abilities all in one room.
Central	Students	Combined classrooms means larger class sizes which again affects resources and learning opportunities.
Central	Students	Different group dynamics when two classes are combined can lead to more behavioural issues; when cross-grading a particular subject area, the more mature (i.e., usually older, higher grade student) has the advantage in academic terms
Central	Students	Greater numbers in the class. Different curriculum outcomes for each grade that need to be covered. Classroom setup is impacted; too many desks
Central	Students	I counsel students who feel they are being bullied or don't fit in when their regular class is combined with other grades for certain subjects. The student may feel included by their own group but not necessarily by the other group.
Central	Students	I have worked in multigrade in the past. It can have many benefits in small class sizes. Larger classes pose many conflicts and issues.
Central	Students	Increased class size where two grades are combined impacts the struggling student in a negative way; the individual attention from the teacher is lessened because of demands to deliver curriculum to both grades.
Central	Students	<p>Instead of what could have been classes below cap, classes were created to cap in two consecutive grades and a combined class created. If that combined class wasn't created, the extra class for each of those two single graded classes could have meant that all students would have had less students in their class.</p> <p>For example: 58 students in one grade and 58 in another, could have been 19/20 students in each of 3 classes for each grade. Instead, it means 25 students in each of 2 classes for each grade and then a combined class of 16. So, the students in the single grade classes now have 5-6 more students in their class, and the students with 16 in their class have to deal with 2 curriculums being taught at the same time in their class. Each situation means less teacher/student ratio of time.</p> <p>This is not a true example to my knowledge, (I prefer not to say the exact true example as the school could possibly be figured out with exact info) but it is a very comparable example to the true example.</p>
Central	Students	It's difficult to cover two curricula within one classroom, especially in Math and ELA, when students require individual support as well.
Central	Students	Multigrade classrooms in NF were a response to "low population" and far from ideal. If students remained in a multi-grade setting, schools have creatively structures 13 year plans to ensure as much of the provincial curriculum could be delivered. However "in for a year in multigrade" then out, plus the schools having to track who was in multigrade to ensure they do NOT get "picked again" isn't fare
Central	Students	NL student learning will continue to undoubtedly suffer; we'll continue to fall behind the rest of our provincial counterparts. We'll remain the laughing stock (i.e., especially with the concept of closing libraries, with our current provincial literacy rate) this government is so far removed from reality that such ideas will endure and provide fodder for Newfoundland and Labrador jokes!
Central	Students	Not meeting students needs.

Region	Impact	Q7B: Combined Classrooms
Central	Students	Please see my previous comment. I feel the size of the remaining classroom (grade one) is too large for the age of the students and when looks at the astounding number of varying specific needs and abilities crammed into a classroom. Even with differentiation and clever grouping and teaching strategies, I do not feel that the needs of all students are not being met.
Central	Students	Struggling to cover the outcomes to all students are varying levels of ability while balancing inclusive education with less resources
Central	Students	Teaching English 1201, 1202 and alternate course 1206 in same classroom...1206 student needs individual attention since reading at a grade 3 level...sooooo hard to teach to my academic kids when others demand so much of my time.
Central	Students	Teaching primary aged students with so many needs and developmental stages and again maxed out class size it is unattainable.
Central	Students	The combined class itself is working fine...we have been blessed with a great teacher and 16 children in the class. The biggest negative impact is that the Grades 2 & 3 classes have 25-26 students in each class....we would of liked to have spread out Grade 2s over 5 homerooms instead of 4.
Central	Students	The combined classroom setting is causing stress in that the classroom teacher has to struggle to combine the curriculum outcomes in two different grade levels. The science and social studies areas are more difficult to combine that the MATH and ELA as they are on a continuum. Science and social studies have totally different outcomes.
Central	Students	The combined classrooms would not be such a difficulty if the class size had not also risen. Combined classes require teachers to cover 2+ curriculum guides while at the same time, providing care and teaching time to each of the increasing amount of students in the classroom. There is not enough time, or enough support for the teacher and the students.
Central	Students	The teacher is required to spend exorbitant amounts of time planning. The kids are then divided for instruction for many subjects. this does not allow the teacher much time for inclusion and differentiated instruction as mandated.
Central	Students	Two basic math courses being taught during the same. time
Central	Students	We currently have grades 10, 11 and 12 general math students all in one classroom. It is next to l'm possible for effective teaching and learning to occur. We need more teacher allocation and the students are suffering because of this.
Central	Students	We have had to combine 2 courses in the same slots and some of these courses do not share the same outcomes. To meet graduation requirements and few teachers we have had to combine Level 1 academic Science course with a level 3 course -Earth Systems. We also had to combine math 1202 and math 2202 in the same slot as well as English 1202 and English 2202.
Central	Students	Well, for student's that have been placed in a lower grade their is a social impact. They view it as in they are not smart and they have been moved back a grade. Also, it makes curriculum delivery difficult because now you have larger class with two curriculum's on top of accommodations and modifications. It's near impossible.
Eastern	Students	- combined grades along with increased class sizes means that teachers are unable to meet the needs of their students - more curriculum demand on the teachers in combined classrooms also means that teachers are unable to teach all of curriculum in an in-depth way
Eastern	Students	- teachers not adequately prepared to deliver combined classroom outcomes efficiently - combined grades not conducive to combined subject teaching (i.e. Gr 5/6 combined is more challenging due to the specific material for each grade) - with no direction as to the future of combined classrooms, teachers are reluctant to implement the multigrade model of alternate course teaching (i.e. In Gr. 5/6 covering Gr. 6 science one year then covering Gr. 5 science the following year)
Eastern	Students	*Meeting the diverse needs of children, particularly in K/1 classes. Providing outdoor play can be problematic. The Kindergarten children have difficulties working independently which is challenging when

Region	Impact	Q7B: Combined Classrooms
		<p>specific work needs to be completed with the Grade one children.</p> <p>Combined classes are challenging when there are a students presenting with exceptionalities (i.e. SLD reading, writing, math, Autism, ADHD).</p>
Eastern	Students	<p>1. More than one curriculum - unable to provide direct support and required instruction.</p> <p>2. Explaining to students why they were chosen to be in the 'different' classroom.</p>
Eastern	Students	1. Students who are slated in the higher grade of a multi-grade class are not being challenged due to teacher covering outcomes for the lower grade.
Eastern	Students	A classroom with combined grades 1&2 has an unacceptable wide range of strengths and needs to be adequately met by one teacher. In the area of reading in the grade 1 prescribed outcomes students are expected to move from knowing some of the letters of the alphabet upon completing K in June to a beginning independent reading level in Term 1 of grade 1. There is a gap/disconnect between the K and 1 curriculums in the area of language arts. Students beginning gr. 1 need direct instruction and many experiences to learn and follow the structures of the daily rounds in LA . They require practice and time to develop stamina, this negatively effects the education of their gr2 classmates who can't be taught at their instructional level through guided reading in term 1. The younger less experienced students have higher needs than their peers and demand the teachers attention and time while many gr2s wait for their guided reading or writing group with their teacher.
Eastern	Students	a great deal of work for teachers - we are not simply teaching the three R's anymore
Eastern	Students	Academic high school math classes in our school were combined in September. (Advanced and academic) students could not cope with the levels being taught together and scheduling was rearrange to help those cope. Meant a teacher/Admin personnel taking another course to accommodate. I also have 2 courses combined in the same slot where I must plan for both, along with planning for 2 other new academic courses that I have inherited this year. Ones I have never taught in the high school level. Students are being affected greatly and its becoming overwhelming.
Eastern	Students	Although these classes have smaller numbers and this is positive, this was not implemented with a long term plan for the students in these classes. Should be implemented as grade 1-3 plan for example to address the curriculum over a longer period of time.
Eastern	Students	Another teacher has told me how difficult it is to teach two curriculums every day all day with the behaviour and learning issues in the room.
Eastern	Students	As an IRT, I am being used to deliver curriculum to students who are in a combined classroom. These students are not on IEPs and are average learners. Instead of the classroom teacher teaching two curriculums, they are using extremely valuable IRT to teach them their curriculum.
Eastern	Students	As in the previous response, it has resulted in a concentration of high needs (academic & Behavioural) in the single grade classroom. The teachers are doing the best that they can with the limited professional learning they have received.
Eastern	Students	At the beginning of the year my grade level had a combined classroom, the combined class was dismantled and then students from the other grade level classes were moved to form a new class.
Eastern	Students	Because they are trying to keep the numbers down in the combined class, the other classes have high numbers. As well, there were no needs placed in the combined class, so all of the children with programs are placed in the other classes.
Eastern	Students	CLASS SIZES AT CERTAIN GRADES TO LARGE TO TEACH SUCCESSFULLY.
Eastern	Students	combined classes in a room that was initially designed to fit a much smaller student population. Students are packed in very tightly which often leaves them squeezing between desks to get around the room. I don't think we would expect politicians to work in such confined environments.
Eastern	Students	Combined classrooms are not a bad thing if they are implemented and supported effectively. I'm actually a fan of combined grades. Our classrooms need to reflect the demographic landscape in our communities. When they do, proper supports and resources need to be provided to better equip educators to meet the

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		diverse needs of our students.
Eastern	Students	Difficult to prefer for, especially since many Multigrade teachers are doing it for the first time, with little to no experience or training in
Eastern	Students	Double Class in the gym
Eastern	Students	Excessive planning for the multigrade teacher.
Eastern	Students	family member initially had a split classroom. Listening to her experiences was very disturbing - she was exhausted, stressed, struggling - students & parents were frustrated & unhappy. And this is from one of the best elementary teachers in the city!
Eastern	Students	General math program has one classroom/stream with level I, II and III all in the same classroom. Class size is at 30+ and rising. These are the weaker students in the school yet have less individual attention/instruction and more than three quarters have identified exceptionalities. NO extra support services provided.
Eastern	Students	Grades 3/4 in one music class is an example as there are different music programs - 4s are learning to play recorder while 3s are still in the preparation stage (learning rhythms, solfege, etc.) A combined 3/4 music class therefore offers challenges - either 3s have to begin playing the instrument before they are adequately prepared musically or 4s do not get to play. This is a negative impact in my opinion.
Eastern	Students	Grades combined that do not lend themselves to overlap of curriculum creating demands on teacher to reach two separate curriculum in same time frame.
Eastern	Students	Harder to meet needs of students and provide time required
Eastern	Students	Having multiple courses in a single class limits the teachers ability to give consideration to all students in his/her classroom, especially those to those who are challenged by their disability/disorder.
Eastern	Students	Higher needs left to the bigger number classes. No needs admitted in the combined classes who are below cap
Eastern	Students	Higher noise levels, attention difficulties, lack of space, difficulty combining curriculum outcomes, difficulty managing expectations for success
Eastern	Students	I have had to combine my core French courses and immersion classes together with combined numbers reaching near 30 which affects learning. Also, by combining grades in French means that we cannot offer a 3 year French program.
Eastern	Students	I have multiple levels of needs in my classroom with one grade let alone two. The students have a wide range of personal, social, and academic with one grade level that not being met. How is combining grades going to solve that problem. As a teacher, my shoulders are breaking from the work load and dissatisfaction as things stand in our education system. Enough is Enough!!! Or should I say, we need more(HELP)!!!!
Eastern	Students	I have taught multi grade in the past. This new initiative is placing all levels (regular programs, modified, alternate) together. This doubles the load of any other teacher. Very little support.
Eastern	Students	I know of someone doing a Grade 1/2 combined classroom and she has had an extremely difficult time trying to merge and adapt the curriculum to these grade levels. Grade 1s are far below the level that Grade 2s are in the beginning of the year. The majority of them have knowledge of the alphabet and reading whereas Grade 1s are just starting those skills in some cases. This is more noticeable in areas where there is less home support.
Eastern	Students	Impossible to teach outcomes. In small schools with multi-age classroom, curriculum is on cycle. This is not the case for combined classroom.
Eastern	Students	In a setting where instructing 2 grades of mathematics in the same classroom, it can often lead to confusion and frustration for the students as students struggle to maintain focus on what content applies to them.
Eastern	Students	In my school there is a combined grade 3/4 classroom in which the teacher is extremely stressed because of the differences in two curriculums, half of her class will need to prepare for CRT's, support from the IRT is stretched thinner because of having to find classroom support time for another classroom, plus trying to plan with grade level teachers is doubled. There is a huge disconnect.

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Eastern	Students	In our school, we did not include any students in the combined class with IEPs since this was a combined class. Therefore, these other students had to be spread out over 3 classes as opposed to 4.
Eastern	Students	In some schools, combined classes are made up of students not doing a particular program, who tend to be students with a lot of needs/behavioural issues and then other children from another grade to bring the total to the maximum amount. Some students have a lot of needs, others are kids who can work somewhat independently, yet are hampered by the composition of the classroom.
Eastern	Students	It has impacted supervision of those students in combined classes. It has impacted some of the school routines such as Grade blank eats in the cafeteria or grade blank plays on the playground outside today but now with split grades that changes how things were done or allotted. It added much confusion in the beginning as some of the students did not know what grade they were in. There were disagreements on the playground etc..
Eastern	Students	It is not possible to cover all the outcomes that the classroom with one grade is able to cover in same amount of time.
Eastern	Students	it is very difficult to near impossible to collaborate with other teachers. A teacher teaching 5/6 cannot do everything in the Grade 5 program again, such as novels studies the other students are doing, because the Grade 6 students have already completed it. And cannot do all Grade 6 program because the Grade 5s will be repeating it next year. They say students should be independent, however students still need their teacher. They cannot always be independent. Students in the combined class are also being forgotten about when it comes to extra events/activities. When preparing for assemblies/concerts and the Grade 6 class are called upon to participate, the five Grade 6's in the combined class are often forgotten about. The teachers are trying, but things are hectic and we cannot remember it all and we are leaving students out and they feel excluded.
Eastern	Students	Meeting two different curriculum can confused students.
Eastern	Students	minimal or no individualized attention
Eastern	Students	more behavioural issues - there is a big difference in the behaviour of a 6 year old and that of a 7 year old wider range of abilities and needs to meet difficult to plan
Eastern	Students	More instructional time spent trying to deliver the outcomes of both curriculums. Less time to focus on individual needs of students because the focus has to be on delivering the curriculum, regardless if understanding is achieved, there is pressure to stay on par with other classes who only have one grade classrooms.
Eastern	Students	Multi grading has been around for a long time. However, it is not ideal. Along with that there are other approaches which should be considered which are also sound and more successful.
Eastern	Students	My own child is Multigrade. He is a bright boy and needs to be challenged. His needs are not met as well as they should be because he is often waiting to be given instruction as the teachers is trying to teach two curriculum to two groups of children.
Eastern	Students	My son is in one of these classes and we had the resources in our school to have regular mainstream classes. I strongly feel that two classes has a negative impact on the teacher as well.
Eastern	Students	My son may be in a combined class at his school and I am worried about how this will affect all students within our district
Eastern	Students	No in servicing. Not prepared properly
Eastern	Students	Not possible to combine that group with single stream much Frustrations of teachers in combined classrooms
Eastern	Students	One teacher has a combined class of Grade 4 to 5 while there are several other single streamed classes of Grade 4 and Grade 5. The Gr. 5 students in the combined classroom are grouped with the Grade 4s for the Grade 4 choir and Grade 4 assemblies so they feel separated from their peers.
Eastern	Students	One teacher is unable to meet the needs of 18 diverse students across two grades.

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Eastern	Students	Our K-3 classes are combined due to low numbers. However, I feel that with such a wide combination, none of the students are getting what they truly need.
Eastern	Students	Our school was flagged as a school to have a 1-2 combined classroom when it was not necessary. We could have had 3 classrooms of grade 2 at about 20 students each, and two grade one classrooms at about 23 students each. But we were forced to combine a class. Why?? Very suspect in my opinion. So a teacher is forced to work harder to plan and implement a multi-grade curriculum, when in truth, it was not a necessary move in our school. Was it just to prove some kind of point??? That maybe it was a beneficial program for students, rather than a result of what was actually happening in others schools as a direct result of cuts to education??
Eastern	Students	Parents Upset Students Upset Trying to organize events has been difficult Increased workload for teacher
Eastern	Students	planning of curriculum planning for field trips, concerts students not being in the same room as their grade level peers
Eastern	Students	Scheduling alone for our 5/6 split has very been difficult.
Eastern	Students	See previous comment
Eastern	Students	small class sizes have put extra burdens on teachers to be able to deliver programming to children. having to be able to teach multiple outcomes within a select period has to affect student learning unless there are no behavioural or academic concerns. We all know this only happens when schools have the ability to do this... obviously with large population sizes. If there are large population sizes then is it fair to the others who are not selected to be put in the classrooms with the behavioural challenges and academic challenges.
Eastern	Students	Some schools have Kindergarten and other primary grades combined in the same classroom. The full-day kindergarten curriculum is not compatible with the other primary grade curriculum.
Eastern	Students	student needs and curriculum implementation
Eastern	Students	Students are not given the same direction from the teacher because there are 2 grade levels. A teacher should only be required to focus on one set of curriculum outcomes. They do not have the proper training to fulfill two sets of outcomes in one classroom.
Eastern	Students	Students completing differing levels of general English are completing it in the same room. Lectures are the same, but assessments are different. This is very confusing for the students.
Eastern	Students	Students in combined classroom have been placed in a much smaller space than normal. This has impacted their non-structured times. It also affects the amount of resources the teacher can store /access in a smaller space.
Eastern	Students	Students in combined grades are not with their age level peers in some cases. Another reason for combined grades is due to full-day kindergarten cutting down on teacher allotment. Due to this, some students have been denied access to French immersion programs. This is not fair. If the French program is offered, then all students have the right to be able to take part in this program.
Eastern	Students	Students should not be expected to move back to the grade lower than them if they met the outcomes of the previous year because of combined classrooms. All of their peers will move on and they might have to stay back with only 3-4 of their classmates. Making the selection in such a situation is very difficult for administration, teachers and greatly affects students and their parents. Teacher workload significantly increases also when having to teach two grade levels in the one classroom.
Eastern	Students	Students who needed IRT services aren't getting them and teacher is overwhelmed.
Eastern	Students	Students will be affected by the teacher's ability to plan DI activities for both grades at the same time and in the same room. Doubling a teacher's prep and work load will stretch their resources and time very thin and will likely mean that creativity and time spent on DI will be spent on just trying to deliver the curriculum in the easiest way possible in an effort to maintain some sense of a normal life outside of teaching. It is far too

Region	Impact	Q7B: Combined Classrooms
		much work to place on one person, it is essentially double the work.
Eastern	Students	Teacher has too much planning, etc. Therefore the quality of education is impacted for students
Eastern	Students	teacher overwhelmed from the start and over the summer about she was to teach a grade 3/4 class.
Eastern	Students	Teachers are struggling to teach two different curriculums within one classroom. It is incredibly challenging and as a result students are being short changed of their education.
Eastern	Students	Teachers don't feel prepared to teach multiple grade levels and to reach two sets of outcomes. This impacts planning time which in turn affects effective teaching. This effect continues on and affects differentiation of instruction which means that students at varying levels are not having their unique needs met.
Eastern	Students	Teachers not equipt /confident in implementing combined classroom. ...more training needed
Eastern	Students	The broad range of needs and abilities in any given grade level is extreme at best. To combine two or more grade levels in one classroom broadens that range even further. This concept is fine for a summer camp, but for instruction and achievement of curricular outcomes, the students absolutely suffer.
Eastern	Students	The teacher teaching the combined grade is overwhelmed and not enough training/PD was provided. Extra work load on teacher
Eastern	Students	There was a great deal of negativity from parents and students surrounding the combined classroom. I do not feel there was enough time or teacher training provided to the classroom teachers impacted by this. There should have been a larger time frame to develop instructional techniques to meet the needs of 2 grades at once.
Eastern	Students	There's a grade 5/6 E.F.I. split class in my school. Very hard for the teacher to plan around grade level assemblies and events.
Eastern	Students	This was happening at the beginning of the school year but I am now working at a different school.
Eastern	Students	Three students that have been multigraded apart from their peers have not been able to participate in grade level field trips, concerts, assemblies, and other activities with their grade level peers.
Eastern	Students	We have a 5/6 class
Eastern	Students	What bothers me here is that it's an experiment for the government. Let's see what happens when we do...I find it extremely frustrating. Especially in situations where teachers have no training in multi grading. We aren't miracle workers. It's a lot to expect from the staff.
Eastern	Students	With little training teachers are having to figure out on their own how to teach two curriculums at once. Along with the need to teach two curriculums there are such a range of abilities and needs that have made the job overwhelming for teachers.
Labrador	Students	- Noise Level - Behavioural Issues - Student ability level - Student challenges - physical and mental abilities
Labrador	Students	due to less teachers -
Labrador	Students	In some schools, three math courses are being taught by one teacher in the same slot. This negatively impacts the amount of time the teacher can spend instructing students as the time must be shared.
Labrador	Students	K-1 students taught together. Play based curriculum does not mesh well with grade 1 curriculum.
Labrador	Students	larger amounts of students in a classroom with multiply grades and different levels of learning isn't a good way to meet students needs and goals aren't met and harder on a teacher when there are learning difficulties of a child in a multiple classroom.
Labrador	Students	Less attention to outcomes
Labrador	Students	Not getting the entire curriculum covered.
Labrador	Students	not only does this make it very difficult for teachers to implement the curriculum to 2 separate grade levels in one classroom, but it obviously places students who require some additional teacher attention in an unfair disadvantage.
Labrador	Students	our teacher was not able to attend the PL sessions - but luckily had previous experience in another province. she is finding it very challenging to deliver some subject outcomes more than others. the

Region	Impact	Q7B: Combined Classrooms
		specialist teachers received no training (phys ed and music)....very short-sighted. as stated earlier, this also impact the numbers and composition of the other classes at each grade level in a very significant negative manner
Labrador	Students	The multigrade teacher doesn't have time for her own kids because she's planning 2 curriculums in the one year! How is this possibly okay!?
Labrador	Students	The specific vocal outcomes and the instrumental outcomes for each level.
Labrador	Students	We have classes with two grades for all subject areas, with a number of diagnosed exceptionalities...very challenging for teachers.
Western	Students	<ul style="list-style-type: none"> - lower likelihood of meeting all the outcomes - teachers who are not properly trained in teaching multigrade classes. - more preparation time and correcting time for teachers. - less individualized attention for those students who need it.
Western	Students	Again, teacher has to focus on twice as many outcomes with more students. In theory, it works but factors such as increased teacher stress, classroom over load and inadequate teacher support have made this extremely difficult and not realistic.
Western	Students	Class sizes are a major issue this current school year. Combined grades affect the effectiveness of the delivery of the curriculum. I was in a small school with only 5 students but was 3 different grades (kindergarten, grade one, and grade 5). This situation was hard enough and I found that I wasn't being effective in teaching the older kids because the younger kids needed my attention. They done a lot of self study which in my opinion is not how it should be. It was an issue with a small number of students so with larger class sizes of multi grade students is extremely difficult.
Western	Students	Combined classroom grades does not allow for specific grade content to be taught effectively. Example, math from two grades being taught at the same time. Or, one grade subject being taught to two grades -- not age appropriate content.
Western	Students	Having to create 2 lessons really means students are only receiving half an education
Western	Students	I feel that during whole group instruction, some students are at much higher levels of learning than other students. Some students find that activities may not be enriched enough and others find it too challenging. This even has an impact on attention.
Western	Students	K and 1s are combined. Grade 1s are reading, while many K cannot even write their name. Ks need more attention to develop skills but it is often limited due to instruction for grade 1s. Grade K are expected to be play based while grade 1s are not... just different curriculum styles make it hard to meet all the needs.
Western	Students	Large workload on the teacher and what was once two smaller classes with many needs is now a larger class with the others gone to a multi class
Western	Students	Less time for special needs students with little to no IRT time available.
Western	Students	More cut backs means less teacher bodies who are stilled expected to do the same amount of work. Teachers are now trying to teach two different curricula at the same time. For some days one class or grade must be totally ignored to teach the other group. This is not fair to the students. They then lose out on support from their teacher which may mean the cost of a passing grade. Teachers are expected to double up their workload for that period. There was zero guidance given to teachers as how to teach math 1201 and 1202 in the same room when chapters are totally different.
Western	Students	More so for teachers. Students have been multi-graded for years at our school. The work load as increased for our teachers.
Western	Students	My nephew is in a combined classroom and he is struggling trying to keep his course work separate from the other grade. He is in the younger grade, so he is becoming very undetermined and he used to love school. According to him now, he hates it. You can't get the teachers attention and having so much info in a class, he finds it hard to figure out what is his work, and what is the other groups. If his class wasn't 26 in size, maybe he'd have a chance.
Western	Students	My school has not been affected directly

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Western	Students	Older students helping teacher
Western	Students	Only combined because of numbers...very negative reason.
Western	Students	see previous
Western	Students	Several of these classes in my school. Next year, I will likely be teaching a combined grade 2/3 French Immersion class...cannot imagine how this will function with the best interest of students in mind.
Western	Students	Teachers having to deliver two curriculums should not be common practice in 2016
Western	Students	There is a class of 4, 5, 6 combined. I do not teach this group, so it is hard to say what impact it has had. I have noticed the classroom teacher has been spending much more time at the school after hours this year, but have not approached this person about the reasons.
Western	Students	This situation could be a very positive one for both students and teachers provided that the teacher receives appropriate training, which has not been the case.
Western	Students	Time demands on the teacher is significant. The increased student numbers, and increased curricular outcomes is overwhelming. Teachers are stressed out, and teaching and learning is becoming ineffective.
Western	Students	Training for the teaching/instruction of combined classes has not been provided
Western	Students	Two classes in my school has combined grades. Attempting to teach two different curriculums has to be a challenge. It is not fair to the children in the combined classes.
Western	Students	Two students in different grades- one with an exceptionality, one performing well academically, in the same classroom being taught the same curriculum. One is not reaching her fullest potential, the other feels as if everything is over her head.
Western	Students	We have a combined class of K-2 with 11 students. Sure 11 students do not seem like many students but when you take into account the diverse needs as well as the Kindergarten 'Play Based Curriculum' it makes for a very challenging environment for both teachers and students.
Western	Students	With combined classes students are not receiving the prescribed instructional hours as the teacher is required to teach one group in the class while the other side is kept busy with busy work and then vice versa.
Central	Personally	I teach high school, so it's not the two grades combined that has impacted me but having to teach two courses in the same slot, for example World Geo 3202 and 3200. The 3200 (General) course has the same outcomes as the 3202 (Academic) but when teaching in different slots you can aid the students in 3200 more, slow down coverage of the curriculum or not go into as much detail. Testing and evaluation can also be broken down into smaller chunks and accommodations can be made to the class (Eg. Reading the test out loud to help them understand). There are usually more students with diverse needs in the general course so I tailor the course to fit the students. This year, I have been forced to teach 3200 and 3202 together. That means that the general students have to keep up with the academic students in speed and complexity of issues. Furthermore, WG 3202 is a public exam course, so all the material has to be covered. Weaker students have no choice but to keep up or fail. During evaluations I cannot give them the same one-on-one as previous years. No doubt I will have WG 3200 students fail this year and have to repeat the course because they have been slotted in with the WG 3202 students. Previously these students would have passed because they were kept separate from the academic students. For some this may mean a fourth year in high school.
Central	Personally	I'm teaching three different courses in the same room at the same time. Science 1206, science 2200, and science 3200
Central	Personally	Less one-on-one help. Less time for students on certain activities.
Central	Personally	Teaching pervasive needs students who require alternate courses and alternate curriculum to be taught in the same space can be very taxing on all concerned!
Central	Personally	Too many students, not enough teachers to support the students.
Eastern	Personally	a portion of the grade 4 peers are in a class of 15....I feel these kids get a better advantage of getting one to one service and direct instruction.
Eastern	Personally	Combined grade 5/6 classroom, students from grade 6 seem to have low morale, like they were "left

Region	Impact	Q7B: Combined Classrooms
		behind".
Eastern	Personally	Due to. Combined classes the needs of the different age levels is not being meet which has lead to increased teacher stress levels
Eastern	Personally	Having a class of 15 as compared to a class of 25 this is not fair and equitable treatment of all teachers
Eastern	Personally	I am finding it more than difficult to cover outcomes at a regular pace. I feel as if I'm already significantly behind. I have been teaching since 1985 and combined grades are nothing new to me. The issue is when I did it years ago, we could cover one Science one year, for example, and the other one the next. This was because we knew we'd have the same students for more than one year. This year I am expected to cover two Science programs, two Social Studies, etc. It is not possible! The courses do not overlap enough to do both at the same time. Needless to say, I am not having a good year!
Eastern	Personally	I have 18 kids, 6 in grade 6, 12 in grade 5...of my group only 5 do not require supports. The kids on the higher end of my class are just getting the basics while the demands of the lower achievement students are unreal and now neither group is really getting what they need, its all just trading water with smoke and mirrors
Eastern	Personally	I have higher numbers due to this.
Eastern	Personally	Impossible to deliver curriculum as prescribed
Eastern	Personally	It is unnecessary in the larger schools to do multi grade classes. Schools with a population of 30 it is understandable , not n as school of 750 students. For the previous two years I had team taught in the same grade. This to me was the prime teaching learning experience. It provided for more individualized planning for students, which was able to be delivered given two teachers in the room. It also allowed for continual one on one teaching to students with greater needs. Implementation of learning centres in all subject areas, which all in turn alleviated teacher stress around planning, delivery of programming, and reporting.
Eastern	Personally	It is very difficult to teach two levels of French at the same time with no training on how to teach multi-grade classes.
Eastern	Personally	My previous comment addressed this somewhat. When there are activities that are grade specific such as field trips, physical education, music classes, band, assemblies... my class often totals 33 students; 28 of my own students and the five grade five students from the combined class. So much that pertains to this model was not thought through. It may look semi- reasonable on paper amongst bureaucrats but in practice, this model is an abysmal failure.
Eastern	Personally	On a personal level my child is impacted because he is in a combined classroom with even less academic attention than he has ever received.
Eastern	Personally	Our general science and math in levels 1,2, and 3 have been combined. These students require more one on one but combining all level in one class just creates an atmosphere of managing numbers and maintaining order as opposed to capitalizing on teachable moments. Plus I'm on my own. Our special services are not available for work with borderline students who really need them.
Eastern	Personally	Segregation of the elite. Is that inclusive? Socially just? Are we streaming or aren't we? If so, how do we choose? Who chooses? And what does this mean for other grads or classes? I know two heads are better than one and in this case it DEFINATELY applies to teachers.
Eastern	Personally	Students at the same grade level (some in a 1 grade class and others in a combined-class structure) are not learning the outcomes at the same rate in our school. The students do not understand why.
Eastern	Personally	The combined classes have 14 and 15 students with one teacher and the classes next door have 30 and 31?? How is the equal workload for the teacher? While the teacher with combined classes have two grades the teacher with thirty has all of the needy children with probably half the class on different program due to their needs. Also, the classes with thirty have no physical space? Again, one room has 15 children and the room next door that is the same size has 31 children. In a room with 31 elementary children there is NO SPACE to move. How uncomfortable, smelly and crammed!!
Eastern	Personally	This has affected the children in my family not students at my current school. Split grading higher grades to allow for full day kindergarten does not seem reasonable.

Region	Impact	Q7B: Combined Classrooms
Eastern	Personally	two math groups in the same room makes it difficult to cover all outcomes.
Eastern	Personally	Two sets of Outcomes are not always being met. Children are not with enough of their peer group- depending on the class situation. Some children do not want to be in the combined class and therefore don't like school. Some students feel left behind. Teachers are overwhelmed and upset. Stress level is very high.
Labrador	Personally	For some courses this is fine, but in some of the core courses this setting does not give the teacher the time to meet the outcomes in a way that reinforces the concepts.
Labrador	Personally	I teach a combined grade and am not able to teach effectively because this was thrown on us so quickly. My school is not set up for multigrade, I wasn't able to attend the minimal training provided because it was only offered in St. John's. I plan every night until 9 pm and still feel I am not meeting the needs of my students or delivering the curriculum effectively.
Labrador	Personally	We have THREE grades in one classroom. When teaching different outcomes, the larger numbers and differing abilities make curriculum completion near impossible. More students have to stay After school to get individualized attention.
Other	Personally	given less time to instruct or cover required outcomes. Helping troubles students is impossible
Western	Personally	Lots of student needs in one room. Teacher unable to meet them all.
Western	Personally	More independent work expected and not all students are able to function in this capacity.
Western	Personally	More prep work for the teacher; more effort for the students to be aware to make sure they are doing work assigned to them; less time to one set of material as time is needed to do other material in class as well.
Western	Personally	My child is in an unbalanced multigrade class. Therefore, I have noted that my child is at times completing outcomes from the next grade as a way for the teacher to meet outcomes for the higher grade.
Western	Personally	Not enough time to meet student needs. More students with exceptionalities less time loss of instructional time dealing with behaviour issues.
Western	Personally	Students are flip flopping curriculum
Western	Personally	We have different courses being taught in the same classroom/time slot, causing reduced instruction time and eliminating the possibility of meeting the individual and diverse needs of our learners. Overcrowding is also a problem- in some of our classes, there isn't room for the number of required desks. This contributes to a very uncomfortable climate.
Western	Don't Know	always had two class combine, this year we had three combine
Central	Both	Academic combining with basic. Glovertown academy and Dorset.
Central	Both	Again, similarly to the larger class sizes, this can only further divide the one teacher's attention, trying to constantly go back and forth between the different groups, trying to teach two lessons, the children can be confused, more distracted and have less one on one time.
Central	Both	As a result of decreased allocations, our senior high program has seen an increase of multiple programs offered in the same room. Again, less teacher time for individual help, more opportunities for behavioural issues, less direct teaching, more teacher fatigue. Tired teachers cannot perform at their peak.
Central	Both	At our school we have grades 4, 7, 10 and 11 in one classroom. I am principal and sole charge teacher with no substitute available in case of emergency. I am teaching more than 15 classes a day with no break. Add on top the correcting, planning and entering of grades. I have 2 students who require extra attention and 2 who are above average. I am not being the teacher I trained to be or was for years before being placed here, I am trying hard to but it is near impossible in this situation. I just pray I am giving enough of myself to them.
Central	Both	combined classrooms are fine if number of students in combined class as well as grade combinations are considered. Also actual physical space to meet the needs of these students should be taken into consideration.
Central	Both	Combining of two classrooms meant less time for the teacher to spend with children with accommodations or special needs because of inclusion.

Region	Impact	Q7B: Combined Classrooms
Central	Both	Combining two grades together is very stressful....two curriculums, more planning, more students... I feel if the people who are making the rules, spent time with the teachers, things would be so different...
Central	Both	Combining two grades??????? Try 4!!!! And I'm the administrator and this has been going on for years in rural areas. I'm actually incensed that this has only become an issue this past year! Too many negative impacts to even list. And I've been multi- grading for 25 years in 2 different schools so I know what I'm talking about!
Central	Both	Curriculum is not designed for combined grades. Students are not provided with focused attention to specific curriculum outcomes. I have heard teachers state that they will need to use more sick/stress days.
Central	Both	Difficult teaching more than one curriculum, particularly math, in a combined class.
Central	Both	extreme needs for differentiated instruction with 2 grades of curriculum outcomes
Central	Both	Having full-day Kindergarten and grade 1s combined is definitely negatively impacting the grade 1s. With no extra support in the classroom, the grade 1s are losing out. Implementation of things like Guided Reading and Math centres have been severely impeded whereas before these could be done after the Kindergartens had left.
Central	Both	High School - classes with 2 courses being offered/taught simultaneously is challenging: trying to meet the outcomes of both courses, difficult to provide individualised instruction as needed, more prep/correcting for teachers, etc.
Central	Both	I am currently teaching a general science at the high school level where I have students in grades 10 & 11 together. This is not a good idea.
Central	Both	I have 5 grade 1 students, 4 of whom are above average and 1 who is below average. I also have 11 grade 2 students, 3 of whom are below average so I find it difficult to spend quality time with all students every day to meet their needs.
Central	Both	I have been an advocate for Full Day Kindergarten. However, when combined in a multi- grade classroom with grade one my opinion has changed. Due to the students age/behaviours/etc. kids at this age are not independent and therefore interrupt learning for each other. In Kindergarten there are a lot of concerns that must be addressed. For ex, social, emotional, academic, etc. Dealing with these concerns on a daily basis takes away from the attention a teacher needs to give to the grade one student. In the past, when I multi-graded K&1 I was given an opportunity in the afternoon to play catch up on outcomes for grade one. There is a big gap between Kindergarten & Grade 1 but yet, Grade 1 students are expected to advance their reading levels and this is hard to address when you have a Kindergarten group that have a short attention span, social skills not fully developed, and at times, adjusting to school may sometimes require more nurturing.
Central	Both	I have combine academic and general students as well as 7/8 and nothing looked at closely. the sevens are mostly on ISPs in with a very academic Grade 8 class. This is wrong-headed and yet we have two administrators in the building following the 75 student cap rule. This is wrong, wrong, wrong!!! to double me up while we have 5 students over the admin. cap. We need all teaching admin.
Central	Both	I teach grade 1 and 2 in the same classroom and have so many different abilities and behaviour issues in the one room that teaching is near impossible. I'm just trying to keep my students under control. I have students who are severely weak, students on a behaviour management plan and students with a diagnosis. It is impossible for me to do what is expected of me with the diverse nature of my classroom!
Central	Both	-inadequate physical space/resources -teachers are unable to support large numbers -increased teacher work-load -increase of behavioural issues due to inadequate space -It is extremely difficult for 1 teacher to adequately supervise large classes (over 30 students to 1 teacher in some cases - me personally, for example.

Region	Impact	Q7B: Combined Classrooms
Central	Both	It is difficult for teachers to meet the needs of a diverse group of students and teach two curricula simultaneously. Students who require help are not getting the attention they need, and those who are capable are not being challenged enough.
Central	Both	It is students who are suffering waiting for the teacher to teach one group then turn his/her attention to the next group is absolutely ridiculous.
Central	Both	It takes twice the time to prepare for two grades at the same time and to familiarize both sets of student outcomes rather than one grade
Central	Both	Multi grade has its difficulties
Central	Both	My daughter is in a grade that the recent changes in classroom caps have meant either she would be placed in a combined 4/5 class or one of two oversized classes. A public meeting was held to ease parents' concerns yet no one left the meeting feeling anything but fear and trepidation for the quality of education their kids were to receive this school year.
Central	Both	My school is experiencing declining enrolment, however getting bigger at the same time. For instance, due to limit course selection, my school has Art and Design course with 34 students. There are so many students in the room, there is hardly any room for movement and the air quality is subpar.
Central	Both	One on one teaching is very limited due to the numbers in the classroom and the teaching of two curriculum
Central	Both	Same as previous question
Central	Both	Same example as previous question.
Central	Both	See previous answer
Central	Both	Social assuredness, gap in skill levels and expectations, larger than normal maturity gap
Central	Both	Students are frustrated with noise from other students. Difficulty concentrating and trouble listening or hearing the teacher. Problems with viewing the board or smart board. Classrooms are small. School was not built for big classes.
Central	Both	-Students are only getting half the time attended to a concept with a teacher. - Distraction of another "class" being instructed in the same room impacts productivity. -Any individualized attention from teacher is further impacted.
Central	Both	teachers have to now teach two-three grades in one classroom, unable at times to teach full curriculum outcomes for each grade or provide enhanced or enrichment to those students that need it.
Central	Both	The biggest impact for combining classes is in Math instruction. When you have 2 or more groups of students doing different things at the same time it really slows down the teacher's ability to adequately cover the curriculum outcomes within the recommended timeframe.
Central	Both	The range of student ability combined with too many students in the room makes for inadequate attention for each student.
Central	Both	This has affected my students in my classroom because since the other class is a split 4/5, they have a cap of 18 students which means that in addition to the 26 I have now, the soft cap means that I could end up with 31 students before the end of the school year. This means less time for me to spend with each child during the day.
Central	Both	This has resulted in me having more challenged students in my grade 5 class. The combined 5/6 class were unable to include any of these students. As a result, these and other students do not get appropriate remedial education.
Central	Both	To many students not enough human resources to deal with the students needs. Inclusion results in an extremely wide range of needs within the class.
Central	Both	We have combined 2-3, 4-5, 6-7, 8-9 classes. The 6-7 class is very challenging (i.e. nature of the learner, curriculum challenges, student assessment issues, elementary vs. intermediate). Impossible to long range plan for multi-age curriculum due to ever changing allocation. Impossible to get adequate supplies from LRDC since they will not recognize the increased numbers of a combined class.

Region	Impact	Q7B: Combined Classrooms
Central	Both	When two courses being taught that have very little in common it's distracting for students to learn... In The same room
Central	Both	with what I would call regular classroom combining, at least you could rotate the curriculum in such courses as social studies or health, but 1 combined class one and not the next, this is impossible to do. The teacher cannot focus one curriculum but now must slip their focus between 2 curriculums and 2 classes in the one room.
Central	Both	Younger students shy with older class in attendance. Unable to complete student-expected activities due to lack of space. Older students not significantly challenged due to age/ability difference.
Eastern	Both	- difficult to plan IRT support
Eastern	Both	- not enough time to give students one-to-one or small group instruction - some students not receiving adequate instruction: the squeaky wheel gets the oil
Eastern	Both	A colleague of mine at my school was impacted by combined classrooms. Two children who are performing above their grade level which is supposed to be grade three are in a grade two classroom. They are not being enriched or challenged as much as they would have been in a regular grade three classroom. I have seen first hand how this has impacted their social and personal development.
Eastern	Both	Again, teachers are burnt out having to plan two curriculums now instead of one. Teachers have not had training in combiner classrooms and have been put into jobs under trained.
Eastern	Both	As a substitute teacher and classroom teacher I have seen the negative impact of the combined classroom. We are moving backwards when we should be moving forward. The range of abilities in a combined classroom makes effective planning and teaching very difficult. More Planning, more accommodation, more behaviour management, more evaluation....equals valuable time lost....time that we could be investing in our students.
Eastern	Both	Because of combined classroom the number of students in my classroom increased, because we have 2 and 1/2 teaching units for my grade instead of 3 units. This means the total number of students were not divided into three groups but instead the total number was decreased by 9 (these went into combined class) and the remainder were divided in two. Keep in mind these children were divided into 3 separate groups for the previous 4 years.
Eastern	Both	Because our school decided that multigraded students would go to gym and music with their peers, my job will now change yearly depending on which grade levels get Multigraded. Less consistency means more workload for teachers and less time to spend with students.
Eastern	Both	Because students who are independent workers have been placed on multi grade classrooms with lower numbers, this leaves the "other" students who are less independent in the one "other" classroom. Too many problems in one room.
Eastern	Both	Being able to accurately plan, teach and assess for two different curriculums worth of outcomes at the same time, is causing burn out amongst teachers. Not to mention that students are getting missed in this shuffle. Yes, combined classes have been used for decades in rural Newfoundland. But that isn't to say it is not without a cost to student achievement and understanding OR that it was ever the ideal situation in the first place. I have never seen so many teachers so mentally drained, so early. This is already having a toll on our educators and will definitely attribute to early burnout.
Eastern	Both	Children- a total of 7 in the whole school felt they didn't belong anywhere and were moved to combine ... and then moved back to their original grade when there was actually funding for another teacher ... shocking!
Eastern	Both	Combined classes would be more effective and practical if carried out over a two year plan as is happening in other places.

Region	Impact	Q7B: Combined Classrooms
Eastern	Both	Combined classrooms require more planning on the part of the teacher...teachers are already stretched to the limit. Teachers lack the training and experience in dealing with combined classrooms.
Eastern	Both	Combined classrooms with special needs students as well has been very difficult.
Eastern	Both	Combining a primary class (Gr 3) with an elementary class (Gr 4) and having one teacher responsible for teaching both classes is unacceptable. While one class attends a field trip the other grades left are taking on extra students from their grade level. Two curriculums with a varying needs of students is too much to expect of one teacher especially when one class will be responsible for provincial assessments at the end of the year.
Eastern	Both	Combining two grade would be a dream. I'm actually teaching 3 grades with a grade gap because of having no students in one grade. I'm responsible to deliver all 3 curriculum at once.
Eastern	Both	Delivering math lesson to grade five and six students. Grade 6 group listens to grade 5 math lesson "for review". Grade 5 group begins handout while degrade 6 group receives their lesson. While delivering the grade 6 lesson, I cannot pause to answer questions from the grade 5 group. Much time is wasted in waiting to receive instruction or help. Not to mention that while one group is supposed to be working independently, there is a teacher speaking which will obviously affect concentration.
Eastern	Both	High number of children and behavioural needs in the combined classroom causing stress for the teacher and less individual time for students
Eastern	Both	I am in a combined classroom, not different grades, but 2 kindergarten classes put in on room together for financial reasons. Although, there are 2 teachers, teaching the students in two smaller groups, in separate classrooms, would definitely be better for the students learning, socially, emotionally and academically. Daycares have a 1-8 ratio at this age with a max of 16, for a reason. And we are supposed to teach the curriculum, differentiate for students, provide individualised attention, small group conferencing etc...while expecting a large number of other children to self-regulate, stay on task, not be disruptive etc...at the same time.
Eastern	Both	I am in k-1. These grades are very vast in the outcomes of where they are at the beginning and end of the year. Kindergarten's program now included an hour a day outside play and my struggle is what to do with my grade ones. Trying to find curriculum matches everyday for grade 1 and K for outdoor activities are not easy. I can not leave them inside to do work that needs to be done. Another problem is the time allotted to actually plan. I have to not only plan for one grade but two and have very little time to do it. I have to take it home and work for hours at home or on the weekend.
Eastern	Both	I am not impacted myself but my co-workers are. I taught combined classroom is Northern Labrador and did not think it would ever be the case in a city.
Eastern	Both	I am teaching in a combined class. I have 18 students. I have to deliver 2 sets of curriculum. I have 7 children out of 18 in my class being treated for ADHD. I spend the majority of my day trying to manage behaviours.
Eastern	Both	I believe the quality of education being provided to our students has not been impacted compared to being in very large classes. However, I feel that we should not have to admit that the education being offered is worse than previous years. We should not have to choose between a huge class and a combined class. I believe combined classes can be a valuable way of teaching our students. The problem is it's the teachers who feel the strain with teaching two grade levels instead of one. The impact on the students is minimal, but very great to the teachers.
Eastern	Both	I feel that combining classes has impacted the students because I am trying to teach two different curriculum's and cannot focus on one. I can not give the children the individual attention that they need.
Eastern	Both	I have 4 grades combined. Planning must be done with 4 years of content in mind. A very difficult feat.
Eastern	Both	I have to teach two grades of math in the same classroom. Show how this is done! Especially without negatively impacting student achievement!
Eastern	Both	I see teachers struggling with planning as it is not a two or three year plan for combining as it is in rural

Region	Impact	Q7B: Combined Classrooms
		combined classes of whole grades. Now, it is difficult for all outcomes for both grades to be met in one year, because it is only 6 or less from one grade combined but they may be back with own grade next year which means all outcomes have to be taught in one year for all. It would be easier if they were in the larger class. Just as well to have 32 in the room as to have 29 with 4 out with a grade below them. We have made social mistreatment of students. Selecting 6 students to not be with the peers that they were in school with since K. You should see how sad some were to see that they were the handful that was selected to be in the combined room with younger students. Some thought it meant that they learned differently. So backwards. Seen a student now segregated from her friends and still sad about it and now she sits alone at lunchtime. So socially wrong. Very negative impact. Just To save money? I have also seen that some students are not able to stay focused on their own work when asked to work independently.
Eastern	Both	I taught multi grade two times. I did not have a problem with it. But it was in small rural communities where it was expected by the community and each child had an equal education that was closely monitored due to small class sizes. I found not agree that a two-tear system in a larger centre is fair to the students, the families and the untrained teachers. One teacher is expected to deliver two curriculums and the teacher next door has one. Same pay. Two-teir systems lead to animosity and negative environments for staff and students.
Eastern	Both	I teach a combined grade and I am not able to cover all the outcomes for a unit. For example in Social Studies and Science I am not able to provide the time allotted for each subject so I have to pick and chose what to cover. My students are not being taught all the outcomes as the students in a single grade are.
Eastern	Both	I teach French in a combined grade and its very difficult to find a common ground where you are challenging the older group while not overwhelming the younger group. Your need to split yourself in half.
Eastern	Both	I teach PE and this is a fairly common thing for me in our small rural school.
Eastern	Both	I will say that the classes doing multi grade are happy and doing well but at the expense of the rest of the grade level! The class sizes in the rest of those two grade levels have exploded. Teachers are overwhelmed and many are struggling day to day to effectively manage the curr with both groups given class dynamics, etc.
Eastern	Both	In a combined grade 2/3 music class, I am not able to cover all outcomes for each grade.
Eastern	Both	In my school, K-6 students are grouped together for several subjects. We are a small school, but it is such a wide variety of curriculum outcomes to be addressed between the grade levels that this is not practical. Students are not getting what they are supposed to be at each grade, as teachers have to do the best they can, and it is impossible to cover all outcomes with such a group.
Eastern	Both	In the current 2/3 classroom there are several students ts with reading and numeracy issues that are not getting g the support they need because of the curriculum teaching demands.
Eastern	Both	It has proved to be quite difficult to teach the outcomes with NO RESOURCES. We are still expected to teach all the same outcomes but are unable to use the resources provided to us. For example, I teach a 1-2 combined class so I am unable to use the grade 1 resources because my grade 2's have used them and I can not use the grade 2 resources because my grade 1's will use them next year. I spend the majority of my time outside of teaching hours trying to find ways to best teach these kids with resources and ideas I have to find on pinterest or having to pay for it on TPT. WE did a few days of PD this summer and now we are forgotten about. I eat sleep and breath my work...I burn the candle on both ends in the hopes that I am providing my students with the best education possible. They should not suffer because of our budget!
Eastern	Both	Lack of focused time in curricular area if teacher is not a master of curriculum for those grade levels.
Eastern	Both	Less Basic courses for at risk students
Eastern	Both	Many students in split classroom have to wait until their teacher is finished teaching a topic to one group of students before they can start any work. Time constraints make this extremely frustrating for classroom teachers and students. Students that are already struggling are falling further behind.
Eastern	Both	Much more demand on staff reducing time to be spent with students

Region	Impact	Q7B: Combined Classrooms
Eastern	Both	My fiancé teaches elementary music in a school in the Western Avalon region, and I substitute for him and sometimes help him with his planning. When planning music classes, it is generally easiest to plan the same activities for all the classes of the same grade (but of course staying flexible enough to make changes when necessary). My fiancé has 2 grade 5 classes, 1 grade 6 class and a combined 5/6 class. When planning for the 5/6 class, it's a challenge to plan activities that cover both levels of curriculum, and it usually requires a different plan than for the 5 or 6 classes. What usually ends up happening is that the material has to be simplified enough in order for grade 5s to understand, and then many grade 6 outcomes are not reached (i.e. it's taught as a grade 5 class). Music is very "hands-on" and requires a lot of group work, it isn't as simple as providing different worksheets to students of different grade levels.
Eastern	Both	My last example will suffice for here as well.
Eastern	Both	My son is in a combined grade 5/6 class. I have concerns about what will happen next year as he is bright and will probably be ready for grade 7 next year
Eastern	Both	Needs of the students are not able to be met.
Eastern	Both	Never felt like you are providing the same education that other teachers can provide who teach one grade. Too much preparation time required.
Eastern	Both	not fair to ALL students that one class is made up of 18 good/strong students, with NO diagnosed exceptionalities, while the other classes are 28+ with at least half requiring alternate courses, alternate curriculums, modified curriculums, accommodations (including scribing) teachers of combined classes were given less courses to teach to allow more prep time, reduced workload, while "other" teachers are stressed to the max which means they are less productive, less effective. IF combined classes are so good (as the Minister suggests) then why don't ALL classes become combined? Oh wait, they can't save any money that way because they would have to lower the cap sizes.
Eastern	Both	of course it impacts students, every change does, but I believe combined classes can be very positive for students.
Eastern	Both	one group works while others are taught and vise versa - very little time for small group support
Eastern	Both	Planning time with teachers
Eastern	Both	Same as before plus primary and elementary curriculums combined 3/4
Eastern	Both	Scheduling problems; combined groups are 35+ for gym music and other special events...
Eastern	Both	Since the better students in grade 6 are enrolled in ICF, the grade 6 students in our combined class are weak, and have many needs. Having to deal with them each class has a negative impact on the grade 5 students in the class. It is hard for the teachers in that class to provide quality instruction to the grade 5s.
Eastern	Both	Students are left to complete independent work more often so that the teacher can meet other needs
Eastern	Both	students are often forced to do subjects either beyond or below their grade level because they are forced to combine with other grades. students are then either over challenged or 'under 'challenged in many cases.
Eastern	Both	Students are separated from their peers, with only 5 students of a grade 6 class of ~36 being combined with 12 grade 5 students. These 6 students feel segregated in many ways. And although I feel they may be better off in the combined class, this is only because the "regular" class now has ~30 students (due to the soft cap that we are fortunate enough to have, and at least 2 students have registered since school began in September) which is grossly over crowded.
Eastern	Both	Students not being able to be taught curriculum because of dealing with behaviours from various student population
Eastern	Both	Teach grade 5 and 6 math during a one hour time slot. Children with LD's lose any extra support, lose focus in class and have trouble paying attention and completing work when so much is going on at the same time.
Eastern	Both	Teacher mental health, no time to prepare or collaborate, only one combined class in a school alienates teachers to some degree. minimal training PL for new teacher hired, students getting used to teacher instruction in other grade. not a common practice that occur in schools so students do not practice this skill

Region	Impact	Q7B: Combined Classrooms
		of tuning in and out in most schools.
Eastern	Both	Teachers expected to do more with less-
Eastern	Both	Teachers in combined classes are challenged to deliver quality programming to two grades at a given time. Again, no increase in IRT support to help deliver two programs to diverse learners at two grade levels. Limited PD provided for L.A. and Math in combined classrooms, what about the other subject areas.
Eastern	Both	teaching a combined curriculum for grades 1 and 2 with a very large gap between students abilities
Eastern	Both	Teaching two sciences, grade 5 and 6 in one class (both dramatically different content) does not allow uninterrupted conversations, activities or demonstrations to occur. Both classes have to sacrifice teacher facilitation time for the other class.
Eastern	Both	The best academic students have been placed in combined grades leaving larger classes of only average students.
Eastern	Both	The combined class resulted in a very stressful situation for the teacher who was teaching the combined class and for the teacher with 31 grade 4 students.
Eastern	Both	The combined classes have very small numbers, the other classes are HUGE!
Eastern	Both	The combined classes usually consist of the more independent, higher ability students. As a result the other classes have more academic and behaviour concerns in their classes.
Eastern	Both	The lack of time available to offer intensive, direct coverage of the curriculum as you have to juggle your time between two grades. Leads to limited and general cover of materials as you are just trying to keep up.
Eastern	Both	the split class seems to have swinging doors because of the attempt to include them with grade level peer activities in other parts of the building.
Eastern	Both	The students who take Phys. Ed. and Healthy Living are very different in terms of the comfort level in the gymnasium. Combining them limits the participation level of some students, which is opposite intention of the program. Physical health has a positive affect on all aspects of well-being. If students can be consistently active, it will yield better results in their overall wellness.
Eastern	Both	The work of determining the composition of these combined classes was extraordinary as we sought the best possible chemistry. We have so many with ID'ed exceptionalities that it made it tremendously difficult to do. In the end, we gave it our best shot.
Eastern	Both	There are combined classrooms in my grade level and the students who were put in the combined class at my grade level were the "strong students" who could manage the increased curriculum demands since they would be learning alongside the next grade. This, in combination with the French immersion in our school, we are left with the highest of needs, and with the highest numbers.
Eastern	Both	This benefits the students in the lower grade but the students in the higher grade are not being challenged, they are not reaching their potential.
Eastern	Both	This class has only 15 students.. so it's not the issue of combined but size and supports in place. It seems like a positive experience for those students
Eastern	Both	This does not impact me personally but I think it's terrible. Teachers have enough teaching one curriculum alone two. It's backwards
Eastern	Both	This has increased the workload of said teacher significantly; affecting both teachers' planning, mental health and students' individualized attention and, therefore, outcome learning.
Eastern	Both	Three grades combined for math is a nightmare. Teacher can't make bits of themselves and students are losing out.
Eastern	Both	Top academic, independent students were chosen for combined classrooms resulting in more needs and behavioural issues in a regular classroom.
Eastern	Both	-very little teacher guidance with regard to curriculum implementation -2 full curricula to implement (teacher doing two jobs but being paid for one) -increased teacher time needed to plan
Eastern	Both	We had a multigrade class that was dissolved a couple of weeks ago. As a result I acquired 2 new students 2 months into the school year. This is problematic for the students and for me.
Eastern	Both	We have 2 classes affected in this way. one of them being a grade 1/2 split. Grade ones who are just

Region	Impact	Q7B: Combined Classrooms
		getting used to full days with grade twos. I didn't think that difference between grade one and two students was as great until I am seeing them together everyday. Very diverse needs, even dealing with them one grade at a time would be challenging in my opinion but putting them together has NOT been easy.
Eastern	Both	We have combined Grade 5/6. Some think they are "stupid" because they are held back with the grade fives. Also, when the grade sixes are called on to do something, the ones in the combined grades tend to be left out unintentionally. They are forgotten about. The teacher has to teach each subject to two different grades each day.....or sometimes they give independent work for one grade and teach the other, then vice versa.
Eastern	Both	we have gone back 50 years in education! Teachers are unable to provide adequate teaching to students of multi developmental classrooms.
Eastern	Both	Yes, the few children who are in a grade below miss out on nearly everything that their peers experience. I have substituted in both classrooms as irt so I see what goes on in both rooms and these children have to sit separately, quietly doing seat work while their former teacher from the year before has to teach her curriculum to the 20 plus students in her class. Meanwhile, what should be their current teacher is directly across the hall introducing new things but has her hands full with a class that is also bursting at the seams with several learning and behavioural issues. I do not see how anyone in this scenario benefits.
Eastern	Both	You are having to address 2 complete curriculums. Ideally, one grade would be doing tasks and seat work while instruction is ongoing for the other grade. However, certain students need silence in order to properly do work, which they no longer get and several doing seat work are likely to need individual attention, which cannot be given while providing instruction to the other grade. At a worst case, weaker students become completely lost as they are hearing 2 streams of information. For some, it may become challenging to differentiate what they should and should not attend to.
Eastern	Both	-zero time for any individual student time/assistance/remedial.
Labrador	Both	Dans le cas de la maternelle par le jeu combinée avec les classes de 1e année. Les attentes sont totalement différentes.
Labrador	Both	Grade 6 should be the culminations of K-6 and Grade 7 is an introduction to High School. Here they have combined these two grades. The Grade 6 kids lose their Grade 6 experience and the Grade 7 kids are being held back by the presence of the Grade 6 kids.
Labrador	Both	I personally have been teaching combined classes for several years at the High School level. We try to put courses together that have some similarities; However, there was a couple of times I was asked to teach Academic Math level I and Senior High General English. Needless to say the General English was given the time it was deserving.
Labrador	Both	In fact I teach 4 grades (K-3). The difficulty is meeting the outcomes of all grades. For example I have 4 math curricula. It is difficult, if not impossible, to give each grade the necessary time to fully teach the outcomes and engage students in activities to solidify the teaching. Days are not I
Labrador	Both	Less time to spend with each student and more preparation time needed for each class.
Labrador	Both	Not able to spend the time needed with each grade
Labrador	Both	Teachers are overworked. Students not receiving proper support.
Labrador	Both	We have grade all day K with grades 1 and 2 in the same class. We also have grades 3 -6 in the same classroom. It is difficult to teach primary with elementary as the outcomes are different. The primary teacher find it very difficult to adjust to teaching so many grade outcomes in the same class. All day K is an adjustment in the classroom with the other grades.
Other	Both	Combined classrooms has negatively impacted the pacing of the course as well as the number of outcomes being covered. Students are very dependent and are unable to work independently while instruction is provided to the other grade.
Western	Both	1. Hard to balance between 3 or more grade levels. For example: teaching and implementing many different curriculums and outcome is a struggle.

Region	Impact	Q7B: Combined Classrooms
		<p>2. Because of having so many different curriculums to follow, it takes a very long time to plan and wrap your head around so many different outcomes.</p> <p>3. Students are not getting quality support in the classroom. It is hard to tend to all students 24/ 7, especially when they are learning different material and outcomes.</p> <p>4. Implementing the full day kindergarten into a multigrade classrooms with k-3 is very difficult. It is hard to implement what they are expecting of us. I.e. play based learning all the time when we have a grade 3-4 student in the room as well. Hard to balance and to follow expectations when you have older students in the class that is expected to complete high level work</p>
Western	Both	All grades are multigrade in my school.
Western	Both	As a parent it has impacted me. Kids are on the bottom are being exposed to older kids (the difference between an older grade two and a younger grade one are extremely different). From language usage to shows watched.
Western	Both	At our school, in our multi-grade 7/8 class. Science and social studies classes must be taught separately. The grade 7's are doing one course on one side of the classroom, and the grade 8's are doing another course on the other side of the class. Due to changes in class composition, flip-flopping of the curriculum was not possible (this same group was a 6/7 multigrade class last year). Students needs to do these courses this year in order to be on par where they need to be when the time comes to enter grade 10 at a neighbouring school. This has cause double the work for the teacher. Also, due to teacher allocation cuts, there are ZERO prep periods. This, along with all of the duties, has made the work load very taxing.
Western	Both	Because we have a 1-2 combined classroom in our school which can only have 18 students in it, I have 27 grade 2's in my classroom to myself! I cannot give my students the help and attention they need with so many children in my class.
Western	Both	Cannot give same amount of attention to each students' needs!
Western	Both	Class size is larger. This sometimes causes an overlap in content for one or both groups, depending on if the classes were combined the previous year. Bigger class sizes means less time for extra help from teacher.
Western	Both	Combined classes are a step backward .
Western	Both	Covering two curriculums is hard to do with so many student needs. For example, teaching math. It takes alot of time to go through two sets of curriculum outcomes to find similar outcomes and cover outcomes that are different.
Western	Both	Elementary students are having to keep up with intermediate students, in many respects, when grades 6 and 7 are combined. For students with learning disabilities, in particular, the gap between their skills/ability levels and those of same age peers is already wide enough. Students are very much aware when they are not able learn at the same pace, or gain a similar level of understanding of concepts as their peers. For some students, self-esteem/confidence in their abilities is negatively affected.
Western	Both	For the first time ever, I have to teach a multi-age math class. There is no way that I am going to get through two entire years worth of curriculum outcomes in 16 periods per cycle. Even with adding extra math to our day, it is going to be challenging when specific outcomes have to be taught. Small children find it hard to work independently on anything- especially those with learning needs (for example two years behind their peers). When it comes to math, single grade configurations are best. The children are not getting as good as I could provide when it was just one grade. I 100% guarantee it. I could often complete formative assessment during math classes but this is not happening now, not like it was. Not to mention the extra, continuous planning. As well, It is not fair that I have to implement two different curricula when my counterparts in single grade classrooms only have to prepare for one. It is twice as much work. And yes there are students at different abilities in all classrooms but preparing is NOT the same.
Western	Both	forced into a situation that we are not prepared for

Region	Impact	Q7B: Combined Classrooms
Western	Both	Grade kindergarten and 1 together, reading records and benchmarks for learning are negatively effected
Western	Both	Grades k/1. K is full time and grade 1 are in school full time for the first time as well. K needs so much help and so does grade 1. Reading and math are important and need time one on one with each class. But where does the time come from? Only one teacher. K is play based. Explain that to a grade 1 student who has seatwork to complete
Western	Both	I am teaching grade 8 and 9 math in the same classroom. I am working with a group who have major learning needs. Preparing for 2 lessons in the same classroom is challenging but something more schools are dealing with. The problem is expecting teachers to prepare 2 lessons plus the accommodations and alternates that students need. Its difficult to keep up with and it must be done in order to properly educate our students.
Western	Both	I am teaching two courses in one slot with different levels of expectations. This causes logistical challenges.
Western	Both	I believe multi-grade classrooms can be effective if they are implemented properly. However, in many cases classes are thrown together at random with little to no support for the teachers or students. Unfortunately, this results in over-worked, stressed out teachers and children who do the necessary individual instruction. A capped out multi-grade classroom attempting to follow the inclusion model with no extra supports is a recipe for disaster.
Western	Both	I have 4 grades K-3 in the one classroom for all subjects except Math and Language. K-2 for Math and Language so as a result the Kindergarten students are not provided with as many opportunities for Play and Learn as they would in other schools. Also I'm trying to teach all outcomes for math in one period for all 3 grades so really only get to teach to each individual group about 15 minutes a day.
Western	Both	I have a number of students with high academic needs who require ongoing assistance with their work in class. These students are spread across both grades, so no matter which grade I am working with, there are students in the class doing very little or nothing because the academic support is not there.
Western	Both	I have combined grades for intermediate math. I am lucky that the level of the grade 9s is high enough that they can work on their own most of the time. The grade 8s however are VERY needy and weak and they take up ALL of my in-class time.
Western	Both	I have three grades together in one classroom. Kindergarten students have been impacted because they are coming to school for the full day with other students who they do not know. It was overwhelming for them, and still is at times.
Western	Both	I provide in-class, IRT support to one class that has English 1201, English 1202, English 2201, and ESL. It is a struggle to engage everyone and the time needed to plan with the other teacher is not available.
Western	Both	In many schools there are both academic and General courses in the same class. Imagine doing Macbeth with a none reader in the class. What do they do while you complete academic topics. They are not independent learners.
Western	Both	Increase planning and work load on teachers. Academic outcomes are suffering.
Western	Both	It is not humanly possible to teach two separate curriculums at the same time. There are very few overlapping outcomes in Science, Social Studies, and in many Math strands. Not only is the amount of preparation tremendous, but the ability to deliver it well is practically impossible. Students cannot have their teacher's full attention as it is divided between two separate groups of children.
Western	Both	It's Very difficult to accommodate all The student's needs as a result.
Western	Both	Mine is a combination of primary and elementary together for several classes. The outcomes and concepts are not the same. My time is divided between both groups which means neither group gets the attention it deserves. I have to receive any training in the new kindergarten curriculum.
Western	Both	Multi- grading is new for some teachers and trying to complete two curriculums with the dynamics of our inclusive classrooms had increased workload and added stress for some teachers.
Western	Both	Number are too high.
Western	Both	Our school has 4 grades in one classroom (K-4, no grade 2's) and 4 grades in another room (6-9).

Region	Impact	Q7B: Combined Classrooms
		Teachers are having to teach 4 grade levels in addition to the various students with exceptionalities. There are no prep periods to do planning and there teachers are having to spend much more time after school hours completing work and are very tired.
Western	Both	Our school has always had multi-graded classrooms but now we have even more classes combined; some classes in our high school might have 4 courses going on at the same time in a one hour slot (i.e. an academic and basic credit course, a modified credit course and a grade nine course). To compensate for cuts last year, we have combined as many courses as possible, while some students are forced to enrol in CDLI even though they are not the type of student who might succeed in an online class.
Western	Both	Our school has been a multigrade school for years, however, the teaching units always allowed for separated grade level math teaching. This year because of the budget cuts, students are combined for all subjects including math. Given that math is so content based, this makes for a very impractical situation. Teaching two curriculums at once is very challenging and splits the time the teacher has to teach each concept to each grade level in half. I can no longer spend a full period teaching one grade level, I have to split the period into two sessions leaving only half the period to cover each grade level outcome. This is going to have a huge impact on the math scores in the future. I am a very 'seasoned' teacher with prior experience at each grade level I teach and I am struggling with this, I can only imagine the new teachers coming out trying the juggle such a situation!
Western	Both	Same as previous response.
Western	Both	See previous answer.
Western	Both	Simple more students in a classroom trying to cover two curriculum with a diverse group of students in an inclusive environment. One curriculum in an inclusive environment difficult, two curriculum in an inclusive environment little or no time to support diverse learners.
Western	Both	Small k-12 school with 31 students lost a full teaching unit. Now has 4.5 units to cover k-12. French class with 4-9 and science class with 9-12 as two examples of combined classrooms due to new budget.
Western	Both	Some subjects are easier to combine than others. I am not sure where the time comes to teach two science curricula or two social studies curricula. Some guidance given to combine math and ela...its a struggle for the two teachers asked to combine grades in our school
Western	Both	Students are highly distracted.
Western	Both	Students intimidated by older students in class. Older students frustrated by immature behaviour of the younger students. Too many students with needs in one room. Hard to plan activities with significantly different levels of abilities. Too much time required to complete activities with younger students.
Western	Both	Students receive less instructional time because more than one curriculum is being taught.
Western	Both	The expectation on the teacher to cover 2-3 curriculums, depending on how many grades are combined, makes it almost impossible to do any justice to any one curriculum.
Western	Both	The more outcomes are teacher has to expose the students too, the more demands are placed upon the teacher. Some students are more motivated to preform but it is becoming more difficult to meet the individual needs of students are not yet meeting or who are exceeding the outcomes.
Western	Both	The teacher in this room is much more frustrated and stressed. The students do not always combine that well. The teacher essentially has to prepare double... or simply leave out some outcomes from one grade or the other.
Western	Both	There is a new teacher at our school teaching the 2-3 French Immersion combined class. (First year teaching) She still has not received any materials from the Board office...NOTHING! I have had to go out of my way to help her and to lend her books from my room. I am testing her students in reading because she has not yet received any training and the report cards are due next week. The poor girl is feeling overwhelmed and disrespected. I have had to be her mentor because someone needed to help her. This takes away from my planning and teaching time. I feel her stress.
Western	Both	Vast array of needs in one grade and now the needs are even greater. Much more preparation required to ensure grade curriculum is complete.
Western	Both	Very difficult to teach two curriculums to a large group that has a wide variety of learning needs. Students

Region	Impact	Q7B: Combined Classrooms
		are not getting an education comparable to those in a single grade.
Western	Both	We have had to combine two or three grade levels or courses in the same class before. That is nothing new to us (small school). Now, we have to combine two divisions at a time in some cases, which affects quality of instruction, teacher workload, safety, and so on.
Western	Both	Young children are easily distracted by what is going on in the room. When different groups need different lessons, it is quite difficult to keep the other group on task.

Q7C: You noted being impacted by Implementation of Full-day Kindergarten since the beginning of the school year. Are you able to provide one or more examples of how this change has impacted the quality of education for students?

---- Full-day Kindergarten ----

Region	Impact	Q7C: Full-day Kindergarten
Central	Students	According to NLTA we are responsible to look after toileting and other personal needs. This too gets in the way of delivering outcomes.
Central	Students	all available resources such as IRT and Guidance being used with K students and having negative impact on rest of the school
Central	Students	Cafeteria- too much energy and movement and adds to general chaos. Student assistants being pulled to help with washroom needs and tired children in pm.
Central	Students	Classrooms are not being given resources necessary to properly implement curriculum
Central	Students	Even though we received a teaching unit for this, I'm pretty sure it came from other teacher time in the school
Central	Students	FDK is moving along fine, but the "collateral damage" in other areas of school are being noticed. For example, no lunch-time bussing has led an increase in student misbehaviour and poorer quality lunches.
Central	Students	For the majority of the children, I think it is a positive thing. I think that the age cut off should have been changed (5 before September 1), and that early child educators should have been hired to assist with this process. Also, there should have been a pot of SA support for children with significant needs to assist with this. Also, an educational piece for parents to ensure that children know how to basic things such as wipe their bums, etc. Also, we have Kindergarten teachers hired after the in servicing in June 2015, who are NOT in the know of how to do this right. It is a pleasure to walk in the classroom of K teachers who are implementing this curriculum as it was intended!
Central	Students	From what I have seen, Kindergarten teachers were asked to "scrounge" for materials, using their own time and money to follow the new kindergarten curriculum. This created a negative attitude towards the new curriculum, and set back the implementation of the natural learning environment that was needed to be created. There was also very little to no time for kindergarten teachers to completely revamp their classrooms.
Central	Students	full day k and same staffing means the same as a loss of .5 of a teacher on staff
Central	Students	full day kindergarten needs to properly resourced to be effective. these are very young children transitioning into full days. If there are not enough adults to support this at the onset then the philosophy is lost. Additionally there is the outdoor focus but if the outdoor areas are not ready how are these outcomes suppose to be implemented?
Central	Students	Full-day Kindergarten is a great idea but the human resources are not available to provide a proper transitional period for students who do not positively handle change. IRT time is required for certain students but sadly this is very limited since there is nowhere near enough IRT time in the school system.
Central	Students	Full-day Kindergarten is fantastic. The K student's really enjoy coming to school however. The Kinderstart program has not been set up effectively to support the transition. AND we haven't effectively managed the inclusion initiative! We should be addressing inclusion first, resourcing it appropriately and doing enough PD before compacting the problem with full day K.
Central	Students	Having full day Kindergarten combined with grade one is impeding meeting the required outcomes for both grades when there is only one adult in the room for the entirety of the day. Grade 1 requires structure for things like Guided Reading and centres. The K curriculum is student-driven with the provocations. It is difficult to meet demands of both at the same time.
Central	Students	I do not teach kindergarten however this has caused changes in lunch time routines and has increased teacher duty and also I find a shortened lunch does not leave much time for extracurricular activities and clubs and/or extra help sessions.

Region	Impact	Q7C: Full-day Kindergarten
Central	Students	I don't believe that children at the age of 5 are ready for increased length of day. My observations are seeing K students more tired and agitated in school and therefore unable to function properly in the classroom environment.
Central	Students	I have lost my IRT time because of the need in Kindergarten. The needs there are so pervasive that other streams in the school have lost time to support the Kindergartens.
Central	Students	I personally haven't been impacted, but members of my family have been. I don't think this is a good allocation of limited funds. Many teachers have been awkwardly shuffled around and are out of their element, plus I believe at the age these little ones are it is hard to keep their attention all day. I think the old way of kindergarten gradually welcomed little ones into the academic environment at a fair pace. When I substitute for little kindergartners, I've found in the past that they are completely ready to go home and done with their attention span by the end of the half day, but that's just my personal opinion, I'm sure the education board had great reasons for it, but I believe special needs could use those funds more. There have been IRT support cuts, but then kindergarten is extended. So I'm not sure, but that's how I see it (again I know I don't have all the facts).
Central	Students	Implementation of full day kindergarten, such as it is, does not allow for combined grades.
Central	Students	In the multigraded K/1 class, the implementation of FDK means that the grade 1 students get less attention than previous years when they were only multi-graded for half a day.
Central	Students	IRT time is being used in the FDK classrooms and other students are losing time with IRT's because no new IRT time was allotted
Central	Students	It's not a direct impact. I feel the all-day kindergarten was bad timing and wrong-headed. We are experiencing budgets cuts and now isn't the time for it. I'd like to see Grade 12 scrapped too because I see very little use of it. Most are ready after Grade 11 and we need to get rid of it and also get rid of kindergarten and stop institutionalizing children too early. Besides a daycare center can do this work, if it's play-based, for less pay, and so why have taxpayers flip the bill for this or rob the rest of the system to do it. The system is seriously flawed and no one thinking outside the box.
Central	Students	K&1 combined. The grade 1 students are not getting the attention they need and deserve
Central	Students	Less ITR time
Central	Students	More IRT time is used in Kindergarten classes because they are in school all day.
Central	Students	More teacher resources being taken up and unfairly distributed amongst the classrooms because of no teacher support.
Central	Students	More teachers required for kindergarten has impacted on the number of teachers in other grades/areas.
Central	Students	My children are much older but I have colleagues and friends with children going through full-day kindergarten. The most shocking part of this for me is that many kindergartners are falling asleep after the school day. Not only is this physically stressful for the child but it puts great pressure on the family dynamic as it has significantly decreases the amount of time these babies are able to spend with the important, most influential people in their lives. Of course, some would argue that they would only be in day-care but that is not always true. Some are with parents as they have different work schedules or with grandparents or even if they were in daycare, they are in a much smaller group with more adult attention and a less-structured environment.
Central	Students	NO corresponding supports. A school in my zone has 11 students in gr K with Student assistant supports (behavioural + self help). That equated to FIVE students in one class, and THREE students in 2 other classes, because no additional supports could be secured. There are daily behavioural experiences for all students in those classes. Plus full day Kindergarten resulted in 27+ students in multiple elementary classes, to fund the teacher units for FDK.
Central	Students	Not enough resources. Teachers are expected to "SCROUNGE" for teaching items
Central	Students	Numbers in elementary classes were increased to provide teachers for full day kindergarten
Central	Students	other areas affected to bring in program
Central	Students	Our kindergarten teacher was also an IRT for primary grades. Now that she is full time kindergarten

Region	Impact	Q7C: Full-day Kindergarten
		we were not given any extra people for IRT so the students get less services.
Central	Students	Please see previous comments. The Kindergarten teachers are awesome in my school however, I feel that there is much to do in supporting teachers with resource people and with providing technology for classrooms. In addition, our school is not only without a playground but also without a fenced in area. Thus, with very young students (some still aged 4) and with runners/high needs the safety of our students was not given proper attention and planning. The waiting for a fence and the waiting for a Smartboard is now into 3 months. The Kindergarten program was supposed to emphasize outside time for exploration and so on, but the students cannot avail of this properly. The safety and education of children should have priority and should not be left to if a school can fundraise enough funds or given only when a serious incident occurs.
Central	Students	Sharing of resources such as student assistants
Central	Students	Some students were not ready to stay in school for a full day at the beginning of the year. There are children who cried daily and were in some cases dragged into the classroom by parents in the morning because they didn't want to come to school.
Central	Students	Teachers express their overwhelming stress n dealing with this on multiple levels from not enough time to prepare, to correct, to plan,
Central	Students	The expense necessary to implement FDK has had a massive negative effect on our system. More duty, more strain on IRT services, less janitorial, etc. The difference from last year with our cuts to janitorial services are massive, never seen a dirtier school.
Central	Students	The implementation of full day kindergarten has caused the rest of the system to lose resources in order to fully fund the FDK initiative
Central	Students	The implementation of full day kindergarten has taken teaching units out of the high school program. In my area, this has resulted in a loss of teachers at the high school level which in turn has resulted in some courses being dropped from the schedule. This meant that student options for graduation requirements have been reduced.
Central	Students	The Kindergarten students have had to adjust to many changes and expectations. It is a lot for them to absorb. We are two months in to the school year and our Kdg students are still having difficulty with routines in the lunch room, routines in the classroom and getting use to the longer day.
Central	Students	The units to cover this had to come from somewhere one of them impacted me. The one school I served last year is very unique in its high number of students with mental health needs, hence my being assigned only to that school. This year I'm in that school plus three other schools.
Central	Students	There has been a change in bussing for our school and has affect many things that were unexpected. More are popping up all the time like kinderstart.
Central	Students	Was implemented before all classrooms were supplied with resources necessary. Example, kindergarten classrooms in our school with no age appropriate literature!!!
Central	Students	We are a K-12 school. Kindergarten students are just too small to be at school all day with no lunchtime bussing. The staff time being devoted to them for a full day means less teacher time for other students.
Central	Students	We did go home for lunch to get a break from school now we stay and have more duties placed on us.
Central	Students	We have had to combine grades to accommodate FDK so resources are been taken away from other grades to compensate.
Central	Students	While the full-day kindergarten classrooms I have witnessed seem to be having SOME positive effects on students (ample time for open and self guided play for example is extended for all students, regardless of background, and the opportunity for students to go outside daily for both structured play as well as open exploration and play time opens new opportunities for learning), the curriculum did not seem prepared for all teachers, new and old, at the start of the year and this would in turn have an immediate impact on students. I feel the resources given in the classrooms simply aren't enough and teachers should not be responsible for providing further resources if they are necessary for the curriculum of self-guided play.

Region	Impact	Q7C: Full-day Kindergarten
Central	Students	With Full-day Kindergarten I am able to get more of my curriculum covered, as I see the students more often. I also feel it should be noted that I am aware of how lucky our school situation is; we did not require any more space for our Kindergarten students and we can adequately house them in our school building.
Central	Students	You have combined classes(e.g. Grade 1, Kdg. and children with extreme exceptionalities) full day kindergarten and children with severe disabilities in one class with less supports. One teacher doing all this is very difficult with little I.R.T. supports.
Eastern	Students	- availability of student support services has decreased.
Eastern	Students	- limited resources - teacher burn out due to lack of readiness with the rush of full implementation at the beginning of school year
Eastern	Students	A lot of behavioural challenges which impacts the amount of time I can spend with those students
Eastern	Students	All class sizes caps have increased to make way for this program. As a result, all teachers have more students, and it is not an effective way to teach or for students to learn. There should be no more than 20 students in a classroom.
Eastern	Students	All day Kindergarten has impacted the teaching units that are available province wide and each school has lost teachers due to the implementation of all day Kindergarten. I think the students of the province need all day Kindergarten but not at the expense of all the other grades that now have to double up because of lost teaching units.
Eastern	Students	All Irt time is spent in kgn full day... where there are so many needs that have come to our school at 4 and 5 years old... teachers need to be bailable for kgn now and don't have time for the other grades
Eastern	Students	Children this young are challenged by merely trying to learn the rules and routines of school. This, along with curriculum and generally shorter than average attention spans means that learning at this age become mentally labour intensive. A full day is simply too long and requires too much attending. this creates learner fatigue and thereby leads to distraction. At least by grade 1 students have a year of getting used to school rules and routines already. the next logical step is to introduce them to having to pay attention for longer periods, i.e. introduce full days then.
Eastern	Students	Class cap has increased due to resources being sucked into FDK. 7-9 impacted by FDK.
Eastern	Students	Class size in kindergarten has typically been low in city schools. Now that full day kindergarten is implemented, class sizes has risen in some schools and students in kindergarten are not getting the experience of having only 12-13 kids in their class.
Eastern	Students	Class sizes are large in all grade levels except in Kindergarten, where class sizes are much smaller. Most IRT and student assistant time has also been allocated to Full-day Kindergarten at the expense of the other grade levels and students.
Eastern	Students	Class sizes have increased at the high school level as a result.
Eastern	Students	Duty has increased tremendously
Eastern	Students	Extra duty. More personnel resources devoted to this area and taken from other areas within the school.
Eastern	Students	FDK has absorbed significant SA and IRT support therefor taking from other students throughout the school. Duty has increased daily for teacher because of Kindergarten lunch duty
Eastern	Students	FDK has caused the increase of class size across the province due to loss of teaching units
Eastern	Students	Fewer resources to spread further, IRT' being spread further
Eastern	Students	Full day Kindergarten can be a difficult transition for some children identified with exceptionalities.
Eastern	Students	Full day Kindergarten in and of itself is working well for our school. However, we were not given enough of an allocation to cover full day K and other curriculum areas had to be doubled up to cover it. Also there are not enough supports for our at risk students.
Eastern	Students	full day kindergarten means more students in the school and the school is now overcrowded. A

Region	Impact	Q7C: Full-day Kindergarten
		lunchtime of 3 staggered lunches and overcrowding is a real issue.
Eastern	Students	Full day kindergarten would be manageable if the numbers were lower. Over 22 KG with many who are still 4 years old until late fall is the issue in my opinion.
Eastern	Students	Full-day Kindergarten "may" have a somewhat positive impact on the quality of education in the province as they are in an educational environment for a longer period of time. However, it is too early to tell for sure.
Eastern	Students	Full-day Kindergarten has lead to a reduction in teaching staff elsewhere, this has lead to increased class sizes and a reduction in the amount of programming we can offer.
Eastern	Students	Full-day kindergarten stretched already stretched resources - impacts every other area, especially student support services
Eastern	Students	full-day Kindergarten was NOT necessary. The government sacrificed IRT supports, made bigger class sizes, etc. in the other 12 grades, to implement full-day kindergarten. I still don't see the benefit. The kindergarten curriculum didn't change. The students are still doing the same material over a full day instead of half a day. Kindergarten teachers must have it made, getting double the amount of time to do their work. The only thing it did was relieve parents of half day daycare. Don't make sense to me.
Eastern	Students	Has increased the demand of student support services. I don't believe this was taken into account by government. Student in Kindergarten that once required half-day coverage now need interventions throughout the entire day.
Eastern	Students	Higher needs in full day kindergarten took student assistant time and IRT time away from students who were previously receiving supports.
Eastern	Students	I am a GRADE 3 teacher with children reading at a kindergarten level and they are receiving no services because all the IRT are now in Kindergarten performing student assistant duties
Eastern	Students	I am in a High school and have only heard the problems. I have not witnessed any.
Eastern	Students	I am teaching full day k and even though it is going very well this year I am concerned about the number of students in some class rooms and how this affects the instruction delivered to each student
Eastern	Students	I believe that full day kindergarten should have been delayed. Those resources should have been put back into the system for the benefit for all students.
Eastern	Students	I feel that the model for full day Kindergarten is not being implemented the way that it should be in our school. It is not the school's fault, rather we are doing what we can with what we have. There are 20 children in each Kindergarten class who have many varying needs. The children need structure and routine. It has not been easy to get them to a place where routine is the 'norm' for them. For many children, full day Kindergarten has been their only introduction to an environment outside their house. While play based learning is a goal for Kindergarten, it is difficult to implement when there are so many needs of the children and not enough support or resources to help. Kindergarten teachers are feeling overwhelmed.
Eastern	Students	I teach in a small k-12 school. Our Kindergartens are in a multi-age classroom with grade ones and twos. This has had a huge impact on the K/1/2 teacher as well as the students in that grade combination. Our grade 1 and 2 students usually had the afternoon time to work on outcomes above the kindergarten level. Working all day with all three grades has caused major stress on the teacher as well as on the students.
Eastern	Students	I think full day K will help the kids become better adjusted to the school setting
Eastern	Students	Implementation of full day kindergarten has resulted in the removal of teaching units from our school.
Eastern	Students	Implemented full day kindergarten but did not increase IRT allocation and we have 2 high needs students in Kindergarten and its hard to meet everyone's needs efficiently
Eastern	Students	Increased student population has meant increased congestion in our building. Moving throughout the building and dealing with increased noise and schedule changes has been stressful.
Eastern	Students	inequitable distribution of resources directed to making government decision a perceived success
Eastern	Students	Irt time being taken from other grades for full day kindergarten

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Eastern	Students	IRT time taken from the classroom and having to be given to Kindergarten classrooms. Students coming that are not prepared at all for school. There are classrooms that have some severe challenges but get IRT or SA time as Kindergarten is taking a great portion of it. Therefore some students are not getting what they need.
Eastern	Students	I've lost SA time to the needs of Kindergarten students and a significant amount of IRT time has been allocated there also.
Eastern	Students	Kids have been tired, falling asleep during the day. Because they are tired, they are finding it more difficult to interact with others, becoming more agitated and whining.
Eastern	Students	Kindergarten seems to take precedent over IRT support and budgeting for in-class items.
Eastern	Students	Kindergarten students with high needs require full day IRT support rather than half day.
Eastern	Students	Kindergarteners are more tired and less focused in the afternoons, therefore teaching music classes during this time becomes difficult. I've noticed many children crying and "missing" home as well, bringing emotional upset into the classroom. This is a long day for a child who is brand new to the idea and routine of school, in my opinion. Half-day kindergarten offered a much more logical "stepping stone" to full day.
Eastern	Students	Lack of appropriate training for teachers, lack of resources, lack of support
Eastern	Students	larger class sizes due to decreased number of teachers for all other grades
Eastern	Students	Less resources for the school, both human (IRT and student assistant) and material. Space in our school. Teacher stress levels are high, less outdoor space available for lessons or breaks at other grade levels.
Eastern	Students	Less support for Special Education students, less physical space for activities, increase in Teacher supervision duty.
Eastern	Students	lunchroom is very hectic everyone has more supervision
Eastern	Students	More duty for the children's teachers. Some teachers have double the amount of duty they did last year. This negatively impacts a teachers energy and well being as a greater imbalance of break/lunch time is created for teachers. They return to their classes more tired and stressed due to the additional duty assigned to them on a regular ongoing basis.
Eastern	Students	My sister has a girl in kindergarten and she says the numbers are so high that 2 teachers share the class but both have very conflicting styles an it's affecting the students. Our students need basic skills to advance and we are not getting those done while we deal with the other pressures these situations are bringing. It's so unfair to us and the students. Change is needed.
Eastern	Students	-no IRT Support - increased duties -
Eastern	Students	noise level more supports gone due to troubles
Eastern	Students	Noise levels, supervision inadequate, loss of IRT time in other grade levels to accommodate high needs of kindergarten class
Eastern	Students	Not all students have pervious experiences with a learning environment such as daycare and many of these students find the all day emotional and tiring.
Eastern	Students	not enough student assistants in our bldg, too many needs to be met.
Eastern	Students	Not even planning time
Eastern	Students	One less classroom in the school building. This means less room for Art, Science lab, etc.
Eastern	Students	Our Kindergarten students are expected to be in school the full day in rooms that aren't adequate enough to provide the space they need to move. In many cases we have 20 students in a classroom with one teacher. These students haven't learned the routines of school, the expectations, or even minimal independence in many cases. So we have one teacher attending to 20 children all day long. It is too much for the teacher and too much for the children. When you add in students who have other

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		special needs, in a school that does not have adequate personnel resources, a safety issue can occur. Even with students who do not have those special needs, some can wander etc. In a classroom which is play based, loud and busy, this can result in a significant safety concern. I witnessed one such case in which a Kindergarten student was in the porch on his own.
Eastern	Students	Perhaps implementation of full day K resulted in less monies available for other initiatives and supports. For example, less IRT and SA support as much used in full day K
Eastern	Students	Resources (human) in the form of SA/IRT are being pulled to manage the needs of kindergarten.
Eastern	Students	Resources are being placed in this area to the detriment of everything else
Eastern	Students	-SA time spread over a much larger population -Overcrowding in Cafeteria, library, and computer lab
Eastern	Students	Same number of teachers in the school, but # of kindergarten teachers doubled leaving other grade level with huge class sizes and so much extra duty for all teachers.
Eastern	Students	School are not adequately prepared for the added number of classes. In my son's school, his class (grade one) is in the elementary wing with the grade four students rather than in the primary wing. Another grade one class is in the music room. This is due to there being no room in the primary wing for the added classrooms. Many grade ones are intimidated by the elementary students and this creates a stressful learning environment.
Eastern	Students	See previous example
Eastern	Students	Significant behavioural and academic needs have taken a significant portion of IRT and Student assistant support at the kdg level. Allocation in the spring didn't take into account the level of needs.
Eastern	Students	Some children are finding it difficult to keep focus on the task assigned.
Eastern	Students	Spending all the money implementing FD Kindergarten is the reason class sizes are so big. It's not a good thing - students on the fringe are getting lost.
Eastern	Students	Student assistant time has been reassigned to kindergarten students who have behaviour issues. These children did not attend kinderstart program and therefore, were not picked up as needing support. Therefore, students who did qualify for support are getting reduced student assistant support.
Eastern	Students	Students are relatively unknown to the school when they come in to Kindergarten. They also come with an array of skills/needs/issues/abilities that often have not been addressed until they hit school. Kindergarten requires a lot of support for these students yet very little support, other than the teacher, is often provided.
Eastern	Students	System just nit ready overall
Eastern	Students	Teachers are asked to do far more then expected. We have teachers who haven't got time to use the washroom because they have to stay in their classroom during recess and lunch. Teachers are asked to do many jobs in one. Not acceptable in today's society.
Eastern	Students	Teachers are expected to cover extra duty to supervise the kindergarten classes and take their lunch break during another time slot. This takes away from in-class support time and causes frustration for students and teachers.
Eastern	Students	The children are tired; the teachers are tired trying to keep the students engaged and I believe kindergarten would be better served as a half day.
Eastern	Students	The full day kindergarten students are utilizing a large amount of IRT time and other students are receiving much less IRT time then previously.
Eastern	Students	The full-day kindergarten has impacted my school as we have had to pull SA support that would normally be assigned elsewhere due to safety concerns with students who are here full-day but not provided SA support. This has meant that my student who had SA support for PE and music no longer has that support. Parents are upset, specialist teachers have greater demands now placed on them, and students do not necessarily get the supports they need to access the curriculum to the best of their ability.
Eastern	Students	The fund that went into full day kindergarten could have been spent to help our students already in our system. Especially since research show that full day kindergarten does improve student

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		academic future standing for most students.
Eastern	Students	The implementation of full day Kindergarten resulted in our school having to move classrooms. We have had increased supervision duty for teachers. Students have developmental and academic needs that must be address by instructional resource teachers however kindergarten students are not taken into consideration when allocations are given. There has also been an incredible amount of money spent on resources for FDK while other teachers are having to spend their own money or make due with what is available.
Eastern	Students	The implementation of full-day Kindergarten has taken resources and teaching units away from all of our students in the province.
Eastern	Students	The Kindergarten needs are likely being met through SA and IRT supports at the expense of other students in gds 1 to 6 who do not get the support they require for their needs. all staff is stretched way to thin!
Eastern	Students	The lack of student assistants to assist with new students to the building. The physical lack of space in our building.
Eastern	Students	The money spent on all those resources would have been better spent throughout the school.
Eastern	Students	the numbers are small there, but larger in other grades because there are only so many bodies to go around
Eastern	Students	The overall impact of squeezing the whole system especially number of teachers in the system.
Eastern	Students	the resources are just not there to properly implement full day kindergarten and still meet the needs of the other students in our school. The guidance counsellor is spending more than expected amounts of time dealing with kindergarten issues.
Eastern	Students	The students are having trouble making it through the full day. I think they should have started with half a day and increased it as the year went on.
Eastern	Students	There are no academic expectations for Kindergartens; different from previous years; worried about the academics as they move from grade to grade
Eastern	Students	There is much more (extra) support (IRT and Student assistant time) gone to the K room. The day is longer, so more needs to be addressed in the afternoon. Afternoons are much harder on students with special needs in general. Also, More K students are crying and falling asleep.
Eastern	Students	There was not money to implement the full day kindergarten this year so it should have been postponed until a time when we were more financially stable.
Eastern	Students	They basically upped class size in elem to free up a teacher to cover the added kindergarten classes. I have to have additional children in my class instead of lower numbers. I can effectively teach with 20 but I am not as effective with an extra 6. Behaviours increase when kids can't get the help they need. They shut down when I can only give a couple of minutes and they need more. Even bright kids get distracted when I can't get to then to give some feedback or give them something enriching.
Eastern	Students	This has no doubt taking funding and programs away from other levels. Some of our program have been the same for 10-12 years. Is this the best we can do in 2016?
Eastern	Students	This is nothing but full day babysitting. Quality of instruction severely impacted.
Eastern	Students	This was happening at the beginning of the school year but I am now working at a different school.
Eastern	Students	To staff full day kindergarten, other class sizes increased. Therefore, placing more demands on the teacher.
Eastern	Students	To this day I don't fully understand the rationale for providing full day kindergarten. As I understand it, research shows that by early elementary, students who enrolled in full day K do not perform any better than students who were half-day.
Eastern	Students	Too many students. Very high needs. No support. Classrooms without all resources.
Eastern	Students	We do not have kindergarten in our school however we feel that funds that have gone into full day kindergarten could have/should have been distributed elsewhere in the education system. It was an unnecessary and costly change to our system.
Eastern	Students	We have kindergartens in the class with grades 1-3. I consider the stamina of the youngest student in

Region	Impact	Q7C: Full-day Kindergarten
		my class when planning.
Eastern	Students	We have some children who require IRT support in kindergarten. We have not been able to do this as we have all of our IRT teachers working with pervasive needs. This has caused a lot of stress for the teacher.
Eastern	Students	We have two K classes with 10 students each and a grade 2 class with 27 students. The extra teacher we have in place for the K curriculum could be better utilized in that grade 2 classroom.
Eastern	Students	We lost teachers in sr high because more kindergarten teachers were required.
Eastern	Students	We now have supervision duty every single day to accommodate the kindergarten students being in for lunch. Decreased support (IRT, SA, guidance)
Eastern	Students	We went from 4 to 5 kindergarten classes with no increase in student assistant time. There are now needs in all day kindergarten and other grade levels are suffering.
Eastern	Students	Well since the full day kindergarten, we were not given any extra teachers to cover the extra students. As well duty has increased for teachers
Eastern	Students	Well, I teach grade 4. I have two significantly high need students plus a number of students in need of programming due to attention and other issues. The full day kindergarten has a number of high need students in for full day, which means that our st. assistants have to be share along with our lrt supports. My in class irt support has dwindled to near nothing, the coverage of high need is split between one student assistant and ultimately there just isn't enough bodies to go around.
Eastern	Students	Yes I feel that the implementation of kindergarten is the reason for the increased class sizes as well as the combined classes that we now have. Trying save money to make up for the cost of implementing full day kindergarten. And this impact directly impacts the Teachers work load, and therefore the students education.
Labrador	Students	- Children's attention span for the full day - Children's energy level lasting for full day
Labrador	Students	All our resources, IRT's and student assistants are needed in Kindergarten, therefore programs are not being conducted. Need more resources.
Labrador	Students	Grade 1 class is also in with the Kindergartens and they are being affected majorly. They are not receiving the same amount of support as they did in previous years as teachers now have to share time with K's.
Labrador	Students	I'm an all grade school it's impossible not to feel for another teacher who doesn't feel they have had enough preparation nor have a large enough classroom for the "play/learning" supplies and the students. When dealing with only 6 and 8 teachers on staff -having one stressed out hurts us all.
Labrador	Students	IRT allocations not provided
Labrador	Students	money went to implement this initiative at the detriment of fiscal restraints on rest of association and finances
Labrador	Students	Not enough resources (student assistants, early childhood workers that were promised) to service the high needs of the children starting school for the first time and for the entire day. For many, it has been a negative experience for them as they are crying to go home, they are tired and very young (ten 4 year olds in one class) to be in school for the full day.
Labrador	Students	Not so much the implementation of full day kindergarten but the lack of resources i.e. IRT support that has been provided to assist the students with special needs
Labrador	Students	Resources have been redirected to all day kindergarten leaving some of the grades with little to no support.
Labrador	Students	see previous question
Labrador	Students	Taking student assistant time from other classrooms
Labrador	Students	The impact of student assistant time allocated to our school is not sufficient given the issues that are currently in K. Our school has had to re-align Student Assistant time, taking away from other students also profiled to cover full day K students.

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Labrador	Students	There is less money in the system which resulted in a loss of teaching units to pay for it
Western	Students	A help to the students who are now in full-day kindergarten, but these students still have additional classes in music and gym, for example, that have to come from allotment that has not been increased.
Western	Students	Again, multi-grading is not new. I do not see the need for full day kindergarten. Students were performing well as could be expected before. With that said teachers and students find it easy to adapt. That is what we do daily.
Western	Students	Although I feel that there are many benefits of the full day Kindergarten and that it should definitely be put in place I strongly question the timing of the implementation of it. We can not sacrifice the educational programming of our other students implementing a new program that we can not presently afford. This full day Kindergarten should take place but not at a time when the province can not afford it. Thanks
Western	Students	At our school Kindergarten is combined with Grades 1&2. In my professional opinion Kindergarten should be alone. It is impossible to do justice to all three curriculums especially taking in account the 'Play Base' Kindergarten curriculum.
Western	Students	<p>Currently my son is in grade one and the grade one class was always a large focus at the beginning of the year to make sure they have transitioned to a full day in a positive way. This year there is no focus on grade one. At times they have been forgotten about because the focus was on kindergartens. For instance the first day of eating lunch in the cafeteria, all three teachers on duty focused on the kindergartens. No teacher helped the grade ones.</p> <p>The resources and room have no been provided to implement the kindergarten program as it should be.</p>
Western	Students	FDK has taken up much needed IRT resources from the other students in the school therefore their quality of education is impacted.
Western	Students	having these students at school for longer periods can only have a positive impact.
Western	Students	I believe the full day kindergarten has had a very positive impact on the education of our students. I see very positive classrooms with a lot of learning and experimenting happening; our students are happy, are becoming independent learners; our teachers are excited about teaching in a play based experiential environment.
Western	Students	I do not teach this group, but it is a small group. I cannot say what impact the budget has had.
Western	Students	I k-12 school where last year we had one teacher doing kindergarten to this year having to have two. No new units given for this so they had to come from the High school as primary and elementary could not be cut any further. this meant larger class sizes and fewer option for student course.
Western	Students	I personally have not been impacted other than having more students to supervise. I'm my school, however, K and Grade 1 are combined.
Western	Students	I think overall that the implementation of Full-day Kindergarten is a move in the right direction however I do not agree with the timing of the implementation. At a time of financial constraints and budget cuts that already had a severe impact on students and teachers and the education system as a whole, to implement and resource Full-day Kindergarten at the expense of all other students and educational programs is simply not practical. I believe this is clearly the stance of the vast majority of teachers and the NLTA.
Western	Students	In the past with half-day kindergarten, the number of programs/grades combined would be lower when the kindergarten student(s) weren't there, allowing more individualised attention for the remaining grades and students and more time for teacher to plan and instruct/assess.
Western	Students	IRT time has been cut, teaching units cut so that 167 full time kindergarten teachers could be hired. Larger class sizes and less support for students with high academic needs.
Western	Students	It has not personally affected me but students are tired and it's hard to keep them alert for the full day. I'm not sure if they are ready for full days at that age. The whole day they are highly stimulated with

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		little down time. This is a hard transition .
Western	Students	Kindergarten is combined with Grades 1, 3 and 4. It makes it difficult for the teacher to be able to ensure a play based learning atmosphere is created. There is also limited time for the teacher to spend with the older students as the kindergarten/Grade 1 students need more 1 on 1 help.
Western	Students	Little to no focus on academic areas like reading, writing, etc.
Western	Students	Loss of units due to full day kindergarten implementation
Western	Students	Lunch time duty is crazy!!!
Western	Students	Multigrading with grade 1 class in a small room.
Western	Students	noise levels adjacent to my room.
Western	Students	Our school lost 3 units but has the same population as last year. Add in full day kindergarten and it is obvious how the students have been impacted. Full day kindergarten is fine, but it should never have been implemented if the government could not afford it. The many combined classes in our province this year is proof that the money was rerouted from the other grades to support the full day kindergarten initiative.
Western	Students	Play-based education is very beneficial to children. Most children learn through play.
Western	Students	Scavenging of teaching units at different levels instead of hiring the required kindergarten teachers
Western	Students	seems to be inadequate resources (i.e. instructional staff) for intermediate and senior levels due to emphasis on kindergarten needs
Western	Students	Since K students are so young, a full day is just to difficult -- time wise and curriculum wise.
Western	Students	Some students are not ready for full day schooling. As well, we do not have all the resources for them to do the play based learning nor do we have to space even if we had the resources.
Western	Students	Students are generally tired... they find the day very long...adjustment to school life has been slower than expected
Western	Students	Students are spending more time exposed to education opportunities and helping them prepare better for the next grade.
Western	Students	Students arriving with needs and no supports provided
Western	Students	Students seem to be doing well in K, but the combination of them with grade 1s is difficult.
Western	Students	Teachers assigned more duty Not enough room at the cafeteria, children upset. Not enough resources
Western	Students	Teachers gave stated that hard for students all day in the classroom when it's play based
Western	Students	Teacher's workload has increased along with stress levels!
Western	Students	teaching a wider variety of course and the significant decrease in the amount of prep time that I have. I only have 26 prepa All YEAR, compared to one week last year.
Western	Students	The amount of space that students high school students have in a shared cafeteria space with primary students has been cut due to increased number of students in primary school. High school students are now very limited in their space during lunch time.
Western	Students	The rest of the education system has suffered as a result of the implementation of full-day kindergarten. Class sizes have increased. Kindergarten students are using the cafeteria which means there is less space for the other kids and less time for lunch orders to be filled, foods microwaved, etc. School does not seem to have the capacity to meet the needs of all the students we are trying to serve.
Western	Students	There has been an increase in kindergarten teachers hired and this has resulted in less teaching units being available for other grades and increased numbers of students per teacher.
Western	Students	This child is in a multigrade classroom. She is too young compared to the other students
Western	Students	We had to use 0.5 of our units for the extra 1/2 day
Western	Students	We have combined grades k-1 in my school. Both groups are new to being in school all day as the last years Ks only stayed till lunch time. There is a very troublesome new kindergarten student and we now have to have all of our doors closed all the time because she runs. Lack of IRT time has

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		change our school dynamic drastically.
Western	Students	We lost units in IRt and in 7-12. Govt will pretend otherwise, but we all know that These units were sacrificed to implement FDK. The result? Crowded, under resourced classrooms across the board.
Western	Students	With the full day kindergarten in combination with loss of teaching units at our school has had a negative effect. The kindergarten teacher previously offered support to other teachers half of the time which allowed for the effective implementation of LLI strategies and effective team teaching so that students needs were better met.
Central	Personally	Added pressures surrounding duty, change in teaching assignment for first time in 15 years, less student assistant time for students who, even though are profiled, can not get services due to need in Kindergarten and lack of S/A time there.
Central	Personally	As an administrator and former kindergarten teacher, I'm trying to mentor 2 new kindergarten teachers who feel they are not adequately prepared for full- day Kindergarten. Learning curve is too steep and not enough support.
Central	Personally	Because of this implementation and the results of the budget cuts I have been moved from my home and town. I now have to pay rent for an apartment in the town where I teach and a mortgage for a house that is unsellable in the current market on a one income household.
Central	Personally	Children are coming to school at age 4 and are expected to behave and act as if it is normal. The only transition these children had previously was 7- 1 hour sessions once a month. Many of these children have not attended daycare or preschool abdbits their first experience outside their home. So, now after this 'transitioning' period from the previous year, where they didn't have a locker or change their boots, they didn't eat at the school but now they are at school for 6 hours, eat recess and lunch in their classroom for 5 days a week. There are kindergartens who have fell asleep during lunch because the day is so long for them. Children who are still learning how to get along socially or who are portraying some other behaviours such as shouting, pushing, and not getting along are being assessed and even diagnosed. The truth of the matter may be that these children are so young and are so tired from such long days they are just portraying normal behaviours from tired children. If given the opportunity to have had half day kindergarten many of these issues would not have been in the radar at all. I think most kindergarten children would benefit from much shorter days where they are given more time to experience their own world around them and who they are as individuals.
Central	Personally	For Kindergarten students it seems to be ok. However its the amount of funding that was pumped into it and taken from other areas that it is being a negative impact.
Central	Personally	Full day Kindergarten has been somewhat better because my class sizes were usually anywhere from 15-20 students in the am and same in pm. I have 15 students now which is significantly better when completing report cards and parent/teacher interviews. Bathroom issues have been a concern because the students are in school from 8am-2:15pm, thus causing many "accidents".
Central	Personally	Full-day Kindergarten has resulted in a massive amount of money being spent on a program that has proven to have ZERO benefit to students in other provinces. The money spent on Full-day Kindergarten would be better spent to supply more teaching units and student assistant time.
Central	Personally	Full-day kindergarten means no more lunch time bussing which means ALL students and staff must stay in for lunch which creates a longer school day without a sufficient break for students.
Central	Personally	It has double the number of kindergartens at dismissal time, the roll out of that was not resourced.
Central	Personally	It is too much to expect 4 and 5 year olds to be in a classroom all day. Not all schools are implementing the 1 hour a day of outdoor playtime and this is having a negative impact on the children. Students are tired and emotional by the end of the day. Too much focus on academics and not on play as was the intention.
Central	Personally	Speaking as a parent of a child gone through half day and now full day there seems to be much more discipline issues in the classroom from tired children. Also due to lack of bussing children are not properly supervised during recess and lunch times.

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Central	Personally	Students at risk receive no support other than from me.
Central	Personally	The lost of Janitorial support. The INCREASE in lunch duty!
Central	Personally	With the full day kindergarten there has been a lack of direction and materials to be able to teach effectively. The new approach is very whimsical and unrealistic in the "true" classroom. Taking children outside everyday with a focus on learning will require much more materials than just nature.
Eastern	Personally	- the implementation of full day kindergarten impacts the entire school; not enough resources to meet their needs, more supervision duty, more IRT time being pulled from the rest of the student body to try and meet the behavioural needs in kindergarten...
Eastern	Personally	~ more/increased duty per teacher ~ an additional lunch break (3 rotations) which impacts the cafeteria space being used as a multi purpose room as it has been in the past. Teachers who are in modular classrooms are deeply impacted as they relied on this space for Art & Science projects ~ Special Service teachers as well as Student Assistants are servicing the needs in Kindergarten first (a lot of needs at our school) however students in other grades are not being provided the same level of support as in previous years because they have not increased the allocations. ~ I have had furniture/shelving taken from my classroom that was already set up to provide extra shelving in a Kindergarten room - yay for milk crates! ~ overcrowded, every free space being utilized. Music being taught on the stage while gym class is going ahead, janitorial rooms have been converted to classrooms, music room being used as classroom, staff room divided to make a classroom, library space divided to make a classroom
Eastern	Personally	4 year olds find the day very long. So much time is spent dealing with tired little children.
Eastern	Personally	Additional supervisor (duty) for teachers. High needs of kindergarten students have consumed the IRT time. The IRT time in my classroom has been reduced, now at 0 :(I am on my own to meet all the needs of the students in my room.
Eastern	Personally	All day kindergarten is a success in my opinion. Students have adapted quite well to the full day, they have much more time to practice concepts and to socialize with children their age, the play based approach is effective and allows children to learn for the full day without feeling bored/restless. As well, kindergarten classrooms this year were equipped with so many new furniture and supplies!!
Eastern	Personally	All IRT services being used in this area rather than throughout the school.
Eastern	Personally	All of our staff has more supervision duty.
Eastern	Personally	All teachers in our school have had an increase in duty because of Full-day Kindergarten.
Eastern	Personally	As a new teacher wanting to stay in the St. John's area (due to other commitments I have - a fiancé, a private music studio, etc.), I realize that it is almost impossible for me to get even a replacement position until I've done 5 or 6 years of substituting, let alone a permanent job. This year, even fewer of my peers (in music and other subject areas) were able to get jobs due to the amount of teachers laid off because of budget cuts. However, so many new teachers had to be hired for all-day kindergarten - couldn't all-day kindergarten wait, so that other teachers could keep their jobs? Why was starting all-day kindergarten so urgent at a time when so many cutbacks had to be made? Also, due to budget cuts, many schools felt as though they were not adequately prepared for all day kindergarten due to a lack of resources and space. It isn't a decision that makes sense to me, or many other teachers.
Eastern	Personally	Because of the implementation of full day Kindergarten, space is now a bigger issue in my schools. I am an Itinerant and struggle to find a suitable space in my building to do my work. Rooms that were once available for Itinerants have now been transformed into extra classrooms to accommodate Kindergarten classes. In some of my schools, I find myself sharing one room with 2-3 other IRT's who are also providing services to students. Confidentiality of students receiving Student Support Services is being impacted. Assessing students is an important part of my job but yet, I struggle to find a suitable space to complete a standardized assessment in a quite environment.

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Eastern	Personally	Duties have increased
Eastern	Personally	<p>FDK has been a very positive experience for me with the exception of Support Student services. The numbers of students in my class with an exceptionality do not have adequate support. I end up being in the role of a student assistant for a high percentage of the day when I should be teaching or interacting with the whole class.</p> <p>Also, I think that a cap of 20 for Kindergarten is too high with the current inclusive model. If the government wants to support inclusion then they need to lower class sizes to support that model.</p>
Eastern	Personally	Full day kindergarten has affected all students negatively except for kindergartens and those teachers who gained a position teaching kindergarten...all on the backs of other students and educators.
Eastern	Personally	Full day Kindergarten has impacted the amount of support we are getting with an IRT or a Student Assistant because we have some very needy Kindergarten students. They are taking up both our Student Assistant and IRT times. We have also been impacted by extra duty being needed.
Eastern	Personally	Full day kindergarten has resulted in a misattribution of teachers - hundreds are allocated to full-day kindergarten while class sizes increase everywhere else and secondary teachers are laid off. I was made redundant and placed in a job that makes no use of my French not science background. My master's of medicines degree isn't required to teach clothing and textiles.
Eastern	Personally	Full day kindergarten means IRT time is spread thinner among the school. I have less prep time to plan for 21st century learning during lunch because I have so many lunchtime duties.
Eastern	Personally	Full Professional development for teachers was not completed. Date still not determined. All the furniture was not provided as promised. No additional funding was given to purchase the materials required.
Eastern	Personally	Having full day kindergarten has taken up more time in my schedule so I am unable to offer extras to all of the other students in the school ex. Choir.
Eastern	Personally	I adore full day kindergarten. I stayed in kindergarten specifically so I could teach it. I wholeheartedly believe in the play-based philosophy and I feel that a full day is better for our students for many, many reasons. However, my co-teacher and I struggle daily with the physical space. We are so fortunate to be a great team and our student-teacher ratio is good. However, at 5 years old, no matter how many adults are in the room, it's just too many in the space we have. Not only is our classroom space insufficient, but there are no empty spaces in our school to use as an alternative (even our cafeteria is used for gym and music) and our outdoor space is also lacking (space shared with the rest of the school so impossible to set up learning projects and have them not be disturbed, plus no storage space for materials inside the school or outside). Not to mention the lack to resources. I am not referring to the scrounging comment because I feel that the idea of looking for junk is not what was intended. The "beautiful stuff project" where students bring in things they find interesting is completely separate. By "properly resources", I think of things like adequate lunch time supervision (without it being excessive for teachers), outdoor supplies, and adequate SPACE. We were provided with many great resources, but the most important one (space in which to be creative) was neglected.
Eastern	Personally	I am an IRT and have been pulled from my own students in grade three, to cover students in kindergarten with significant behaviour needs.
Eastern	Personally	I am an IRT teacher working as a student assistant to help cover off breaks for a student assistant. I supervise two kindergarten students every morning when they arrive to school. Two student assistants bring the students to me.
Eastern	Personally	I am impacted as a parent. My daughter is in a French Immersion Kindergarten class of 27 students with two teachers. They often have to split the group...half goes to the cafeteria and half stays in the classroom. They are also sharing a bathroom with the class next door. Which means that bathroom has to service up to 43 students. Some students have been assigned to use a washroom outside the classroom. There just isn't enough infrastructure to meet the needs of full day Kindergarten.

Region	Impact	Q7C: Full-day Kindergarten
Eastern	Personally	I am impacted because units were taken away from junior high to offset its implementation.
Eastern	Personally	I am not a kindergarten teacher, but having full day kindergarten has directly impacted everyone in my school. The government stated that they were adding units to our schools to cover the full day kindergarten, but they actually took the units from the other areas of our schools. We had no loss of student numbers in our school, but just gained the kindergartens all day. However, we lost 2 units. Can't figure it out. We have had to cut programs in our school like some pull out classes for band, and other music's, etc. The library time was taken away, as well as technology maintenance periods. There was a great increase in duty across the whole school, and as a result, teachers who are over-worked, stressed, and at an all time low point in morale.
Eastern	Personally	I feel if full day kindergarten was simply postponed, combined classes would not have been implemented. This affects social aspects of schooling even more than academic.
Eastern	Personally	I feel that full day kindergarten required more teacher resources that were probably taken from our allocation. As a result, we have combined grades, as well as high numbers in primary and elementary classrooms.
Eastern	Personally	I have duty almost every day. Most of my duties (75%) and lunchtime duties due to the increased supervision of K. AS a result most days I have only 25 mins for lunch. At best
Eastern	Personally	I have no curriculum Materials
Eastern	Personally	I personally am enjoying teaching the children all day. I feel that I have a better sense of their needs and strengths and have gotten to know them so much better. For me, the problems have come from: 1. Supervision at lunch and recess. 4 and 5 year olds should not be left unattended there should be someone wit them at all times. 2. The inclusive model with adequate supports effects the learning of all. 3. I have spent \$527 dollars so far on miscellaneous things for my classroom. I can't continue to spend this amount and shouldn't be expected to. Unless I am going to give the children worksheets all day, I nee dot purchase items and be refunded for them - or actually be given items that are needed to teach all subject areas.
Eastern	Personally	I see very positive benefits for many kindergarten students this year with FDK as I teach FDK. However, I do not have a large number of students (under 20) and do not team teach in a small classroom with two teachers and 27 students. I have been a supporter of FDK if properly implemented. Some kindergarten teachers are really enjoying this change to full days like myself, but others speak of over-crowded classrooms with not enough support.
Eastern	Personally	I teach high school, but my son is in grade 1. The negative impact I'm experiencing is that teachers in his school have more duty during the day, which affects the ability of his teacher to take needed breaks and use her time outside of his class to plan or get work done.
Eastern	Personally	I think all day kindergarten is a positive thing. Students are adjusting well.
Eastern	Personally	Impact was made to me because by resourcing full day kindergarten it took resources away from other places in schools where there is desperate need
Eastern	Personally	Implementation of full day Kdg means more supervision. More student assistant time for supervision taking them away from other students in need in the school.
Eastern	Personally	Implementation of full day kindergarten has made an impact in a variety of ways. Due to not enough classrooms to accommodate the numbers, it has increased the number of students within each classroom (I E: team teaching). Greater numbers mean less individualized support, more interruptions, less space to move around, less ability to be spontaneous because a larger number of kindergarteners in one room take a longer time to do most tasks. Full day kindergarten has impacted my entire school. Due to the large number of kindergarteners, their age, & safety, hey significantly higher level of duty is necessary. Meaning, our

Region	Impact	Q7C: Full-day Kindergarten
		<p>morning/recess/lunch duty has increased. It is not uncommon to have recess duty, lunch duty and no prep in one day- meaning the first break could be as late as 12:30 during that day. Teachers are becoming tired already (and this is only November). Habitual exhaustion impacts quality of education.</p> <p>Full day kindergarten has increased the number of students with needs in school all day. Being this is a child's first year in a school setting, a high level of support is needed, particularly for pervasive needs students. Since student assistant & IRT support has not dramatically increased, the support available to other grades have significantly reduced this year....which, of course, impacts the quality of their education.</p>
Eastern	Personally	Implementing full-day kindergarten has taken away full-time teaching positions from the 7-12 school system and negatively impacted the jobs available to new secondary teachers or those looking to transfer schools.
Eastern	Personally	In my child's school, too many students are crammed into small classrooms; they can't eat in the cafeteria and are made to eat in the same desk they are sitting in all day, services are being spread too thin.
Eastern	Personally	Increase in supervision duties. Now have duty 4 days out of 5 during a week.
Eastern	Personally	Increased duty . I have only one day of the seven day cycle where I don't have any duty. Also increased numbers of students in the cafeteria causes stress for the children and the teachers
Eastern	Personally	Increased supervision and earlier lunch and longer afternoon of instruction
Eastern	Personally	Indirectly I have been impacted. 220 teachers were cut to fund 150 new Kindergarten teachers. The result was 3 teacher cut from my school and class sizes have ballooned. I have 4 classes of 30+ students and I have never had over 30 in class before at this school.
Eastern	Personally	It has significantly increased the amount of duty we do. Having only one or two days a week with no lunch duty (and usually those days have either recess or morning duty) makes for an exhausting week. I immediately started to feel its impact. This makes planning and focus more difficult.
Eastern	Personally	it impacts other grades where students are being combined because of full day kindergarten.
Eastern	Personally	It seems that those students who are used to day care settings have very little impact, but those who are not used to being away from parents have more problems with it. I don't think, for the most part, that it will make a difference to their performance in school. If anything, it will save parent money on daycare.
Eastern	Personally	K classrooms not sufficiently set up for full day, throughout district. My daughter was lucky to end up in a school that was newly renovated. Many children were not that lucky.
Eastern	Personally	Kindergarten children are finding the day long. Teachers have extra supervision.
Eastern	Personally	Kindergarten students with academic and behavioural needs are in school for the entire day so we have had to re-allocate Student Assistant time and IRT time to address these needs. These services have been taken from other high needs in the building.
Eastern	Personally	Less time for students who require supports.
Eastern	Personally	Loss of gym/music time to other students in school. More supervision requirements.. that are still not being met.
Eastern	Personally	Loss of jobs as well as larger class sizes and combined classrooms to implement Kindergarten when it was not necessary at this time.
Eastern	Personally	Many children at this age are leaving kindergarten and being placed in child care facilities with individuals who are not properly trained to teach them. Full day kindergarten allows them to learn and grow from individuals who are experienced and properly trained to guide and teach them. Unfortunately, inclusion lack of support and inclusion means many children are suffering and not learning.
Eastern	Personally	Means extra duties for teachers. This is not fair or reasonable!! Our teaching day is challenging enough. We need time to eat and use the bathroom. Extra duties are wearing us out!! Some specialist teachers lost classroom space.

Region	Impact	Q7C: Full-day Kindergarten
Eastern	Personally	Minister Dale Kirby said that with the implementation of full day kindergarten, more jobs would be available. However, that is mostly for primary/elementary teachers. It seems like cuts were made to other parts/levels of the education system in order for full day kindergarten to take place. It is not fair to place stress upon the senior levels of the education and to increase class sizes for intermediate/secondary students system in order to implement something that could wait a couple years. There have been talks of certain schools not able to offer all students ICF that want to do it.
Eastern	Personally	More duty switches...there is more duty overall. The guidance counsellor is no longer available because she is dealing with all the issues of the younger students and kindergarten is also eating up our support time ! The gym is no longer available for theatre, spotlight on reading or assembly practise because of the daily play time for kindergarten.
Eastern	Personally	More supervision at lunch/recess-student assistant time
Eastern	Personally	Most of our service delivery was routed into Kindergarten classes, with other primary and elementary classes really being left out because of the significant needs in our full day k classes
Eastern	Personally	Since full-day Kindergarten, we have had an increase of duty, which leaves us more tired and less enthusiastic at the end of a day. One week we have 4 duties and the next week we have 6. This is too much. As well, the severity of needs in Kindergarten has taken up most of the IRT time in our school, leaving the other grades with no in-class support and children who should be receiving programming are not as a result.
Eastern	Personally	some student behaviours get worse as they tire ... like the rest of us
Eastern	Personally	Student motivation is low and negative behaviours are high (for some students). It is difficult to provide a structured learning environment for students who are under the age of 5 years.
Eastern	Personally	Students are young, and some have major separation anxiety issues. Especially in the AM this has exacerbated the issue.
Eastern	Personally	Students not ready. Other areas impacted. Teachers making it work but through tremendous personal cost (mental health)
Eastern	Personally	There is no education actually happening in the kindergarten classroom, the teacher(s) are only able to simple babysit them.
Eastern	Personally	There's a cap on daycare. It's the law! Why would I want my child in a crowded room all day when he can still get a size regulated group 1/2 a day. Too many kids turns a classroom into a crowded daycare. You do the math.
Eastern	Personally	This category affects my children not my students or current school. I have a child who attends full day kindergarten and an older child in grade 5 who has a very large class (over 30) due to combined classes so that full day kindergarten could be implemented. It is my understanding that no additional curriculum has been added at the kindergarten level they just get more hours of play. More hours of playtime for younger students and less educational benefits for older children does not make sense to me.
Eastern	Personally	TOO MUCH LUNCH DUTY!!!!!!!!!!!!!!!!!!!!
Eastern	Personally	Very tired students, not enough down time
Eastern	Personally	We now do duty every second day and we are exhausted. These children need an increase in supervision so we are providing it, but we are burning out already.
Eastern	Personally	With the FDK, one fifth of our day is spent outside. However, of the 14 million dollars spent on FDK, nothing was allocated for outside resources or play equipment. My husband and I scrounged pallets during the summer to make some furniture for outside play. I scoured the Salvation Army store and Value Village to look for items we could use outside. I already spent a fair amount on resources inside my classroom. It's an added financial burden that we had to do this as well.
Eastern	Personally	With the implementation of Full day kindergarten the supports are not put in place to deal with the varying abilities of the children. Student assistant support was put in place, but taken away. Child(red) with autism and CP who had one on one support have now had it taken away. IRT time is not

Region	Impact	Q7C: Full-day Kindergarten
		sufficient. Speech language time is not sufficient for the needs in the classroom. Teacher's duty has increased with the implementation of FDK.
Labrador	Personally	As a result of full day Kindergarten our school numbers have gone up. We do a significant amount of duty at this school as students stay for lunch and EAT IN THEIR CLASSROOMS. I duty every day except Thursdays. This is a direct result of the changes we had to make to accommodate full day kindergarten duty. The number of specialty classes like resource has reduced as well. There are days when I have no preparation periods and I do lunch duty. Sometimes my break is 20 minutes from 7:45 am to 2:15. I'm not sure there are many jobs out there like this.
Labrador	Personally	Because in a K-12 school the number of teachers allotted remained the same, a position had to be cut from high school to make a position for kindergarten. This directly impacted me.
Labrador	Personally	Extra resources have been awarded to the primary school but we are less likely to get the resources because they're gone elsewhere already
Labrador	Personally	I am a parent of a kindergartener. I think full day is a positive thing. It is readying students for full day in Grade 1 and gets them used to the routines etc. that they will be in until they graduate. It also allows learning to occur incidentally which I believe is very important.
Labrador	Personally	Kindergarten is in the same class at the grade 1 and 2 students and its difficult to deliver the K program in the manner in which the school board would want it to be, especially with the other students in the class at the same time. It is impossible to have play based learning with the grade 1 and 2 students in the classroom.
Labrador	Personally	Kindergarten students receive full day instruction which better prepares them for their further education.
Labrador	Personally	Our school lost our lunch time bussing and has added more duty to teachers
Labrador	Personally	The amount of preparation time given to the teacher to implement not only a new program but a new pedagogy with lack of often a working photocopier, laminator and office supplies is very tasking. Although some of the supplies have been beneficial...it did not get evenly distributed and some of it was missing key items to make it functional. For example: felt board without any game/ felt pieces, babies without clothing and enormous blocks that could hurt a child.
Labrador	Personally	The biggest issue as I see is that full day kindergarten has taken the resources from the rest of the education system.
Labrador	Personally	This has a positive impact on students education. I have two daughters, one who is now in full day Kindergarten, the other who already went through full day Kindergarten. It is a great way for kids to start their school careers and to learn the structure of the school day. As well, play-based learning seems to be a great fit for learners of that age. All in all, a great initiative!!
Other	Personally	not trained to deal with issues, safety of their basic needs is a huge concern. Not trained to be a mother figure
Western	Personally	1. student drop off in the morning is dangerously congested due to the number of Kindergarten parents bringing their children to school. 2. student pick up- same as above. 3. This has caused my own increased class sizes
Western	Personally	A class of Kindergarten students completing the FDK program would be great. It becomes more challenging when you have a combined class. It is frustrating trying to cover the Grade 1 program while proving the K students with outdoor exploration. Some of the outcomes match by nicely but a lot of the outcomes don't lend itself to an outdoor classroom environment.
Western	Personally	Another layer of complexity in the multi-grade classroom
Western	Personally	Children ages 4 and 5 are not ready for full day Kindergarten.
Western	Personally	I am the mother of a Kindergarten student this year. my daughter adjusted very well due to being in daycare for previous years, and she was used to this routine. However, there needs to be more emphasis on Kinderstart, and prepping these kids for such a change, esp students who are at home full time.

Region	Impact	Q7C: Full-day Kindergarten
Western	Personally	I believe that the implementation of full-day K has impacted schools because those extra teaching positions have been taken from other areas, creating larger classes and greater diversity. Although I completely agree with the positive impacts it is having on development of youth, a major component of the curriculum is play based, and based on Provincial results and conversations with other teachers, I truly believe that at this point in our school system, we could have maybe used those resources and positions in a better way. Again, I want to stress that this in no way reflects how I feel about our younger students, I just believe until the system gets back into a better place, that this implementation could have waited.
Western	Personally	I think, personally, it has positive impacts for students to develop crucial foundational principles at an earlier age. I think that full day allows for more opportunity to develop key competencies that would normally have taken longer with half day programming.
Western	Personally	In other years if there was a combined K-1 class for example you would have all afternoon to focus on just the grade 1 class. Now that is not an option. Having K-3 together most afternoons makes it an even greater challenge. If I let the kindergarten and even grade one class incorporate play into their afternoons the grade 2 and 3 students are so distracted by this that I can not get anything done.
Western	Personally	increased duty for teachers which decreases the time to have professional conversations that impact student learning.
Western	Personally	It has taken more administration time, more supervision duties are required
Western	Personally	Major increase in teacher duty time to cover kindergarten students
Western	Personally	More duty
Western	Personally	<p>My students have been impacted in the following ways:</p> <ol style="list-style-type: none"> 1. More time for self-initiated exploration through planned provocations that provoke engagement and a love of learning. 2. More time to cover outcomes so no pressure on them to do things in a very compact time frame. More than ample time to allow for individual differences and to use differentiated instruction. 3. Overall feeling of belonging to the school community. We are here for all activities and actively participate. 4. A negative impact is I did not anticipate the negative attitude of colleagues on the FDK program in general. The latest examples of this are: a) staff members wanting to exclude the kindergarteners from being on the jungle gym or playground. They wanted to force us to use our Outdoor Education time for this. b) Staff members complained that we were lined up and ready to go out for recess before them c) some complaints that our children got to eat at tables outside our classrooms on a wing totally and completely on our own. <p>This all points to the fact that the attitudes toward the FDK have been coming out in very negative and nasty ways. This leaves Kindergarten teachers having to stand up and speak up for their students and the program. It also speaks to poor judgment with regard to the code of ethics and professionalism. This may all have been different if the department of education had implemented the program differently and not raised the cap size of other grades.</p>
Western	Personally	Position I held in previous year was lost due to the cutback of positions since Kindergarten became full day.
Western	Personally	The adjustment period for full day K, along with the grade ones adjusting to full day was overwhelming to say the least. It impacted duty coverage, cafeteria coverage. Things are setting down now, but I don't think anyone considered this is full day for grade ones and that is a major adjustment for these

Region	Impact	Q7C: Full-day Kindergarten
		students.
Western	Personally	There has been a decrease in Physical education classes for other grade due to implementation of full day k ...thus not meeting the provincial requirements.
Western	Personally	WE lost our music program. There was no change in staffing numbers, but we had programs affected.
Western	Not Impacted	In a combined grade K/1 classroom, grade 1's are losing out on instructional time.
Central	Both	<ul style="list-style-type: none"> - increase in class size in all other grade levels to accommodate FDK (please see previous data on effect of increased class size) - scheduling challenges that have taken specialists time from other students in the school to accommodate FDK - no increase in Specialists, SA, or IRT time to accommodate increased demands of FDK, therefore robbing from Peter to pay Paul; really sucks if you're not in Kdgn. - funding to accommodate FDK could have been more constructively used to resource SA's and IRT's in an already under-resourced inclusive education program - the concerns raised before FDK implementation are manifesting in a far worse degree than could have ever been imagined
Central	Both	Behaviour problems due to lack of student assistant support affects teacher and students negatively
Central	Both	Children are exhausted! By 1 or 1:30 pm, after being in a room with 20 children all day, they are tired and irritable, increasing inappropriate/off-task behaviours. Not effective learning at this time. Staying in for lunch, without sufficient facilities, i.e. cafeteria, is difficult. The rooms are messy and the janitorial staff don't have time to properly clean.
Central	Both	Class size in other areas had to increase
Central	Both	Duties have become more challenging dinner times. Also the cafeteria is becoming congested
Central	Both	Full day kindergarten has meant that we have a 1/2 split. Thus meaning that there are 27 students in grade two. As well, because of the loss of the unit to the full day kindergarten program. The grade four class in our school, which have been in three groups since kindergarten are now in two classes.
Central	Both	Full day kindergarten is an excellent program for kindergarten children. If the resources we had last year remained in place, there would have been little impact on my school. But, FDK brought with it a change to our bussing policy. Since lunchtime busses were no longer needed, we lost a number of extracurricular programs and tutoring programs during the lunch hour. Additionally, students no longer have an opportunity to have a break at mid day. We are finding more behavioural problems during our afternoons as a result. And, again, teachers are very tired due to the increased supervision required for lunch time. Tired teachers don't offer extracurricular programs.
Central	Both	Full day kindergarten with no lunch time bussing has lent itself to a school with irritable, tired, crying and frustrated children. Many are still 4 and have had no previous all day experiences outside the home. Classrooms are too small and the children have been forced to be in each other's personal space for a full day at times. Teachers are dealing with more behaviour issues as a result, and many children are not eating lunch well due to independence and crowding issues. It makes for one very chaotic day. There are days I am on duty, no prep and do not get a chance to eat lunch in it's entirety (due to many reasons such as behaviours, phone calls, accidents etc.) or use the washroom. No other employer would expect this!
Central	Both	<p>Having to stay in for lunch and losing 20 minutes of my 40 minute lunch break to supervise children while they eat their lunch.</p> <p>Less support for "at risk children" because there aren't enough IRT positions in our school to reach the children in need because of the needs in kindergarten.</p>
Central	Both	<p>I am impacted by more duty since there are now more students to monitor over the lunch break.</p> <p>As for the students, I'm not sure of a example.</p>
Central	Both	I am not a kindergarten teacher but I am a parent of a child in kindergarten. She is very tired and

Region	Impact	Q7C: Full-day Kindergarten
		cranky at day's end and still comes home saying she wants to "quit school" because it is too long.
Central	Both	I have 3 students profiled for student assistant time, one of whom has an autism diagnosis and I do not have a full time student assistant. Some days I only have 1-2 periods. There are issues with toileting and access to a bathroom. There are space issues in the classroom. Issues with finding to time to find, order, purchase or scrounge resources for provocations.
Central	Both	I was assigned 5 kindergarten classes with 4 classes per cycle each. While some students are adjusting, others are having toileting issues, anxiety and are taking a long time to settle into school. I actually shared 2 of my classes with the other music teacher as it was physically draining trying to teach 5 groups in a row.
Central	Both	Implementation of full day kindergarten requires that students who needed student assistant time now need time for full day but time is not given to support the needs so it is shared at all grades impacting teacher and students.
Central	Both	In my situation, I am in a classroom that is multi-age and I am teaching four grades at the same time and this has had a negative impact on my students and in my classroom as I feel as though I have not been trained on how to implement a FDK classroom in a multi-age classroom without disrupting the other students in my classroom. Not enough training given.
Central	Both	In our school in particular, the full day kindergarten has resulted in the loss of our lunch hour bussing. Our school ran extensive extracurricular and tutoring programs during lunch hour. Many of our extracurricular program are no longer offered which is a huge loss for our students. These programs provided many educational and leadership opportunities for students from grades 1-12. The Peer Tutoring and Tutoring for Tuition programs are no longer offered to primary students due to lack of space during the lunch hour. This is a huge loss for our students especially for those parents and students who depend on tutors to help with homework.
Central	Both	Increased duty causes fatigue, irritability etc. for teachers. Drops morale.
Central	Both	It has required a lot of support to help students settle and learn appropriate behaviours. Unfortunately we do not have extra resources/people to put towards this. Kindergarten teacher has 20 children with really no consistent support.
Central	Both	It took additional resources (IRT time) from other areas and students who needed it.
Central	Both	Items expected did not show up for the classrooms. Some items showed up later in October. Supplies that were ordered did not come until October and broken crayons were used from the year before and glue shared between the children. The overall consistency of being in the classroom for the full day provides stability but the lunch breaks for teachers is only 20 minutes 4 days out of 5 if you can get out of the classroom on time. It is not enough time to heat your lunch, eat, go to the bathroom and absolutely no break mentally when you are going back to watch a group of 70 kindergartens for the other 20 minutes. I spent my own money and a lot of time revamping my classroom for full day kindergarten and getting outdoor items to bring in. There is also not enough student assistant time in kindergarten for the children that come in undiagnosed but run away, have behavioural issue and cannot go to the bathroom without support.
Central	Both	K-3 in the one classroom. No explanation needed.
Central	Both	Kindergarten students with special needs are now in school for a full day and so require support for a full day. Sufficient support is not always available and so it must come from other students depending on highest areas of need.
Central	Both	Kindergartens are tired and often fall asleep on the bus ride home.
Central	Both	Lack of support for classroom teacher and students who require support.
Central	Both	Less human resources support for other grade areas
Central	Both	lunchroom routines - duties have increased
Central	Both	more demands and support placed in Kindergarten means less for all other students
Central	Both	More money budgeted to introduce Full-day Kindergarten, so less money for all other grade levels.

Region	Impact	Q7C: Full-day Kindergarten
Central	Both	My child is in full-day kindergarten, and is having significant difficulty adjusting to the length of the day. It is impacting his behaviour and his emotions negatively. He loves school and learning, but he says the day is too long.
Central	Both	Relocation of teacher resources to accommodate for all day kindergarten has increased class sizes in other grades within the building.
Central	Both	Resources to provide full day Kindergarten have been taken from other areas. For example, many additional Kindergarten teachers were Instructional Resource Teachers last year.
Central	Both	Same as previous question, not equal opportunity for all students and students become tired, lose interest and therefore work can not be completed in class .
Central	Both	student assistant time is now diluted to accommodate full time students, whereas before student assistant time after lunch was allocated to high school students and others who needed it.
Central	Both	Student assistant time is spread thinner since they are now needed full days in Kindergarten.
Central	Both	Students are coming for a full day in a setting that is inclusive. Inclusion is awesome but not when there are not enough personnel to support those children.
Central	Both	Students are exhausted by 130pm. They've lost focus, crying more for parents, unable to sit complete any type of academic work in the pm. Students have been going to the bathroom and having issues of control and ability to wipe themselves more. The needs are greater
Central	Both	Students at other levels are being impacted by cuts made in order to make full day kindergarten happen. Specifically cuts to IRT units which are desperately needed
Central	Both	Students do not have the space necessary materials or small enough class sizes to do the expected outcomes. On top of that you have students with exceptionalities who the teacher is also trying to integrate into the classroom and activities. Teachers feel there is too much play time and not enough academics. Students are coming to school more and more not being able to hold a crayon or pencil and their behaviours are defiant.
Central	Both	Students enter kindergarten without support and the number of issues (mostly behaviour) is taking up a huge chunk of IRT time.
Central	Both	Students have little to no structure in the run of the day, and this causes chaos in the classroom. With large class numbers for the full day it's difficult to get anything done, especially when time is taken out for washing up for lunch, cleaning up, and dealing with other incidents (pants wetting, for example)
Central	Both	Students staying in for lunch has caused more discipline issues in our school.
Central	Both	Teachers are overwhelmed but students and policy that don't match the present system a major change to our system is drastically needed
Central	Both	Teachers training to teach this program was rushed into two days and that was nowhere near enough. Resources and supplies have yet to arrive in most Kindergarten classrooms. We are teaching with little training on play based learned and few resources.
Central	Both	The hiring of extra teachers to staff schools with full day kindergarten has meant a reduction in staff in other schools resulting in fewer course options for high school students.
Central	Both	The implementation of full day kindergarten in conjunction with combining of classes meant that gd. 3 students for example received less attention because the teacher was playing with sleepy children to keep them awake.
Central	Both	The loss of mid-day bussing has an impact on local field trips. Our school is located centrally between a number of communities, so almost all field trips require bussing. The Kindergarten bus was often used for field trips. Now a bus driver has to be called in to use and there is an increase in cost for field trips.
Central	Both	There has been a notable increase in the amount of Guidance Counsellor support required for full-day kindergarten students presenting with emotional (eg. separation anxiety) and behavioural issues.
Central	Both	This is almost the end of November and still have not received all Kindergarten supplies. We have several students in kindergarten who have extreme needs but we did not get more IRT or student

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		assistant time to reflect having these students for the full day.
Central	Both	We are already in need of extra teaching/student assistant units and the implementation of full day kindergarten further exhausts our units. There are cases of limited student assistants which results in teachers performing duties outside their job description
Central	Both	We have had so many cuts to education to fund a full day kindergarten and from what I can see, the K students are exhausted by 1pm and the K teacher is exhausted with dealing with behaviours.
Central	Both	We used to have an hour and half for lunch and all our students went home every day. Now, everyone stays for lunch, yet because of the CDLI schedule we have to have a 45 minute lunch break even though 25 was sufficient. No funding was provided to school for new tables and chairs for new lunch rooms so this had to all come from school funds which would have normally been spent on curriculum resources and student achievement.
Central	Both	While this program allows for a teacher to plan more "fun" activities and enjoy their students, it becomes overwhelming when class size is above 8-10 students. Again class size and lack of human resources play a large part in the success of this program.
Central	Both	While trying to teach the two programs K & Gr 1, as well as the different levels within the grades, time is taken to address students needs(social-teaching students to get along, emotional-parent separation, physical needs-tired/a lot of time taken to eat as some students eat very slowly, time for play. Due to short attention span for this age group they are limited to how long they can stay at a task while working with a group of students. For ex, while trying to do guided reading with the grade one class, silence and focusing are required. Hard to complete as the Kindergarten students tend to interrupt with disagreements/require help/not focusing/etc.
Central	Both	With the implementation of Full Day Kindergarten, our resources are being stretched to the limit. Our Student Assistant time is being placed in Kindergarten because of the high needs that currently exist there. As well, because of this, many IRT's are covering student assistant duties and being pulled here and there when there are no student assistants available, cutting into the already precious time we have with our students with LD's. As well, as a parent of a kindergarten child, the ideology behind full day kindergarten is great as long as the children are getting outside daily, as the curriculum suggests. It is a long day for 4 and 5 year olds. When they are not able to get outside and are expected to sit in their classrooms all day, it can become tiring, even for the best of students.
Eastern	Both	<ul style="list-style-type: none"> - cost of implementing Full-day Kindergarten meant cuts in other areas which led to increased class sizes - less IRT time for other grades - less student assistant time for other classes
Eastern	Both	Additional supervisory duty
Eastern	Both	Again resources and personnel were taken from other areas and classrooms, students to accommodate needs in full day Kindergarten. So students lost Student assistant support services or IRT support in some cases or some students were impacted with loss in both cases.
Eastern	Both	All the resources at our school we needed for full day kindergarten. As a result, the higher grades lost their IRT support. A .5 IRT was hired now just before term two of this school year. This translates to five periods a cycle in which students qualified to receive support from an IRT can access it. This is not enough. Students with learning disabilities are losing their support because of full day kindergarten.
Eastern	Both	All the resources have gone into managing the Kdg students.
Eastern	Both	Also with regards to Special services, with the full day kindergarten, the resources that we divided between the a.m. and p.m. classes is now needed all day long and there are not enough specialists to deal with the high number of special needs kids.
Eastern	Both	As a result of full day Kindergarten, I lost my band room. I now have to teach band in the library! The storage room is down the hall so I have to bring drums, music stands, etc. to the library every day then pack away after class. The sounds from the instruments not travel up through the ceiling of the

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		library to the class above (a huge distraction to that class) and the library is now not available for other classes during band time. I also have no space for full band because library is too small. The lunch room (a potential large space) is next to 2 classrooms and the noise level would be too high to be able to have full band outside those rooms...
Eastern	Both	As a specialist teacher teaching full-day kindergarten, I now see my kindergarten classes almost twice as much as I did in half-days last year, but I am still using the same curriculum and resources. There has been no PD on how to extend the curriculum.
Eastern	Both	As a teacher in a FDK I see children who are barely capable of being in school floundering because there are no supports in place for them. Lack of student assistants means trying to implement outdoor curriculum and play based learning in chaos at times when we have children who cannot be left alone for a minute but yet are expected to go outside and function with no support. We are being thrown "resources" and furniture but had no say in what we got and therefore had to squeeze stuff into spaces that are much too small. We are tripping over each other trying to "play". We have children who cannot handle stimulation being thrust into highly stimulating environments with no support. Just a few examples.
Eastern	Both	As an IRT myself and my students are very much impacted. Kindergarten requires a huge amount of student assistant and IRT support, which was not considered when IRT and SA support was given to our school. Therefore, a great deal of IRT and SA support is being drained from other students who are approved, have had it in the past and need it. Due to extreme safety concerns in Kindergarten due to high needs students, IRT's at my school have been asked to provide coverage in one particular Kindergarten classroom, and take our lunch after regular lunchtime. Therefore we have lunch during instructional time, which means students who received support at that time have lost it. These are students in grade three who desperately need the support. Two grade three students losing support at this time are reading at the Kindergarten level. But because of the safety concern in kindergarten, their academic progress is put on the back burner. In addition to this, because of the large classroom size of one kindergarten class (which is co-taught), I have to give up two additional periods of IRT support so that I can co-teach music for this Kindergarten class. That is 6 periods per cycle that I have had to give up my IRT support so that I can support full day Kindergarten!
Eastern	Both	As the school counsellor, I have had to redeploy resources from DESERVING children in other grades to accommodate over-cap kindergarten classrooms. The board also had not provided a fenced in area for the K's to play safely in outside, so we have had to take resources from other children to accommodate their play time to have adequate supervision. Our entire staff has also had to take on extra supervision duty as there is not enough space for the K's to play outside during other students' recess and lunch play. I now have had to look at other colleagues of mine and explain why I am taking resources away from their classrooms and their students and increasing their work load and stress level. It is a terribly planned, terribly under resourced program that has merits in theory but unfortunately is failing our children immensely due to its poor implementation.
Eastern	Both	Because of full day kindergarten in our school, and no units allocated for the change, our school had to combine grade 5 and grade 6. Otherwise, there would be an extra teacher and no need for a combined grade.
Eastern	Both	Because of our large student population we now have 5 Kindergarten classes. Some Kindergarten classrooms are too small for the resources needed to implement play based learning. Because of extra space needed for Kindergarten, school lost their computer room and library.
Eastern	Both	Because of the Full-day Kindergarten we had to re-allocate teachers to fill these positions. Not enough units were given to our school to meet the required number of teachers needed there. Therefore, many other classes now have very large numbers of students.

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Eastern	Both	Changes in lunch time routines to accommodate higher numbers in the cafeteria Loss of IRT and student assistant time
Eastern	Both	Children are exhausted after lunch, I doubt if any learning is actually occurring. Also children have no break from each other as well as teachers. All r exhausted!
Eastern	Both	Children with special needs are now in the school a full day with no increase in IRT. to support these children.
Eastern	Both	Children without enough IRT time due to pervasive student needs esp. those new transferring in after Sept 1
Eastern	Both	Class sizes have increased making classroom management more difficult as well as meeting the needs of students. There are also less units/less teachers in our school creating more supervision and less preparatory periods. All of this puts more burden on the teacher and less time for what we are supposed to be doing.
Eastern	Both	Classrooms and teaching units consumed by this initiative that could be used to benefit other students
Eastern	Both	Computer Lab has been taken away. There are no computers for online learning an other electronic based learning activities.
Eastern	Both	Curriculum/report cards do not connect with "play based" FDK. Resources not provided, too much money being spent by teachers (without reimbursement). Planning "play based" lessons to try to also cover curriculum takes hours nightly. Most students not prepared for long days- behavioural issues. No support/student assistance available for children/teachers in need. K teachers attempting to run a program with little guidance- Extremely stressful.
Eastern	Both	Doubled classes for specialists instead of increased time allocated.
Eastern	Both	Due to high level of need in Kindergarten, the school guidance counsellors and IRTs have been providing extra support to those students, leaving other students with diverse needs on their own. Our guidance counsellors and IRT's have been dealing with many issues in kindergarten due to full day vs. half day (washroom issues, student behaviours due to increased demands on them). Due to the high need, IRTs for other grade levels and student assistants are being pulled to deal with behavioural issues in kindergarten versus supporting academic issues in other grade levels.
Eastern	Both	Due to this implementation we has junior high teachers have seen a rise in class size and with inclusion practices as they are in the classrooms we are just losing so many in the whole process.
Eastern	Both	Every last IRT and student assistant resource is now gone into kindergarten because of the increased needs and issues with full day kindergarten. We have students in other grades who require 100% student assistant support who receive 0% because of the kindergarten issues. We have a child that daily sits in an unchanged diaper for 20-30 minutes because of no student assistants. All of the behavioural issues arising in kindergarten takes up all the IRTs time, who should be elsewhere, as well as the guidance counsellors time.
Eastern	Both	Extra supervision, reduced IRT time in my room, MANY resources gone into kindergarten while I'm told there is not enough money for Science materials (even though I am supposed to be implementing a new science program and did not receive materials), slow to get curriculum guides due to massive amount of furniture/resources being sent to kindergarten classes (from the distribution centre).
Eastern	Both	FDK seems to have changed allocation of teachers at our school. Never gained anything. Resources spread further - teaching resources. Added additional duty everyday. Seems that a lot more money is coming out of instructional budget on top of what has already been spent to meet the needs. Money and resources that may be deemed necessary but definitely not necessary.. I.e. paint and play equipment for an outdoor classroom..
Eastern	Both	FDK has caused increased class sizes, resulted in combined classes and resulted in less resources affecting all students.
Eastern	Both	FDK has impacted ALL children at our school because IRT time and student assistant time is now being used to take care of all the high needs in Kindergarten that we were not seeing before.
Eastern	Both	FDK provided at the expenses of other areas because less resources to go around. Lack of IRT and

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		or STUDENT assistants. As well not all schools were provided with resources that were promised and received by some schools.
Eastern	Both	FDK was implemented which is great but not if the other 12 years students are in school is worsened.
Eastern	Both	FDK would be ok if resources were given. Even in daycare there is a ratio so now the cap is 20 with one teacher and they have to go outside and play now. It just doesn't make sense at all. They want then to stay and then they have to go out and play. I just don't know.
Eastern	Both	First two weeks of school, the majority of IRT support redirected to ensure smooth kindergarten transition. Students with identified needs overlooked in their initial weeks of school, which also is their transition
Eastern	Both	Full Day K has been implemented with lots of 'classroom materials'...new furniture, toys etc. But full day kindergarten up requires more duty supervision than ever for teachers. It also absorbs the most time from the Special services team (IRT and Student assistants for the full day)therefore leaving deficits in other areas of the school. Meaning lack of or no programming for other students. We have to choose ...safety or programming. We can't have both because of lack of people resources.
Eastern	Both	Full Day kindergarten could be wonderful if properly resourced and not taking away from the resources of the rest of the school. I am currently trying to deliver a program without many of the resources that fellow teachers have received to supplement their program.
Eastern	Both	Full day Kindergarten has been a wonderful addition. I am seeing students blossom and teachers telling me that the program is excellent and they are now able to teach the way the curriculum was designed.
Eastern	Both	Full day kindergarten has created larger class sizes at junior and senior high school. I have as many as 32 students in junior high classes. In my daughter's high school she is taking several courses with nearly 40 students! This leaves students to deal with their own learning outcomes issues independently. No teacher can provide support to this number of students in any one classroom.
Eastern	Both	Full day Kindergarten has impacted the education of our students in Grades 1-3. We have a K-3 configuration. In the past, Kindergarten students left for home at lunch time. Now they are in the class with students in Grades 1-3 all day. This impacts the quality of education for all involved.
Eastern	Both	Full day kindergarten has increased the number of students I work with in the full day and with inadequate SA resources to support that my role has been pulled into supporting these children in a SA capacity more that a programming capacity (e.g. Covering breaks, unstructured times etc.)
Eastern	Both	Full day Kindergarten has resulted in a big reduction of supports for all teachers. Student assistants are spread thin and IRT time is being eaten up by them. We have Irt's and the guidance counsellor supervising Kindergarten lunch time. They then have to have their lunch break during instructional time so the students with needs are going without support as a result of Kindergarten.
Eastern	Both	Full day kindergarten has strained the special services team as new issues emerge. without proper support granted because documentation is not available as proof for needing the service, the team is place in priority positions while the others are without the support.
Eastern	Both	Full day kindergarten has taken resources from the entire k-12 system! It increased our classroom sizes it reduce personnel from Gr 1-12. The government just took money from other areas to support this election promise. ICF has been impacted! They are draining the entire system to support this program to the detriment of all the students!
Eastern	Both	Full day Kindergarten has taken supports from other areas and placed them there. I have lost some IRT support that has to be spread out throughout the school including Kindergarten.
Eastern	Both	Full day kindergarten is like adding another full unit for IRT support without the increase in IRT resources. My students lose this support when the IRT teacher has to go to Kindergarten to support the needs there.

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		Added supervision for all teachers on staff
Eastern	Both	Full day kindergarten requires a lot more duty time therefore duty has increased.
Eastern	Both	Full day Kindergarten would be successful with lower student/teacher ratio and increased IRT and SA support. Given that students are now full day, they require support for the full day and therefore the support has to come from other areas in the school.
Eastern	Both	Full-day kindergarten is an excellent concept when we are given the space, useful resources, and small class sizes to implement it. Instead, we find ourselves in small classrooms, with too many students, and 2x4 blocks as toys. Children are emotionally, physically and mentally impacted in negative ways.
Eastern	Both	Further support is needed for Full Day Kindergarten that is not provided within a school. With this, support is taken from other areas (whether it be a student assistant taken or an IRT taken from students who regularly have received this support in higher grades). Sometimes support has not been available for the FDK which has led to other huge issues like children getting hurt or having tantrums. From my experience as a FDK teacher, some children require breaks which they are not able to get unless there is someone who can do this. There's not enough time available for IRT and SA to give these children the breaks. Being in the classroom for a full day (sometimes without time from the classroom - i.e. no gym, music or library) can be challenging as well as interacting with the same children all day in a small space. Children have become tired and hungry which affects their behaviour. In the 10 years I have been teaching Kindergarten, I have seen the worst behaviour ever this year, as the children are with me longer so that it can develop throughout a day.
Eastern	Both	Had to schedule extra kindergarten music classes, so there are no periods left for Elementary Choir this year.
Eastern	Both	Have smaller room due to kindergarten class needing space. Room is not useable for 2 of my classes
Eastern	Both	Hiring more teachers for Kindergarten resulted in high class sizes in intermediate and senior high, I received a .50 position this year, Jobs cut from high schools
Eastern	Both	Human resources from our school are being redirected to handle safety concerns in FDK classrooms. In turn, the programming needs of students in other grade levels are not being met.
Eastern	Both	I am a kindergarten teacher. I do like the full day because it allows children to explore more while learning and growing. However, the impact that it has had on my planning time is crazy. We have duty 4 days a week at least 3 of them are lunch duties. I haven't taught kindergarten in a few years so I find that I am doing an extreme amount of work at home which takes time away from my family. It adds a lot more stress when things have to be done and completed. I find that many teachers, myself included are stressed out. Kindergarten requires a lot of prep work and now the prep periods are cut in half with the all day and plus we are losing the time we have on our lunch periods.
Eastern	Both	I am allowed an IRT in my classes, but no student assistants. Full-day kindergarten has taken teaching units and student assistant positions out of the rest of the system.
Eastern	Both	I believe it is a key factor leading to increased class size - affecting the quality of education of most students
Eastern	Both	I believe that staffing full day kindergarten caused the increased class size everywhere else and resulted in the loss of teaching units in schools
Eastern	Both	I do not have the Math curriculum (manuals). I do not have the religion books and puppets. I only have that Cube and Mirror (supplied from Dept. of Ed) in my classroom for my children to use. I see other students who have the full compliment of materials and I see that their play is quite different than in my classroom. I don't have the financial resources, parents who can give or contacts who will supply my class with "scrounged" items. My classroom is bare and I have never had so little in a classroom for children to engage with and to explore.
Eastern	Both	I feel like there two groups of children in this camp. Those that have had no issue and those that it isn't working for. I would say that roughly, of the 200

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		<p>students I see as a program specialist, half fit into each category.</p> <p>In my experience, the kindergarten classes in the afternoon lose a significant percentage of instructional time to classroom management issues in dealing with tired children and challenging behaviours.</p> <p>It IS much more noticeable in the afternoon than it is in the morning.</p>
Eastern	Both	I feel that full day kindergarten does not have enough support. There should be two teachers in a class of 20. There should not be class size of 28. Kindergarten is using up all the IRT and Guidance support and I know that other grades are suffering with little or no support in their classes.
Eastern	Both	I feel that their needs to be PD days on full day kindergarten in a multi grade class.
Eastern	Both	<p>I go to work in casual clothing and joggers because I'm taking the children out every day. I look and feel unprofessional. I have taught kindergarten for many years in professional attire and heels and now I cannot. A comment has been made that we can dress up and change to go outside. We are not staffed like daycare with a set ratio of students to workers therefore it is impossible to change to go outside and again when we come in. The children are exhausted by 1:00 and that's with a lunch break. I am out behind the school every day trying to keep the children out of the gigantic potholes and digging holes. I am also upset that I am following the request to take the children out every day but the decision is often made that lunch will be an inside day. So the minders can go out but not k-6. I have three university degrees and I feel that if government extended the length of the kindergarten day that there should be more academic focus. When these children go to grade one the structure will be different and I don't think it benefits children. I will also say that I was the cheerleader for how wonderful FDK would be however I think it should have been phased in throughout the year and the resources needed should have been firmly in place.</p> <p>Now as well we have received notice that the kinder start sessions have to be reduced to 2-3 sessions. You cannot get to know the children in that amount of time. The program was given to us as an extra responsibility and we have wonderful kinder start programs in our schools. I normally have 8 sessions because I start in October. Now there's too much time off task for children currently in kindergarten. The kinder start program is no longer effective. I spent a lot of time scheduling and meeting my parents. I had a session and now the program is suspended for me till April. How fair is that. I will sign my name because I am willing to discuss this further if necessary. I'm so disappointed.</p>
Eastern	Both	I have duty every day except day two. I can not plan and prepare as I normally would be of this increase. I will not use personal time to do this so the students are impacted.
Eastern	Both	I love the idea of Full day Kindergarten. However, my full day kindergarten are in a classroom with two other grades and there is no time to deliver the Kindergarten program the way it is intended to be.
Eastern	Both	I love the program itself but we are over the cap and not given the support we need.
Eastern	Both	<p>I teach full-day kindergarten and I have taught Kindergarten for over 10 years. I love kindergarten and am very comfortable with the curriculum, expectations, abilities and needs of Kindergarten aged children. I am also very familiar with play based learning. I felt prepared as a teacher, but my concerns were more administrative and logistical. I have still have these concerns. No training was provided to deal with the day-to day realities of full-day kindergarten and the infrastructure from lockers, storage in classrooms, supports etc...were not in place in most schools. For example, my large room was supposed to be turned into two smaller classrooms, for 2 classes. For financial reasons, it was decided to combine the 2 classes into a team-teaching scenario. 27 kindergarten aged children with all their needs, social, emotional, self care, let alone academic is simply too many in the same space. There is a reason Daycares have a 1-8 ratio with a max of 16 in one space (2 teachers). The kids are not benefiting form this scenario as it is difficult to provide the quality care and attention we want to, with so many needs, including several students with behavioural needs taking up a lot a the teachers' time. It is particularly difficult to maintain the integrity of the French Immersion and</p>

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		achieve the outcomes with so many children in one space. I am spending alot of money this year buying art materials, puzzles, games etc. To keep 27 children engaged and interested, to keep behaviours and in check and achieve outcomes. Our school was not physically prepared for financial reasons to make the choice that was in the students' best interest. The personnel is not in place to assist i.e...We are not able to provide full supervision at lunch and recess in each classroom, so the students spend significant amounts of unstructured time unsupervised. I don't think it is safe, but no help is available.
Eastern	Both	<p>If you read anything about the development of young children they need to feel safe. They need to form bonds with their caregiver/teacher.</p> <p>With inclusion, large class sizes, small classrooms young children are at risk. Their overall well being is at risk. More cases of anxiety and higher incidents of violence. Children need more supervision.</p> <p>Again our government put students in a two-teir system.</p> <p>A daycare would be closed and have a violation if the ratio was higher than 1:12</p> <p>Obviously the research has been done to conclude this number. But the same children can go to public school and the research from our same government does not apply?</p> <p>From my understanding a new model school in Paradise only has 12 kindergarten students in each class. Paradise is a very populated area. I'm not sure why the model school has 12 and each of the four kindergarten classes at some schools have 20.</p>
Eastern	Both	I'm not opposed to full-day kindergarten; however, in order for it to work, there NEEDS to be appropriate resources. There should be an ECE in each kindergarten classroom to support the teacher. There is not even enough IRT or Student Assistant time to support the students and teacher.
Eastern	Both	<p>Implementing FDK has increased duty and split human resources used throughout the building.</p> <p>It has resulted in increased work load for all teachers and specialists.</p> <p>Yet, FDK if properly resourced is a beautiful program.</p>
Eastern	Both	In a K-9 school I was working in last year, we lost an elementary teacher, so that we could add another kindergarten teacher. This meant that the two grade 5 classes had to combine into one very large, very needy grade 6 class this year.
Eastern	Both	-In theory, it would seem that more time spent in school would mean more instruction and learning. However, the needs of K students and all students these days are high. Students are becoming increasingly dependent on adults for the simplest of tasks and are becoming more and more unable to problem solve even the simplest of tasks (what to do when the top breaks off your pencil???). Incidences of children (as young as Kindergarten) acting out physically and violently attacking their peers and teachers is growing each year. Teachers are having to deal with these escalating needs and this takes away from instruction and learning.
Eastern	Both	Increased duties
Eastern	Both	Insufficient IRT/SA support
Eastern	Both	IRT and guidance services.... a great deal of focus is on kindergarten trying to meet the needs of those students.
Eastern	Both	<p>IRT support is required to help full day kindergarten and therefore, students in other grades are limited with their time from IRT.</p> <p>More duty, which decreases rest for teachers, thus creating more stress as work normally completed during lunch now has to be completed after school, evenings or on weekends.</p>

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Eastern	Both	IRT support, guidance time and student assistant time are being utilized to assist with and deal with kindergartens being here all day. Can work if there was more time and allocation given to schools to address full day kindergarten- not just having to use time from other students.
Eastern	Both	IRT time devoted solely to kindergarten to deal with needs - many students come to school with varying diagnoses that require Pervasive support, however, teachers are told repeatedly that such support is not allocated at the kindergarten level.... OUTRAGEOUS!!!!!! increase in supervision duties to cover the lunch period
Eastern	Both	IRTs and Student Assistants are now spending much of their time in FDK but the we were not given money to hire enough of both to meet the demands of the students who need the extra help.
Eastern	Both	It appears that no expense was spared to outfit Kindergarten classrooms with necessary supplies/materials (a lot of it high end) while other areas you are fighting to get an extra resource manual let alone adequate materials for instruction purposes.
Eastern	Both	It appears we have more and more children entering school who are not ready for kgdn. Now, those same children are being expected to spend a full day at school, and we have to teach them. One time, before budget cutbacks all children considered at risk for a multitude of learning and behavioural disorders were highlighted in preparation for their entry into the school system. It may not have been perfect, but it was a piece of information to plan for. That does not happen anymore and now we have "babies and toddlers" developmentally with multiple and severe limitations coming to school. We gladly welcome them but we are blind sided in what we can do at the present time with lack of space and time and bodies to do the work.
Eastern	Both	It has taken up a great deal of IRT time in our school. There are many students with many different needs, they require more IRT and student assistant time then allotted by the department of education.
Eastern	Both	It was overwhelming to have to adjust to full day kindergarten without having any training. It made me feel inadequate as a kindergarten teacher and I have 3 years under my belt. We finally received training at the end of September. Thankfully my grade partner had a number of years experience in full-day kindergarten and learning through play and allowed me to follow her lead!
Eastern	Both	Lack of adequate space for use of resources in classroom, adequate storage room space to store resources that cant be used due to space issues in classroom, Supervision of staff at recess and lunch increased in school.
Eastern	Both	Lack of irt and SA support for children and teachers ...program is so expiatory that it doesn't systemically follow into our grade one curriculum.
Eastern	Both	Lack of resources - 1. Lack of material resources to implement the new program initiatives. It seems like many school are receiving different things, it's inconsistent and definitely overall inadequate. Too much focus was placed on spending money on furniture and not enough consultation with teachers to find out what resources were really needed to teach with the new approach to play and exploration. 2. Lack of human resources. Many of these students have needs and there is not enough student assistants and IRT Teachers to provide the support that's needed here - especially considering these kids are here full day.
Eastern	Both	Lack of resources Lack of student aids
Eastern	Both	Large class sizes - beyond 20 in Kindergarten and the needs are beyond what one teacher can support. Extra IRT support was provided in each Kindergarten class based on need and for safety reasons, which had to be taken from other students. Additional Student Assistant time had to be provided in Kindergarten, again for safety, which also was taken from other students in the school. Additional Supervision was added to provide a higher degree of safety for Kindergarten during Recess and Lunch as well as for their outside play (IRT and Student Assistant).
Eastern	Both	Large classes, no space, attention to children, assessment

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Eastern	Both	Less IRT time because they are dealing with kindergarten classes and more recess and lunch supervision because more is needed with kindergarten classes.
Eastern	Both	less resources throughout the school, increased class sizes in elementary, less prep time, more duty
Eastern	Both	Less teaching units for other grades and less time dedicated to IRT support !
Eastern	Both	Loss of services for IRT More duty time.
Eastern	Both	loss of teaching units at higher levels to staff full day Kindergarten has drastically increased my work load, as well, as increased class size. Students are not receiving supports they should due to lack of resources and personnel and stress is at an all time high for teachers.
Eastern	Both	Many of our physical resources (IRTs and other support staff) have been called to Kindergarten in order to manage an influx of needs that have not been accounted for. This leaves everyone else stranded. Along with increased class sizes, and a resulting increased number of needs in the classroom, this has directly affected educator's ability to effectively meet the needs of all students. Teachers and students need more support than is physically available.
Eastern	Both	Many of these children were not prepared for full day kindergarten. There were no provisions made to deal with their basic needs and therefore greatly impacting the role of the classroom teacher. Toileting, behaviour problems and immaturity in general take up the teachers time and take attention away from the academic delivery and focus within the classroom. Great detail and expense were placed on furniture but no thought as to how to deal with crying over tired children, bathroom accidents, meal time and strain on resource teacher and duty schedules. It's very hard to facilitate provocations and play based learning when you devote so much of your day to keeping everyone safe, happy and contained in one room and you don't qualify for student assistant time or even a lunch break most days.
Eastern	Both	Many resources taken from proper duties to facilitate. No work done on the other classrooms in our school at all this summer
Eastern	Both	Many students not prepared to handle full day
Eastern	Both	More adult support needs for these classrooms. Each Kindergarten classroom should have a Teacher and a Teacher Aids.
Eastern	Both	More duty
Eastern	Both	More duty , they have priority over other grades when it comes to playground use, all they do is play, this impact the teacher in other grades
Eastern	Both	-more duty -less support in other classrooms -need more resources in other classrooms, not just K -scheduling conflicts -feelings of being treated unfairly
Eastern	Both	More duty Less support More Stress More problems in the classroom
Eastern	Both	More duty, more resources pulled for kindergarten in afternoon so other students receive less services.
Eastern	Both	More duty; IRTs are assigned to k classrooms during lunch and then take their (well deserved) lunches during instructional time, making them unavailable to students.
Eastern	Both	More supervision. More student assistant hours needed to support needs of young students who are now staying all day with unstructured time during lunch. Redeployment of irt teachers to support high needs. Thus lack of irt support for learning needs.
Eastern	Both	Most of the IRT support has gone to the Kindergarten classrooms because of the needs Duty has increased even more
Eastern	Both	Music teacher has to teach double kindergarten music classes (30 students at a time) with no extra

Region	Impact	Q7C: Full-day Kindergarten
		support. Kindergarten students and grade 1 students now have to eat in their classrooms every day, not in the lunch room. Kindergarten students don't get to go outside for lunch time play due to lack of space on playground. Extra duty. Less planning time.
Eastern	Both	My child is in full day kindergarten and while she loves it, I find it hard to except when I know there is a 3/4 combined classroom in her school because she is full day!! I would give up her full days to have each child in a grade specific classroom, not a combined one!
Eastern	Both	My experience with FDK is relatively positive however, I wish that there were more materials delivered (that were displayed during the P.D Days) and that larger class sizes were available to accommodate the number of students in my class.
Eastern	Both	My son is starting full day kindergarten. He has disabilities and is not ready to stay in school a full day. IRT's aren't usually in kindergarten I was told so he may not receive the supports he needs
Eastern	Both	My support teacher was redirected to support Kindergarten needs when student assistants were unavailable, resulting in students in my class not receiving supports promised to them.
Eastern	Both	Not all teachers received materials to implement full day kindergarten. Not a lot of direction / PD days made available. No money provided to bring in materials necessary for play based classroom.
Eastern	Both	Not enough human and physical resources to meet the full day needs of students. Specifically in the area of Instructional Resource teacher and student assistant time for both English and French classes of students
Eastern	Both	Not enough special services provided and other grades suffering due to focus and funds on full day kindergarten.
Eastern	Both	not enough student assistant support or irt support. students lacking diagnosis aren't provided for. half not toilet trained. 4 years olds. cut off should be September not January. no way to work on the things they will need to know by grade 1.
Eastern	Both	-not enough support -classroom too small -over cap -duty issues with other staffing. more duty added
Eastern	Both	Not the quality per se, just the larger numbers of students in the classroom and meeting the specific needs of each student causes much stress on the individual teacher. As a new kindergarten teacher (although a teacher of 15 years) I have felt I was just thrown into the kindergarten classroom (coming from an elementary classroom for many years) and expected to adapt with only 2 days of in-service.
Eastern	Both	Now that Kindergarten students stay in school for lunch, teachers have more duty overall. WE have not increased the number of IRTs and student assistants to meet the increase in time that Kindergarten students are in the building. They need early intervention to deal with behaviour and learning issues. We do not have enough IRTs and Student assistants in the building to provide this support. When we do provide the support, we are taking it from someone else. Teachers are spending more money out of pocket to meet the needs of full day Kindergarten. The space in the building is not adequate to provide the play-based programming. The cap size for Kindergarten is WAY TOO HIGH. They come from a 1-8 ratio in daycare at 4 years of age, to a 1-20 ration in Kindergarten at 5 years of age. It's ludicrous to expect one person to supervise and provide the individual programming for a class of 5 years that size!!! I'm sure you would hear far more from the Kindergarten teachers themselves.
Eastern	Both	Of course full day has impacted students, I believe that full day kindergarten is a very positive education mandate.
Eastern	Both	once again the province has put the cart before the horse - report cards do not line up, old curriculum do not fit,
Eastern	Both	Other students that are in FDK that have several severe needs and who are included within the classroom are finding it difficult to have their needs met are absorbing the SA and IRTs within the school. Therefore, my students who qualify are not sufficiently having their needs addressed daily.

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Eastern	Both	our IRTs and SAs have had to go to K more than what was planned for.
Eastern	Both	Our school has a large number of high-needs in Kindergarten. Our IRT and Student Assistant time is currently allocated there. As a result, students with academic and behavioural challenges in grades 1-3 are not receiving the necessary supports. In addition, the increased supervision requirements during recess and lunchtime for Kindergarten place increased strain on already tired teachers. Teacher morale is low - in part because of 45 minutes of supervision every other day. Many teachers cannot help but carry this back to the classroom, where students will be impacted.
Eastern	Both	Our Student Assistants spend most of their time in Kindergarten because the needs are very high. Since Kindergarten is full-day, many students with needs are not getting the extra support they are entitled to. I have a student in my class (Gr. 2) who has been approved for SA support. His needs are immense. He can not function independently without continuous guidance and prompting. We do not have the needed SA time to support him. The only time he gets any SA help is at dismissal because I am unable to leave the room to help dress him.
Eastern	Both	Overcrowding at lunch and dismissal
Eastern	Both	Reduction in the number of teaching units in junior high and high schools
Eastern	Both	Reduction of IRT services.
Eastern	Both	Resources are being used to ensure full day kindergarten is successful at the expense of every other grade, teachers and students in the school
Eastern	Both	Resources for full-day kindergarten have been put in place, but the overall education budget has decreased. The money that is paying for the implementation of full-day kindergarten is money that has come out of the education budget for all students. As a result, there are increased class sizes and multi-grading. Most schools have lost teaching units and do not have enough IRTs to meet the needs of students.
Eastern	Both	See last response
Eastern	Both	Since the implementation of full day Kindergarten, all teachers are now having to do more duty in a seven-day cycle. Our grade 3 students have had to switch their lunch time to accommodate the many needs and increase in time the Kindergartens need to eat. Grade 3's now have to eat and play with the elementary students.
Eastern	Both	Since the implementation of full day Kindergarten, classroom sizes have increased and multigrade classes are in schools.
Eastern	Both	So many students struggling with the longer school day, becoming very tired by afternoon. Teachers are seeing greater frequency of behavioural incidents in the classroom because students are not adequately prepared and classes are not adequately resourced. The associated negative impact of greater class sizes in upper level grades.
Eastern	Both	Some very behaviourally challenged and developmentally delayed children are in for full day which has significantly impacted schools resources in terms of personnel, physical space and even consumables. Parents of K Students with ASD were told that unless they sent their kids for the full day their ABA hours would be impacted negatively. These students may have benefited more from one on one programming the extra year at home and starting a year later. Whole school's resources (classroom space, lunchroom, IRT time, SA time, supervision times) are impacted to accommodate full day
Eastern	Both	Specialists are sometimes pulled from regular schedule to attend to a number of matters concerning the young students.
Eastern	Both	Student assistant support has been required at a higher degree because Full day K is quite difficult for children with special needs.
Eastern	Both	Student assistant there almost full time means less SA time for others
Eastern	Both	Student assistant time has been taken from my class to support full day of kindergarten, when it is needed in my class.

Region	Impact	Q7C: Full-day Kindergarten
Eastern	Both	Student assistants and IRT's are being pulled from other students who are approved for their time and put in to support students in full day kindergarten.
Eastern	Both	Student assistants and IRTs being stretched. Impacting ability to deliver programming.
Eastern	Both	Students and teachers are much more free and relaxed to learn with the increase in time allocated for Kindergarten.
Eastern	Both	Students are crying in class in the afternoon or falling asleep or are generally cranky and disruptive in the afternoons.
Eastern	Both	Students are tired and as a result their first year of school becomes a negative experience
Eastern	Both	Students are tired and irritable as day progresses especially after lunch
Eastern	Both	Students with ASD are struggling to survive in the "play based" program which does interfere with their need for structure. Many needs with no extra support provided to schools to help meet these demands.
Eastern	Both	Students with high sensory have found it difficult to transition into a full day curriculum and support services have been stretched out to support these needs which has impacted programming for students in higher grades. The special services team at my school have taken on extra lunch duty to support to ensure remain safe over this unstructured time.
Eastern	Both	Students with need present all day meaning coverage required all day which previously would have been shared over a full day.
Eastern	Both	Students with pervasive needs are in all day therefore need to be covered all day including lunch and recess because not enough student assistant then falls to IRT to cover these students.
Eastern	Both	Support divided between classes is now spread out more as there are two full da classes.
Eastern	Both	Support needed for Kindergarten Classes, therefore not able to be used in other areas/classes
Eastern	Both	Teachers are totally overwhelmed. There has not been enough training and guidance to prepare for all day kindergarten. It becomes more difficult to deal with behaviour issues when all Ks are together all day. There has not been enough Student Assistants allotted to K classrooms to deal with needs.
Eastern	Both	teachers felt they were left to the wolves. Most times I see children in classrooms with teachers who are trying to fill the day. positively the children have adopted for the most part very well. there will likely be no separation issues in Grade one. I have seen children have their daycare transportation revoked since October as a result of funding being revoked for this service. I believe this is a direct result of funding being reshifted to the full day kindergarten.
Eastern	Both	Teaching units have been taken from other grades to fill the needs in kindergarten.
Eastern	Both	Teaching units resourced are reduced. IRT and guidance are dealing with more issues, and teachers are dealing with more behaviours and duty.
Eastern	Both	The biggest issue I have seen with the full day Kindergarten is that they took for the junior high and high schools to cover the extra kindergarten teachers. They school I was at last year lost three and half teachers from grade 7 to grade 9 alone, with the new cap sizes. Classes went from 25-26, to 31-33 in one year. Not only has it lead to the physical crowding of classrooms not built to hold that many students, it has made the implementation of teaching an inclusive curriculum nearly impossible.
Eastern	Both	The budget constraints caused by this decision have caused combined classrooms which have in turn caused my class numbers to increase. Plus I suspect the absolute dearth of IRT time is also caused by the budgetary constraints caused by idk
Eastern	Both	The expense to implement Full-day Kindergarten has taken necessary resources from other aspects of the education system.
Eastern	Both	The full day k program has monopolized significant special services resources that are being pulled from other grades.
Eastern	Both	The full day Kindergarten has taken IRT time and student assistant time that would normally be available to a student in my class. He is now my total responsibility.

Region	Impact	Q7C: Full-day Kindergarten
Eastern	Both	the high number of students in kindergarten experiencing difficulty is taking all the IRT and Student Assistant time leaving other students disadvantaged
Eastern	Both	The implementation of full day kindergarten affected teacher allocation. Many kindergarten classes are over the cap. Due to the hierarchy of needs model and the fact that teachers are primarily allocated for students who have been diagnosed, many students in kindergarten who are showing signs of learning or behavioural difficulties are not being observed by IRT's.
Eastern	Both	The implementation of full day kindergarten has meant that we have had to use a complete IRT unit and Two complete SA units (10 hrs.) in our overcrowded kindergarten classrooms (21 students in each of two small classrooms). This has meant that many of our students who require supports, are not receiving them. Many of our students are not receiving adequate supports, which impacts the education of our entire student population... particularly since many of our students who were receiving behavioural supports will now lose them due to full day kindergarten. Their resulting behaviours will have a very negative impact on the quality of education for all students. Children with academic needs were receiving little or no support to begin with and will continue to do so. The quality of education in our school has been seriously impacted by the inclusive education model, made further so by the implementation of full day kindergarten.
Eastern	Both	The increased number of students in the school for the full day has had a significant impact on supervision, scheduling and the provision of student support services and student assistant time. Unfortunately, no additional support has been provided in these areas.
Eastern	Both	The kindergartens have a lot of needs and have taken most of the IRT support leaving children on other grades who need support with none.
Eastern	Both	The longer day has made it easier to implement the curriculum and address individual needs. I also love getting outside to play and address outcomes.
Eastern	Both	The money invested in full day kindergarten could be far better invested in our current inclusive system.
Eastern	Both	The range of abilities and needs is great. It is a transition to follow routines and procedures takes a range of time for all students. The needs of students are not completely recognized through kinderstart. There is not enough support to assist these students. More resources are constantly being put into kindergarten.
Eastern	Both	There are many students without IRT support when there is great need. Children who are not mature enough for FDK are struggling, acting out (biting, kicking, punching, running, screaming, swearing- I know because I'm at the receiving end of this) and they are left to struggle. They are not getting any "academic" benefits from playtime because they are not able to be lead or guided into any experiences to help them learn. Many of the resources that are supposed to be out for children cannot be because of the students needing support and possibly a reduced day are unable to control themselves and are breaking or destroying these resources. At the FDK implementation in September, teachers began to talk and realized that some had dolls with no clothing (some bought clothing out of their own money) others had clothing with no dolls. Sand is not to come with the sand table, some had felt boards (resource of the past and unsanitary) with no pieces or visa versa. When teachers asked for a list it was immediately shut down. No list was to be given out of resources because each school filled a survey and everyone got something different. When a teacher said she didn't have any food items for the kitchen, the response was that was from the health curriculum from 4(?) years ago. The teacher said she had no idea where that was as she was new to the school. Board member said well, I hope that's not the case seeing as how expensive they were. Meanwhile that particular school went from 5 K classes to 11. Classrooms are not properly resourced and they are keeping it quiet.
Eastern	Both	There are students who are not ready for full days behaviourally as well as emotionally or academically. Teachers are given 20 kids with no support. Parents also need to have an alternative because not every parent wants full day k.

Region	Impact	Q7C: Full-day Kindergarten
Eastern	Both	There are twice as many students in courses such as music and physical education (doubled up classes), with only one teacher. This is negatively affecting teachers' ability to support students in reaching outcomes in these two subject areas compared to past years.
Eastern	Both	There is an astronomical amount of extra duties and supervisions as a result of full day Kindergarten. Teachers are feeling the effect of these extra duties. Teachers feel worn out and fatigued by these extra duties. Ultimately, that affects the teacher's ability to teach.
Eastern	Both	There is not enough resources to successfully deliver the curriculum. The outcomes and curriculum are not properly being delivered. Full day kindergarten cannot work with the focus being placed on a "play environment." Teachers are expected to be on duty each day for multiple parts of the day, this expectation is unacceptable.
Eastern	Both	<ul style="list-style-type: none"> -There is not enough room in their classroom. The room was used in previous years by half the amount of students -There is not enough teacher support for students with exceptionalities which has some days caused these children to run out of the building -One day I was alone in a classroom with over 20 kindergarteners and a child needed help in the washroom so I had to leave 20 children unattended -There have been several lunch and bathroom accidents and not enough adults to properly clean and help in a timely appropriate manner
Eastern	Both	There's not enough support for all the students, many of whom have undiagnosed disabilities, and are now expected to be in school all day.
Eastern	Both	They took out ICF at my school and the teacher is now teaching kindergarten. Which now means I have all the students in one big grade six class. As I have said, my class size doubled.
Eastern	Both	This has resulted in increased supervision to the point where teachers have some aspect of supervision at early mornings, recess, or lunch every single day. For the first two months of the school year and the little bit of the first week of November, there are only 11 days that I have not had supervision responsibilities.
Eastern	Both	This province was not prepared to begin full day kindergarten because of the current budget. There is not enough resources to successfully implement full day kindergarten. Teachers and other resources are stretched to the limit. I was also surprised to find out that the curriculum has not changed for full day kindergarten. How can a child go to school TWICE as long as previous children but have the same curriculum? Shouldn't the government have looked into that prior to implementing the program?
Eastern	Both	To fit everyone in the gym and music rooms, classes are combined to very large numbers and this greatly impacts what the teachers can do. Duty has increased for teachers and this means teachers have less time to plan and prepare.
Eastern	Both	To the best of my knowledge this implementation was not funded in terms of extra teaching units. My High School had an increase in students yet we lost 1.5 units. In my opinion, I think this occurred because of full-day kindergarten. The units had to come from somewhere.
Eastern	Both	Too many resources being "deployed" to FDK when they should be elsewhere plus the extra duty has a negative impact on staff and students
Eastern	Both	<ul style="list-style-type: none"> Too many students per class. Not enough student assistance. Limited resources to implement all the wonderful things they suggested in PD days or even time allotted to go and pick up these resources.
Eastern	Both	Trickle down affect- the \$ had to be taken from somewhere-
Eastern	Both	Undocumented students with severe behaviour and academic needs in our school all day has impacted everyone. We do not have the support for these students and rob for other documented students just to survive in the classroom.
Eastern	Both	Very few resources provided to us to implement the play based learning and various different provocations we should be creating every week. I came into a fairly empty classroom, and I know

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		<p>others did too. Not everybody has the means to scrounge everything they need. It's not always easy to find all of these things for free, either.</p> <p>I feel that the implementation of full day kindergarten which has costed the government millions of dollars is why we are lacking IRTs and student assistants this year, as well as why we have combined classrooms, all of which negatively impact the quality of students' education. There are so many students in our school right now who desperately need student assistants or support from IRTs and they aren't getting it at all.</p>
Eastern	Both	We have a very high needs group of Kindergarten students which has resulted in less IRT time and student assistant time in our grade level.
Eastern	Both	We have had to make changes with lunches, increased duty for teachers, and changing how we deliver the kinderstart program as well as in other ways but we were never given any direction and principals were told that they have to problem solve in their own.
Eastern	Both	We lost our Grade Level Planning Time
Eastern	Both	While Full Day Kindergarten has been implemented, we were not given any additional support. Vital Student Assistant and IRT support has no been increased and, therefore caused resources to be stretched even thinner for inclusive practices. Also this has called for significant increase in teacher supervision duties, which is above and beyond our call of duty.
Eastern	Both	With a class of 22 kindergartens it is very difficult to get to every child.
Eastern	Both	With full-day kindergarten, teachers are expected to do more duty which takes away time to complete the thousands of other tasks needed to be done in the day. The class size for the remaining grades are radically increased with the new formula so that no more teachers had to be hired.
Eastern	Both	With the implementation of full day kindergarten, my school has more lunch duty for teachers. At my school, no extra student assistant time was given, so students in my room, who previously had support at some time throughout the day, is drastically reduced. Also, we were not given any more custodian time, so our classrooms are not cleaned as often. The custodians have 5 more kindergarten classes to clean at lunchtime. We also had to give up our computer lab to change it to another kindergarten classroom.
Labrador	Both	Along with 3 other grades I have full-day Kindergarten. It is difficult to combine play-based learning for K and all the outcomes in the other 3 grades.
Labrador	Both	Dans le cas de la maternelle par le jeu et à temps plein alors que nous n'avons pas de ressources humaines supplémentaires pour aider en salle de classe.
Labrador	Both	Everyone has extra duty for recess and lunch now. The other classes are bigger and we don't even have the resources for all day kindergarten!
Labrador	Both	Full day kindergarten has eliminated lunch time bussing. Some students, particularly those with behaviour and mental health issues need that break in the day to leave the building in order to reset for the afternoon session.
Labrador	Both	I think full day kindergarten is a wonderful thing. Its been in our school for several years and as the grade 2 teacher I see lots of positive outcomes stemming from it.
Labrador	Both	Implementation of full-day Kindergarten has increased supervision time allocated to all teachers which means less downtime and less planning time for teachers. It makes for a more stressful community of teachers and overloaded workload.
Labrador	Both	My school went from 3.5 kindergarten classes to 7 classes with many academic and behavioural needs. This has led to all IRTs and SAs being assigned to duties in the K wing. Little support has been able to provided to other grades in the school. All alternate programs have not been delivered. I have 7 students in my room with an IEP who are below grade level and are not receiving support. This has been stressful for me as I try to pick up the slack. The behavioural needs in the school have also led to increased supervision in the school which has a negative impact on the health of all teachers.
Labrador	Both	My student lost their student assistant because we only have one and a student in full day

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		Kindergarten was considered higher priority
Labrador	Both	Our K teacher used to do SpEd in the afternoon. Now she is tied up and SpEd kids have suffered as a result.
Labrador	Both	Simply put, the implementation of full day kindergarten meant that instructional resource teacher (IRT) units were decreased in schools. For example, the last school I worked at has lost an IRT unit and the new school that I am currently working with has lost an IRT unit. Additionally, students that were supposed to receive a student assistant have been without one from the beginning of the school year. It is clear that the implementation of full day kindergarten directly correlates to the decrease in instructional resource teachers, as well as student assistants, making it impossible to provide a classroom that supports the inclusion model that the board was building towards over the past few years. Full day kindergarten has derailed the goal of full inclusion classrooms.
Labrador	Both	The implementation of FDK has meant a reduction of teachers in many other areas of the education system namely in primary and elementary which are formative years. Also, it has put a strain on the budget which according to the government is already stressed enough.
Labrador	Both	The implementation of FDK with lack of resources have increased stress levels of teachers and students are unable to self regulate for a full day!
Labrador	Both	There has been an increase in meltdowns since the beginning of the year. The students are tired and some of them are still only 4 years old. I think nap time should be incorporated into the full-day Kindergarten curriculum.
Labrador	Both	very little flexibility; IRT support has been used for babysitting services in K; the needs have to be met all day now as opposed to 1/2 day; children who need programs have not started due to the demand on our IRT
Labrador	Both	We now stay in for lunch without a cafeteria, I see supplies after supplies coming in for all day kindergarten, yet we are so limited into what and where we can order for other grades in the school. We have all day kindergarten yet not enough support for our grade one children with special needs to allow us to go on a field trip. Skating sessions are cut from 4 to 3 sessions. Children are not getting the program supports they need. Will the curriculum be delivered effectively, yes, because teachers (once again) go the extra mile to make sure. Stress levels are through the roof!
Other	Both	I am teaching kindergarten for the first time as is my grade level partner. We both don't have all the furniture that the government provided for kindergarten which is frustrating when trying to implement some of the new initiatives and innovations that the government has put forth for play based kindergarten. I also found that the two day in-service given to teachers to implement full day kindergarten was very rushed, and left me with a lot of questions and few answers. I often feel overwhelmed by the play based model, and inadequate at my job which I've never felt in my 17 years of teaching. Because of cuts made last year to our teaching units, the kindergarten classes have less gym and music than any other grades in the school because they could not make up for the 25% they lost. I have no mutual prep periods with my partner which means everyday we are planning until 4:30 and sometimes going in on weekends. I honestly do not see the benefit of full day kindergarten except that the children will be used to a full day in grade one which to me is not worth the millions and millions of dollars the government has spent on implementing the full day program.
Other	Both	No additional human resources provided for specialist teachers such as Physical Education, Music or Learning Resources. Significantly less student Assistant Support allocated than what is required for diverse and significant needs of many young Kindergarten students.
Other	Both	Resources for other areas have been drained to ensure that KDG students needs are met. Not classifying students as pervasive prior to KDG caused significant impacts upon service delivery, this has been doubled this year as these students are in twice as long.
Other	Both	Without a proper lunchroom and adequate playground area students are spending the entire day in one small room.
Western	Both	A lot of Extra duty with many more children to be responsible for at any given time; fewer supplies in

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		the school (not sure if this is a direct impact or not; overcrowding in the school
Western	Both	As a result of Kindergarten, our teachers now have increased amounts of duty. There are more children eating in our overcrowded cafeteria.
Western	Both	Because there are 80 four and five year olds, who are not independent and need extra supervision during unstructured times, all teachers have extra duty! Everyone deserves a 10 minute break and at least 30 break for lunch. That is not happening in our school! I had lunch duty 4 out of 5 days last week! This is going to lead to teacher burn out!
Western	Both	Due to the full day kindergarten we now have combined classrooms because of the way the numbers worked.
Western	Both	Duty is impacted
Western	Both	FOR me, greatly increased my duty time!!
Western	Both	Full Day K has rolled out with a cap at 20. That is too many children. Pre school and daycares require 2 adults after 8 children. But magically one year later and 20 per 1 teacher. Difficult to provide for one on one and meet all needs.
Western	Both	Full day kindergarten has affected the quality of education of every other student in the province. No thought went into this. Millions of dollars wasted.
Western	Both	Full day kindergarten requires more kdg teachers which were just taken from the remaining school allocation numbers
Western	Both	Full-day kindergarten has impacted my students due to the lack of money for resources. All Schools are on a shoe string budget as it is let alone full-day kindergarten sucking all the money from our education system. At our school we do not have money for some of the basic resources of running a classroom.
Western	Both	Greatly increased supervision duties. Spacing issues for rooms in our school-we lost our science room. Lost of storage space so needed materials are now misplaced or disorganized. Fewer opportunities to have access to gym and computer rooms.
Western	Both	I am teaching full day Kindergarten. Luckily it is not combined with any other grade level this year. I have 13 students, three of which are special needs (all severe). Up until very, very recently I was not getting adequate support. No transition plans for the special needs children (who up until attended only attended Kinderstart - 1 hour a month for 8 months), very inadequate supports, and dropped off for a full day of schooling is what these students, the other students and myself was Faced with on the first day of school. They were all thrown in a full day without any IRT scheduled support and without any training for me to deal with the individual needs. We had one day administration before school started to get ready and to review the needs of these children and to prepare for them all, complete chaises and a complete set up for failure. September was beyond madness. I have been teaching for over 20 years and have faced every challenge over the years with positive energy and 120% effort, this was by far the worse experience ever. The unpreparedness at the school level was unlike anything imaginable. Full day Kindergarten was and is a great thing. I support it 100% and my students will benefit. With no changed in the curriculum, it allows for teachers to have time to get the curriculum covered and still have time to explore and play. Hats off for moving forward with it. I do think there were things (such as transitioning students with special needs) that needed to be worked out that wasn't. Ok
Western	Both	I am teaching kindergarten and grade 1, so besides for changing my approach to teaching full day kindergarten, now I have to cover all the grade one outcomes in a kindergarten play based setting.
Western	Both	I don't think it has really had an impact on the quality of education the students are receiving from the classroom teacher. It does mean that percentage wise there is less IRT support because IRT allocation did not increase.
Western	Both	I have yet to receive any training in full day kindergarten and I have them as much as 3 periods a day. It is very frustrating.
Western	Both	I teach at a k-12 school. Our cafeteria was cramped before with two separate sittings for lunch. Now

Region	Impact	Q7C: Full-day Kindergarten
		we have extra kindergarten students to take into account. So there is extra crowding. Extra duty. No lunch time bus run which will have a significant impact during midterms and finals.
Western	Both	I think full day kindergarten is a wonderful concept, however, it does not work well with one teacher in the classroom. More support is needed to guide these students in the right direction!
Western	Both	Impact on IRT and SA allocations....
Western	Both	Implementation of full day kindergarten cause a significant reduction in teaching units in the rest of the system. This is directly to blame for increased class size and work loads.
Western	Both	In my school we were not given extra allocation to cover full day kindergarten. It had to come out of the allocation we were previously given. This meant that other classes and students were impacted.
Western	Both	In regards to multigrade, it is hard to balance the expected outcomes of the full day kindergarten curriculum and program when you have older students in the same room who have a high level of work to complete, higher expectations, etc.
Western	Both	It is not the full day Kindergarten that is the issue. It is now play based learning and where do we get all the resources to implement the outcomes through play based. As well, a lot of time planning and attempting to come up with ideas. Work load is the issue.
Western	Both	It isn't necessary and it has taken funds away from other areas of the education system.
Western	Both	Lack of space means students are affected through less gym space, lunch room space, resources are spread thinner in our school.
Western	Both	More duty for teachers because of lunchtime supervision of extra classes. Which leads to less extracurricular and teachers who are exhausted from being on duty every second day at lunch.
Western	Both	More students to supervise during recess and lunch time. These young children are very needy and it is stressful trying to handle all the kids.
Western	Both	Most IRT time and student assistant time was assigned to Kindergarten all day because of the needs in this class, leaving other students to do without the help they need.
Western	Both	My job is very hands on, and I find that although we are allotted an educational budget, that money does not go far.
Western	Both	My son is in full-day kindergarten but their school does not have the necessary resources to support this program
Western	Both	My wife is a kindergarten teacher who has found the implementation of full day kindergarten, combined with fewer supports for students with increased needs to be the most challenging teaching year in the last ten years.
Western	Both	No forethought - it is now affecting kinderstart
Western	Both	No increase in allocation even though FDK required such. FDK resulted in having to multi-grade for Prim & Elem Math. Also, not enough support in the FDK classroom to properly implement the curriculum/initiative due to needs of students. This has resulted in the Principal & Guidance providing extra support in the FDK classroom and being taken away from other responsibilities.
Western	Both	No teacher assistant as promised. Extra duties added for supervision.
Western	Both	Resources that were used to implement the full day kindergarten took away from all teachers in the province. There was nothing wrong with half day. All the resources that have been spent and designated for full day kindergarten could have been put to use and created more teaching units for classrooms so teachers could provide a better education. Many students are ready for full day kindergarten. As a kindergarten teacher my classroom was not provided with the same resources that other schools received.
Western	Both	simply put, although our school didn't lose teaching units specifically, what we did lose were educators that would have been in positions from grade 1-6. So, although Kindergarten is flourishing, the rest of the student body and teaching staff is paying the price. A classic example of "Robbing Peter to pay Paul".
Western	Both	Since we have full day kindergarten we no longer have lunch time bussing and all of our students stay

Region	Impact	Q7C: Full-day Kindergarten
		for lunch. We are "dutied" to death and feel we never get a break. After all day with 27 students and two duties per day and 25 minutes to eat our lunch, I don't have much left to give!
Western	Both	Students are taking up a lot of time. Lots of behavioural needs that were not identified in Kinderstart in addition to transfers in. No resources were allocated to address the needs.
Western	Both	Teachers are doing extra duty and this brings stress which affects teaching and learning.
Western	Both	The kindergartens are not able to grasp much in the afternoons, after being in school all day & lunchtime, they are often VERY tired in the afternoon -- some to the point of falling asleep. And tired children also means more fussy, cranky & easily upset children... They often ask if it is time to go home.
Western	Both	there has been an adverse change in lunch scheduling, and student gym allotments
Western	Both	Three kindergarten classes with small sizes 14 kids and I have 24 who need to know how to read up 9 levels and write and math, I don't see the reasoning because they don't need to know how to read in kindergarten and I have assessment package due twice a year on ALL 24 students. Now I have three extra kindergarten classes while I am on duty as well.
Western	Both	Very little consideration for preparing students and parents for full day sessions has resulted in a large number of behaviour issues that is currently draining the school's student support service resources. Students with identified exceptionalities are not getting the same level of support as previous years.
Western	Both	We lost teaching units due to the calculation that is used to determine teaching units in a school. We currently have full day kindergarten in a class with grade 1,2,3, a total for 11 students. All of the resources needed for full day K are very hard to be organized and used how its intended to be used because of the multi-grade classroom. With additional teaching units we possibly could have had kindergarten with 1 other grade, but in a class with 3 other grades is terrible.
Western	Both	We lost unit from upstairs, jr and sr high, cut back programming to accommodate full time kindergarten
Western	Both	With the cost of the implementation of full day kindergarten other areas have been cut due to financial restraints. We have less IRT's in the classroom, less student assistant time, fewer prep periods etc. Not to mention lack of budget to purchase new resources.
Western	Both	Yes, it has sucked resources from all over the school. I have larger class sizes because "they" didn't change are allocation, but added a new kindergarten teacher. What a farce.

Q7D: You noted being impacted by Inclusive Education Initiative since the beginning of the school year. Are you able to provide one or more examples of how this change has impacted the quality of education for students?

--- Incis Education Initiative ---

Region	Impact	Q7D: Incls Education Initiative
Eastern	Students	- because of the cascade of needs, those students who need support and are in the classroom are not receiving it because the behavioural needs are deemed more important
Eastern	Students	- fewer IRT and more Student needs, not all students requiring assistance receiving adequate time
Eastern	Personally	I have a class in grade 7 (30 students) that was stacked with extra students who have learning disabilities because all of the students in that grade who have severe needs were put in that homeroom. I was told that because the students with the severe needs would be in that class then I would always have extra help. That is not the case, the students with severe needs do not attend the subject that I teach, and their teaching assistants go with them. Still I was told that there would be extra help. The problem is, the school has several other students who have behaviour issues or are severe needs that show up part time, and their time in school is always changing, so although the year started out and I had someone extra in with me, my help stopped coming. I was told because of the other needs in the school, the extra help was pulled out of my class and redistributed to an area of higher need. So in my class of 33 (three do not come to my class because it is a core subject and they do not do regular programming because of severe needs) there are 4 students who have been diagnosed on the autism spectrum, one of whom had a behaviour management plan last year that has not been addressed yet this year. One student is ESL. Three students just got added to the class who are part of the LEARN program and cannot speak English at all. And one student just moved here from a different English-speaking country, but no documentation came with him, he needs to be assessed because he could seriously use some extra help, but nothing has been done for him as of yet. Then there are the students who have learning disabilities that get testing accommodations etc. We won't count them. :-) I went for weeks without extra help, but I complained, and now a student assistant or special services teacher shows up maybe 50% of the time. They are scheduled to be in my class, but because of the other students that need coverage, they may or may not show up. I get no warning either way.
Eastern	Both	I have one student with Autism who, because he is not a behaviour problem, does not get any IRT time. He is very quiet and will sit and will not work unless I prompt him. He is very intelligent but does need repeated instruction due to his challenges and a hearing loss as well. I do not always have time to assist him because I also have two children who have LD's. One can hardly write his name and the other is not much better than that. these students need me to scribe their answers so I can determine what they understand. I try voice to text but one can not speak clear enough to use that and the other one can not do it independently or refuses to do so. I also have a child from another country who can hardly speak English and who is not at this grade level. She should have been placed in a lower grade but the school board (or someone from above) said she would be "better off" with her age group. She is very tiny and her self esteem would have been better off in a lower grade doing something that she could cope with. I also have two other students from other countries who do speak English but are having great difficulty expressing their thoughts. I hardly have time to check on them, not to mention the other 14 students in my class. Many of them are struggling with Math and writing difficulties but how can I possible help them all. Perhaps someone who made all these decisions could come and show me? Well, I better go because it is almost 10:00 PM and I need to take a break from a full day work, a one hour meeting with parents after school, correcting until 4:30, taking care of family things till 6:30 and correcting until 9:30. Goodness, I may get time to do a few report cards before bed. Or will I help my child who has ADDHA and an LD study for his test tomorrow...What a great day!!!
Eastern	Personally	- inclusion is only meaningful if it is meaningful to the individual child; just because it looks good on paper does not make it a meaningful experience for that child
Central	Students	- less IRT time for students who need it because needs have increased but units have not

Region	Impact	Q7D: Incls Education Initiative
Eastern	Both	<ul style="list-style-type: none"> - my students are not receiving any IRT support - students are being exposed to disruptions caused by students who are just frustrated because they are not getting individual support and pull-out
Eastern	Students	<ul style="list-style-type: none"> - Range of individual needs and abilities in one classroom makes it near impossible to teach in a manner that challenges the students who grasp the material quickly and to also help the students who are struggling to understand. - Time limitations for students who need extra assistance/explanation, etc.
Western	Both	<ul style="list-style-type: none"> - Reduction in anticipated levels of IR time and SA time - SLD students get virtually little to no support for their learning needs because all/most of our time is spent on the students with greater challenges such as Autism - IR teachers cannot get to work in classrooms because of the high level of needs we are having to pull students out in small groups rather than give all students the benefit of some support - there is no concentration on higher ability or gifted learning whatsoever other than what the already over-taxed classroom teachers can provide - IR staff are having to perform the duties of SA's
Eastern	Personally	<ul style="list-style-type: none"> - students are complaining that they are not receiving the IRT support they are supposed to get or need
Central	Both	<ul style="list-style-type: none"> - the minimal increase in SA and IRT allocation for the needs we have is a crime to the children we are supposed robe servicing; we DO NOT have enough - Students who require one on one support are not getting it - students are being piggy-backed off each other because of a lack of SA and/or IRT HUMAN resources - Some students who require support are getting none at all because the more severe needs in our school are sucking the life out of what little Special Services time we have; prescribed programming for children with needs is not getting done - teachers are having to spend more time on addressing behaviours than actually teaching; it's not the outcomes that need an overhaul - just resource the teaching profession with the human resources we need to do an effective job of teaching - students, that would normally receive support and aren't, are spending more time the office - a student with no SA, who needs an SA, roams the halls more frequently than necessary causing all kinds of trouble for the individual and other students and staff - learning after learning environment in our school is being sabotaged (constant shouting out, rolling around on the floor, taping chairs to chairs, kicking, hitting, etc.)by children who are under- resourced in their programming needs; the others do not deserve such a learning environment, nor do the teachers
Eastern	Both	<p>There are so many overwhelming medically driven, emotional, behavioural and psychological needs in my students that trying to address the needs of students with academic needs in reading, writing and math it is near impossible to even begin to meet these needs. Several students need almost 1 on 1 support all day long and that is just to keep students and adults safe. It is so frustrating not knowing sometimes how to truly help these students in crisis. My job has become managing behaviours in the hope that students will be safe and happy and go home each day without physical injury or a sad heart. I celebrate the days when we actually accomplish academic achievement of anything in our room at almost any level. I am mentally emotionally and physically drained when the day ends due to constantly juggling all of the roles and responsibilities I am now faced with as a teacher. Gone are the days when the only children with needs in your room were the little ones who struggled in reading, writing or math and with a little extra help or remedial service they often come beef up their weak academic skills. I truly believe we are sacrificing the education of all by putting our most needy and most at risk students in a room all day with everyone else regardless of academic ability, mental and emotional stability and physical needs. I believe that there should be designated times for integration and inclusion but not full inclusion as we have today as I fear no one id truly learning under these educational learning environments.</p>
Eastern	Both	<ul style="list-style-type: none"> - There is not enough IRT time in the classroom to keep the students with exceptionalities in the

Region	Impact	Q7D: Incls Education Initiative
		<p>classroom</p> <ul style="list-style-type: none"> - Those students who struggle but are not diagnosed are hard to get to as a teacher to assist in the fact that the inclusive model has the teacher spending the majority of their time with the exceptional students. - The class size increase and exceptionalities in class together the majority of the time is creating chaos for teachers.
Eastern	Students	<p>**Meeting the needs of diverse learners with limited IRT support - particularly those requiring alternate programming to address reading, writing, and math.</p> <p>The provision of accommodations (i.e. reading of tests) is challenging at times. In rural schools, allocations are tight - who provides this service when we are expected to deliver a K-12 curriculum with 10-12 teachers on staff?</p>
Eastern	Both	<ul style="list-style-type: none"> ~ Not enough support in the huge classes. ~ All my attention goes to 2-3 of the weakest students. The other 5-6 weak students get very little extra help & the average & strongest students are getting none (they are not getting any enrichment). ~ Loss of instructional time (providing the extra accommodations takes time). Instead of a check-up taking 20 minutes, it now takes double that. You can imagine the amount of instructional time lost over time.
Eastern	Personally	~ re-juggling of Special Services schedules to accommodate the needs of Kindergarten students (no extra allocations)- Robbing Peter to pay Paul!!!
Western	Both	~ Students with special needs are being placed in the regular classroom with less student assistant support causing the regular classroom teacher to have to provide extra support for the individuals and addressing behavioural issues as well.
Western	Personally	1. I have more and more responsibility for students which exceptional needs in my class (there are more students with IRT supports in a class) which takes my time and focus away from the average learner, and those in need of one-on-one support but who do not qualify for IRT support
Eastern	Both	1. Inclusion is a good model when resourced but our IRT allocation is spread so thin that inclusion is a philosophy, not a reality.
Eastern	Both	1/3 of my class is below grade level. 3 students needs scribing... I get a LRT 5 times a cycle. It is impossible to help these students alone yet teach my other kids
Eastern	Both	<p>2 pervasive needs students I have are now in a class of 28. Noise greatly affects these children with high sensitivities. But they are left there. Students are being covered by IRT teachers because there is not enough student assistant time. Because of this, during recess and lunch time, students with high needs are being taken out of their classrooms and put in a vacant sensory room or classroom together to be supervised. These students are being excluded from their peers during a time where they should be socializing. Specifically a grade 4 student is being taken to Kindergarten during break times because there are not enough student as assistances/time to cover each student off in their own classroom. Kindergarten students with no diagnosis are screaming, throwing chairs, hitting, slamming doors, running, punching and kicking teachers and students, spitting, breaking school property, destroying items are in the classroom for other 4 and 5 year olds to witness. Where are the rights of those students wanting and willing to learn? It is not ok for these students (or teachers) to be told "you're shit" by a 5 year old, or have chairs thrown at them or to have to cover their ears because of shrieking. Meanwhile, the teacher who is assigned to these students for IRT support does not have a special education degree or experience. And has not received support from the school board who is well aware of the problem and the 100 plus incident/360 reports.</p> <p>IRT time is only classroom support for the struggling students and no time left for programming. The students who need just a little extra are being left to themselves. Further falling behind over time. Teachers are swamped with extra duties, and correcting so little time is left for planning. Now, the report cards have less room for words/characters (because of the visual appeal) so teachers have less room</p>

Region	Impact	Q7D: Incls Education Initiative
		to write comments needed. The board's response is to have the discussion during parent/teacher meetings, however most of the parents teachers need to see do not come to the meetings. But we are expected to list positive then negative aspects. There will be no room for the positive and then teachers will be responsible for fixing this.
Eastern	Both	25 students with a wide range of learning needs and 7 of those on programming. For the first 2 months there was NO support for these children either in class or pull out. One child with pervasive needs does not have a student assistant as the needs elsewhere in the school are so great and SA and IRT allocation do not meet our needs. I am responsible for that child and when dealing with him I am no longer teaching the other 24 students.
Eastern	Both	A child with very high needs who can not meet the curriculum outcomes of his grade is placed in a regular classroom all day. He becomes frustrated and can not communicate so he begins yelling therefore distracting others and he is unhappy.
Eastern	Both	A classroom size of 25 with over half the class having accommodations and needs affect not only the attention those students receive but also the class instruction and lessons for those students who do not require accommodations etc.
Central	Both	A higher number of students in your class means a higher number of students with some sort of exceptionality or need. Unfortunately, I find myself spending the majority of time focusing on my kids with needs, which often leaves my other students working independently and without as much individual time.
Eastern	Both	A lot of extra work for teachers, therefore less time for students.
Eastern	Both	A student in my class with high needs and low level functioning is in the regular classroom all day without much extra intervention. He is interrupts and distracts the other students. I find it extremely difficult to teach all students to the best of my ability because I am constantly redirecting his behaviour. I also have students with a variety of learning problems. I'm unable to provide them the assistance they are entitled to because I am busy with this other student. On a recent school climate survey, 2 students with severe learning challenges selected "not easy to get help with my school work when needed". I applaud their honesty. Even though I try my absolute best to help each student, there simply isn't enough of me to go around.
Eastern	Personally	A student on functional curriculum may not be able to access programming due to the volatile needs of other students
Eastern	Both	A student who does fine in math but needs just a little help often does not get the help she needs. My time is spent running between my student with autism, my three students with ADHD, and my two students with diagnosed learning disabilities. My one SA is often absent and there is no one to replace her. My other 19 students are practicality left to fend for themselves. It breaks my heart that I don't always get a chance to answer their questions
Central	Both	A student with a cognitive delay of several years working with an IRT in the classroom feels more isolated and left out than if he was working in a separate classroom with the IRT at his level of ability. Left in the regular class he feels discouraged and has few moments where he feels achievement.
Eastern	Both	A student with a variety of challenges is receiving support, unfortunately, our support services team cannot devote as much time as they could before.
Eastern	Both	A student with ASD is requiring significant time not allowing other students the opportunity for individual assistance
Eastern	Both	A support teacher being assigned to 20 or more students in 4 or 5 classrooms. Support for a period here and there doesn't help especially if they are being called away for higher needs. The board tells our admin to pull support from those who qualify if there is more needs at the school.
Eastern	Both	A teacher at our school is afraid to come to work because she fears for her safety and the safety of her students because a violent student is in the class and she is being told to keep him in the classroom and not send him to the office.
Eastern	Students	--a variety of the kids in my class are receiving programs and the amount the resource teacher is taking

Region	Impact	Q7D: Incls Education Initiative
		them out is not making a difference to them at all. Heavy work load
Eastern	Both	A violent autistic child throwing chairs in my classroom, kicking other students in the face, punching and biting adults, knocking over furniture, screaming that he wants to kill people. A child with global delay and hearing/vision issues having very little SA support because the other child (above) eats up al the SA time for kdg. Said child has bathroom issues, hits, screams and flushes items down the toilet. Parents have told me their children are afraid to be in the classroom with these children.
Labrador	Students	Abolition ou limitation de postes budgétaires dédiés aux aides élèves dans nos classes.Ceci limite les ressources pour les élèves avec des besoins spécifiques et spéciaux.
Eastern	Both	Absolutely! As a direct result of Inclusive Education, IRT and guidance are servicing the most severe needs. This has reduced early intervention time given to our youngest students, our primary students, over the past several years. This also impacts how little service many other children with significant needs receive. My classroom composition in Grade 3 has 2 children who do not have alphabet, or number recognition to 20, and who do not have concepts of print, my recent reading assessments reflect that 11/21 are reading below grade level, and it is a Language Arts CRT year. I will have to help them as much as possible, in every differentiated way I know how, between now and May, and then say, "I am sorry my darling. Miss is not allowed to help you with this. Just do your best." Their writing reflects their reading levels. I have children with emotional/behavioural concerns which impact the learning if others. My only student assistant support is at recess and lunch.
Western	Both	Adding more students with more needs to an already increased class size means less students with or without recognized exceptionalities get less individual attention.
Central	Both	Again, resources are spread thinner then ever yet the need is higher than ever.
Western	Both	Again, with so many grade levels in addition to the various exceptionalities, the planning for instruction and assessment is very time consuming and difficult. One teacher has to make up 5 different versions of a test and spent about 4 hours doing so. This is taking a toll on teachers. Needs of students are not being adequately met. In addition we have very limited IRT time (0.25 of a unit).
Eastern	Both	All schools can use more support in order to effectively implement inclusive education initiatives.
Central	Both	All students are not get the education they need. No student assistant time and lrt support.
Eastern	Both	Already completed
Eastern	Both	Alternate program delivery issues. Students with great needs in the classroom without supports. Inclusive education without supports is actually excluding the student.
Labrador	Both	Alternate programs have been cancelled due to teachers having to provide support in the K classes. This has meant that I have to assist all students on my own. One of which has autism, 3 who can't read or write and 7 others who are below grade level. Note that our admin applied for additional support and the bulk of their request was denied.
Central	Both	An autistic child (without student assistant time and low academic ability) that refuses to do any work often is a distraction to the class. The weak, non readers (of which there are more than one) require much attention, limiting the time available to go around the room and check on each child.
Western	Both	Another Initiative not thought out. Not enough resources to support the initiative. These students are impacting on the rest of the students as they take up too much of the regular classroom teacher time.
Central	Both	Another math teacher supports my Math 7 class 5 out of 15 classes. However, this teacher has been pulled for testing almost all of these periods.
Eastern	Both	Anytime I have more things to watch in class my time to teach 1 on 1 is decreased. With inclusion I not only have to monitor the students but also the teacher support. Is the teacher there. Is the teacher just giving answers. Is the conversation in class to adult for our inclusive kids to be involved in. Just more to monitor and take my time away from teaching.
Eastern	Both	As a Kindergarten teacher, there are never supports for students who are only identified once they come to kindergarten (i.e...have not been previously diagnosed). These kids struggle, and because we

Region	Impact	Q7D: Incls Education Initiative
		<p>are so thinly staffed to meet the already existing inclusion needs, they are simply pushed into Grade One, even though we know that early intervention is key and without some support in K their needs are not being met. This can create a very stressful situation for the teacher who is so frustrated that she can't help a certain child, the child who is struggling, and the rest of the students whose learning is often interrupted because a certain student needs so much teacher support and time, especially when behavioural issues are present. I have a student who is getting 1s and rarely, socially and academically. I have met with the parents many times (the first meeting was on week 2 of school), set up all the appropriate tests (i.e...hearing, vision)n,,etc., referred him to special services, advocated for him with admin & guidance etc...I don't know what more I can do at this point for him or what to offer the parents for strategies going forward. I have been told there will never be support for him in Kindergarten, that we have child in Grade 5 who has behavioural and cognitive issues who isn't even getting support this year, although he has always had it. To make matters worse, I teach French Immersion Kindergarten and there is rarely, if ever, support offered for students in French from k-6 in any schools including my own. The sad thing about inclusion is that no ones needs are being met and teachers are not miracle workers. Any child who could benefit from academic interventions to just push them forward, will never get help unless they are a runner, or a major behavioural issue. And these same students keep getting pushed through to the next grade, unprepared and behind when perhaps some earlier intervention could have made a difference. They wonder why our test scores and CRTs are so low...Because many of the children in Grade 3 or 6 are social promotions and are reading or performing in Math several Grade below Grade level. The Grade 4 French teacher at our school has 50% of the class reading below grade level, some as low as Grade 1 & 2. This affects all subject areas when reading skills and often writing skills are poor. Because we are not offered support in French in our school, there are never IRTs in French for guided reading groups or levelled groups targeting getting to the next level, these kids get pushed through because there is no other option. How can a child reading at grade one level possibly achieve the outcomes on a Grade 3 CRT even if they are technically in Grade 3. Academic interventions are a thing of the past and many kids are slipping through the cracks and being set up for failure. Inclusion as it is presently implemented and funded is helping no one. We have an autistic child who is so severe who spends quite a bit of time rolling on the floor and making noises while a student assistant &/or IRT can do very little to help. Would a specialist in autism and the appropriate setting not be better for a child with his level of need?</p>
Eastern	Students	<p>As a result of inclusive education and the lack of resources, I feel that student with diagnosed exceptionalities - particularly learning disorder and heath concerns such as mental wellness are receiving minimal support and service.</p>
Eastern	Personally	<p>As a school counsellor, every day I get complaints from teachers that they are unable to meet the needs of the students in their classes. They feel under-resourced and overwhelmed by the number of students with academic and mental health needs. As a counsellor, I feel we need more guidance units and IRT units to deliver the proper programming to meet the teacher and student needs. 1.25 guidance units in a school of over 600 students is just not enough.</p>
Eastern	Both	<p>As a school counsellor, I am constantly being told to meet the needs of our high needs students using less resources and less support. I have the responsibility of scheduling and allocating all the IRT and SA time in our building. Each year I become more and more disenfranchised by having to explain to classroom teachers, IRT's and SA's why their work loads have expanded and why they are being spread so thin. Then I have to sit in meeting after meeting with parents explaining why their child does not get the support we both know they need, and I've also been put in the heartbreaking position of explaining to children why they have to work in their classroom or why they can't work with the SA or IRT at a time they would like to. To add insult to injury, the other large part of my time is spent trying to justify to my employer why I have deployed my resources in the way I have, why students deserve to have any resources in the first place, and why when more needs emerge throughout the year I can't just pull resources from other children to cover the new needs. Just recently I spent 5 hours one day in conference calls with the employer and working with schedules for them to tell me who should lose</p>

Region	Impact	Q7D: Incls Education Initiative
		programming, who should lose prep times, who should lose in-class support in order to accommodate a situation that we were under resourced for in the beginning. The main issue with the inclusion model is that when it works, and students do well, there is no longer the "crisis" evidence to justify the support so
Labrador	Both	As a school we are unable to provide for all the students that are on IEP's because the teacher units are not there. For example, student who last year received instructional resource time are not receiving it this year. When new students are assessed and diagnosed with a disability, teachers become stressed over who will take on the new student to their already full student case load.
Western	Both	As an Instructional Resource teacher, I am extremely pressured and discouraged by the lack of resources to help my students. As a classroom teacher, I cannot give my students what they need due to the amount of issues in my classes. I have been dealing with students with ASD in the classroom with little or no support and it impacts very negatively on the other students who simply cannot focus over the noises and behaviours of the students with ASD.
Central	Both	As an IRT I see the impact of the Inclusive Education Initiative every day! From classrooms busting at the seams with students that are struggling with the prescribed curriculum, and not enough IRT time to support them, to students that need to learn "life skills", but are forced into academic situations that they are not able to succeed in. I have elementary students that are waiting to be assessed, however I am not able to provide support to them as they have yet to be diagnosed, leaving them to drown in the regular classroom - classrooms with an average of 27 students - where it is impossible for the classroom teacher to give these students the support they need! The needs of today's classrooms are so diverse that we need more than one classroom teacher and/or IRT to give our struggling learners the chance they need to succeed!
Central	Both	As an IRT my services have become more in demand. I am more involved with students who have pervasive needs which means time for students with learning disabilities in the classroom is less.
Western	Both	As an IRT my students are getting lost in the shuffle due to not enough support for inclusion. Inclusion is good in theory but does not work without the right amount of support which we do not get in Newfoundland.
Labrador	Both	As an IRT, I am so overworked. I do not have enough student assistant time nor do I have enough time in the day to properly support all those students who need help. I have had to sadly prioritize my students and that is not fair. All students deserve support.
Eastern	Personally	As an IRT, I have such a heavy caseload that very little time can be devoted to in class support. This directly impacts inclusion.
Eastern	Both	<p>As I am one of the teachers on staff who is CPI trained, I have been in many situations where students with various exceptionalities have been included with the regular mainstreamed students.</p> <ul style="list-style-type: none"> * One of our regular students got hit with a drinking glass because an exceptional severely autistic student was done with it. * On another occasion he threw it for no reason and came very close to hitting a student in the head. * I have been in the situation of moving all students in Grade 4,5,6 out of his way in the hall while he melts down because he didn't want to go outside at lunchtime. We had him inside and were walking him back to class at the time he threw himself down on the floor. At the time, I was supposed to be outside supervising the other K,1,2,3 students. * This same exceptional student was upset in the cafeteria one day and threw his cup and it hit another student's tray while he was walking with his hot lunch to his seat. The student wound up with hot gravy on his face. * This particular exceptional student is heard throughout the entire school yelling. The other students are scared of him and his actions (They have told their teachers). * He will go after the students in his classroom physically and has gone after his student assistant. * He did attack another student in the gym. * The autistic student in my classroom has started mimicking his behaviours because they are forced to be together during certain times because the other student's behaviour is so disruptive that my autistic

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		<p>student is losing learning time in the Special Education Teacher's class.</p> <p>*My student's student assistant's time has been cut and the government's idea of a fix is to make a teacher do the job of the student assistant. Therefore the students who need IRT help will not receive it.</p> <p>* Another autistic student has been crying in the hallway and classroom every day since all day kindergarten began. It is VERY disruptive to all !!</p> <p>* Another student whom is undiagnosed is crawling around the floor and arguing with all adults in the building because he is not going to do anything any adult tells him to do.</p> <p>* On top of all the noise going on around my class somehow some learning is taking place. However, I have 10 of 21 students not reading at Grade level !! 10 ! Then I have at least three who could do the grade three curriculum. I am doing my best to give these students the best education they can receive in this Grade with some enrichment, but WHY has the Government failed them ? They are doing everything they can to learn..."What can I do Next ?" And they do everything very well.</p> <p>*Inclusive Education is failing the children who truly want to learn, everyday ! Inclusive education is failing my own biological children and my students.</p>
Central	Both	<p>As I mentioned earlier, I have a non-verbal autistic child in my class and he takes up a lot of time in the class which takes away from the other children, which could impact the acquisition of outcomes of the other children.</p>
Eastern	Both	<p>As mentioned before, I believe that all students deserve a special education. Every child deserves to be taught in the way that they learn. There is a top down model for Inclusive education meaning that children with the most high needs are met first. While I agree this is true, we shouldn't ignore the children who have Learning Disabilities and need some strategies or re-teaching in certain areas. There simply isn't enough resource teachers and resources to help effectively. Not to forget the children that could benefit from extra help and don't qualify for services. We are teachers, if a child needs help, they deserve to have it no matter what. It hardly seems fair at all for some children to get all the service and other children to have little to none. It is very frustrating.</p>
Western	Both	<p>As previously stated, more and more students have accommodations and there are not enough IRT's to help, therefore classroom teachers are expected to handle everything. Sometimes it gets done and sometimes it doesn't.</p>
Eastern	Both	<p>As stated in previous comment.</p> <p>Inclusive Education is great when you have the physical resources to implement it properly.</p>
Eastern	Both	<p>As stated in previous question: Absolutely no support for French teachers, even though there are students in each class that have learning needs.</p> <p>The only classes that receive IRT support in my school are Math & English. ALL other courses do not receive any. Regular classroom teachers have been forced to give up their prep periods to provide testing accommodations for other teachers.</p>
Central	Both	<p>as teachers we have to adapt daily lessons and activities to accommodate inclusive students, which often impacts enrichment activities/lessons, and the needs of these students (although important and necessary) often impacts the learning of students in the regular classroom. (stemming noises, loud noises, sounds, light/movement) affects these students.</p>
Eastern	Both	<p>As with every teacher I'm teaching in a classroom with students of varying abilities. IRT and student assistant time is limited and I'm unable to meet the needs of all learners in my class. I have ESL students in my classroom who are not getting the level of support they deserve or require. Without training I am not equip to meet their needs. The ESL teachers services are limited and these students are left to complete activities on their own because in trying to meet the other needs (autism, ADHD, Learning disabilities and behaviour) I'm not able to get to them. The children who are at grade level are not being challenged as they should be because what little time there is has to be given to those that need my support to function in the classroom. Everyone is suffering because the job has become such</p>

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		that it is unmanageable for one person!
Central	Both	Assessment difficulties(scribing, transcribing, etc.) with numerous needs in one classroom with one teacher.
Eastern	Both	assistance not always available
Central	Both	At many schools there are just not enough teachers, with enough time for all of the students that would benefit from the help of IRT's. There needs to be more time for these teachers to properly address the needs of students.
Eastern	Students	Attention focused on a few students
Eastern	Students	Attention to individuals is directly linked to class size. A student is included but his/her needs are not being met.
Eastern	Both	Autistic and emotionally disturbed children in with minimal or no resources.
Central	Both	autistic child...child that can't read or write takes a lot of my time
Eastern	Both	Autistic student in class screams out distracting other students on a regular basis
Eastern	Personally	based on the needs of students, classes are being 'streamed' to accommodate support in classes (i.e. some homeroom classes have high needs vs. others that have little to none) so IRTs can support classroom teachers
Central	Both	Because of inclusive education there are students that are in the regular classroom but not receiving enough support but because of inclusive education must be in the classroom too much
Eastern	Both	Because the inclusion initiative is not properly resourced with an adequate number of teachers, students with a wide range of needs are not having their needs adequately met. In particular, with schools with FI, many English stream classes have had many high achieving students removed for FI, consequently leaving mainly very high needs students in the English streams with numbers that are very high. In schools with FI, the cap for English stream classes should be lower than in schools where there is no FI since there is streaming occurring due to the FI.
Western	Both	Behaviour issues in the classroom distract and disrupt the learning of other students. A student that reacts physically to others requires more supervision and protection for other students safety. It makes the classroom environment one of less cohesiveness for other students.
Eastern	Students	Behaviour issues time consuming
Eastern	Personally	Behaviour problems are extreme and affecting the whole class.
Eastern	Both	Behaviour problems of students are over riding academics and learning needs in the classroom. Inclusion is not always the best option but resources are now not there to support the students
Western	Students	Behavioural challenges in the classroom without adequate support by IRTs/SAs
Central	Both	Behavioural disruptions prevent others from learning and participating fully in class. Students with extreme behavioural issues cannot function with their peers at their maturity level either socially or academically. Regular and unpredictable outbursts interrupt learning at all levels in the classroom.
Central	Both	Being a music teacher I teach students of all abilities. In the classroom these students may or may not have student assistant time provided, but because of a lack of time and resources, these students come to me without assistants. In one period, I teach Grade 7, 8 and 9 clarinets (17 students in total) one of which is on the spectrum, one who has undiagnosed special needs (can play but can't read notes or put the instrument together), one with diagnosed mental health issues, 6 who are advanced students in LFI, and the others are all English stream students of varying abilities. I am the only teacher in the room at the time with no assistance.
Eastern	Both	Being in a grade one class with 26 students, seven whom have "red folders" (already identified with weak academics) in their cum files, one with a hearing impairment, one on a behaviour management plan, in a small space creates a less-than-ideal learning environment. As previously noted, the French immersion and combined classes seem to catch the most capable students/highly invested families, thus leaving a skewed cohort. IRT have been left to put out fires.

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Central	Students	By the elementary level, students more clearly can tell which students struggle to achieve many outcomes. Sometimes when assigning group work, some students do not want to work with students who struggle. Eventually this also can causes lower self esteem and confidence for the struggling student.
Eastern	Both	Cannot adequately provide individual needs
Eastern	Both	Cannot get to all the students who need help! Very frustrating when there is not enough time to help those in need.
Eastern	Students	Cannot meet the needs, too many students, not enough IRTs.
Labrador	Students	Can't give attention to all students.
Eastern	Both	Cascade model results in one student monopolizing too much IRT time because of behaviours while other students who require reading and math support get nothing. Very unfair. And I feel like we are committing fraud while sitting in IEPs with the parents of these students who are getting Math and Reading/Writing support, suggesting to them that we are providing a service which they are NOT getting.
Eastern	Students	Certain students required supports that are not always given in the classroom and when the supports are not provided, the classroom becomes one to manage, rather than one to teach.
Central	Both	-challenging in being able to meet the needs of every student. You need a good pair of track sneakers. -many varying levels of skills of students. -not enough personnel. -doing up reports of problem kids.
Eastern	Both	change in start times, not at my school but my own children are grade 1 and 4 and are completely exhausted by 7:30 pm and are extremely tired having to wake up at 6:15 am, to catch bus by 7:30.. last week they were catching bus in the dark.
Eastern	Personally	Children are being forced to attend a school where they are expected to participate in environments that we know are too stimulating/noisy/too much language...etc. They are letting us know through their behaviour and emotional breakdowns that this is too much for them, but yet they are expected to come to school and learn like their age mates...we need different kinds of learning opportunities for children with autism...not forcing them to adjust. It puts their anxiety levels, those around them and the teachers and parents through the roof.
Eastern	Both	Children are being left in the classroom with inadequate support.
Central	Both	Children are in my classroom over the past few years that cannot cope. It doesn't work! Most often other children's learning is impacted (i.e. due to noise levels, disruptions, violent behaviour, etc.).
Labrador	Both	children are in the classroom causing disruptions by crying; acting out; etc. and affecting the other children. Some children have been diagnosed with conditions that no amount of schooling will change yet they demand the services while a child who would benefit from support is not getting them
Eastern	Both	Children are not getting the IRT support or student assistant support they need.
Eastern	Personally	Children are placed in huge classes and there is no time to work with those who desperately need help. What can we do? It's stressful and unfair to the child and the teacher. Horrible.
Eastern	Both	Children need to be pulled out of the classroom for one on one instruction, where their needs can be met more efficiently.
Central	Both	Children who have an identified diagnosis are not getting the support they need. There are so many different issues in the classroom which range from physical to mental to behavioural to learning that it is practically impossible to meet all of the needs every day all day.
Eastern	Both	Children with
Eastern	Both	Children with autism and other high needs are demanding excessive amounts of teacher time. There is very little or no IRT or student assistant time available to work with these students and all other students are being impacted because the teacher is unavailable. I have a student with autism another on the spectrum and 2 with ADHD. The student with autism requires/ demands an enormous amount of my time for attention and safety. The other 3 students with learning disabilities receive another chunk of my

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		time. While the remaining 15 are left with minimal amounts of group time and very little one on one or small group support.
Eastern	Both	Children with high needs demand so much of my time and energy that I feel the other children are doing without and are left to their own devices in order to deal with the one or two that have severe behaviour/emotional needs.
Eastern	Both	Children with IEP's and ISSP's are getting little to no support from IRT's or student assistants. Case loads are extremely high and unmanageable.
Eastern	Both	Children with lower needs take up a lot of teacher time, those in the middle seem to function along okay, and those who are bright are not challenged at all and become bored and learn that they don't have to work too hard to get where they need to be.
Labrador	Both	Children with more complex needs may get lost in the system.
Eastern	Both	Children with special needs are not given the attention they deserve to adhere to their needs. They are included in the classroom but left to deal with outcomes they cannot understand and no individual time to help with their struggles.
Eastern	Students	Children with special needs require more assistance that a regular classroom teacher can provide. We have children who cannot be left alone, who wander or run, who are violent, who bully other kids and the list goes on. Then you have the children who just aren't cutting it academically. The gifted children rarely get anything extra that they need because so much time is spent on classroom management and less on actual academics. It's such a crime to have our hands tied due to circumstance over which we have no control.
Eastern	Both	Children's needs cannot be met. I have students in my class who are reading several grades below and they are expected to complete work at their grade level when they cannot. There are TOO MANY needs in TOO BIG of a class. Children are ALL negatively affected by the inclusive model. It is NOT working and will not work until each class has a full time IRT in each class!!!
Western	Both	Class composition is very diverse. Becoming near impossible to help everyone.
Eastern	Personally	class composition is widely varied and makes teaching difficult as there is not enough teacher for the number of students who need help
Central	Both	Class disrupted by special needs students without student assistant.
Western	Students	Class size impacting Inclusive education.
Western	Both	class sizes too high; impossible to give weaker students the attention they need
Labrador	Both	Classroom sizes are too large with many diversified needs and challenges without specialty teachers to provide the appropriate support for the individual teacher.
Central	Students	Classroom teachers are expected to meet a lot of needs of students with exceptionalities because IRT time is not available to them.
Eastern	Students	Classroom teachers dealing with inclusive education without any extra resources or sp needs help
Western	Students	Combined grades plus students with needs in the one room has an impact on individual attention needed by students.
Eastern	Both	Constant interruptions. No time to help others because I spend so much time with the special needs students
Eastern	Both	Coordinating with IRT and planning large and small group instruction for groups with a variety of needs can be challenging and time consuming. The roles of each teacher has not always been made clear in the school. Gifted students are often lost in the attempt to accommodate students with learning challenges. There is no plan to accommodate gifted children, no training, no guidelines.
Central	Personally	Cuts in IRT and student assistant time have lead to classroom teachers being increasingly and at times fully responsible for students with a variety of needs that require extra attention. This is taking the teachers time away from the other students and at times has but the teacher and other students in harms way. The inclusive education model ONLY works when the necessary HUMAN resources are in place.
Eastern	Both	Decrease in IRT/SA time has lead to guidance having to cover SA breaks, lunch and do toileting.

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Central	Both	Definitely. The Instructional Resource Teachers' schedules and time is greatly impacted this year, thus meeting the needs of students is very strained. Lack of assessment time, support needed for all day kindergarten, less than ideal student assistant time allocation, high student needs, etc. all add to the strain on meeting the true needs of students. So many students with high needs could be and, deservingly, should be achieving more not just academically but also socially, emotionally, and behaviourally as well. For many communities, these students' needs are primarily placed in the school resource people's hands as mental health, alternative schools, behavioural teams, mental health teams, etc. are not readily available.
Western	Both	Difficult to meet the needs of all the students in a classroom with multiple needs. If you have strong, weak, modified and a multitude of students with accommodations, it is next to impossible to meet their needs.
Eastern	Both	Difficult to meet the needs of such a diverse group of students within in the classroom setting. A lot of students with needs who require more services and programming time that is just not there.
Eastern	Both	Difficulty meeting needs of all learners, inability to work with students individually, difficulty differentiating, difficulty managing expectations, difficulty providing accommodations
Eastern	Both	Disruptions in the classroom make it hard for students and the teacher to focus
Eastern	Both	Don't get me started on inclusive education. Our corridors and classrooms are the sources of terror for our young learners. These children with ID'ed exceptionalities are dropped into our schools and all of our IRT resources have to go to support them. There is little support left to deploy for students with academic challenges. This place is wild on many days with students and teachers getting assaulted because of these violent outbursts. Stop the world and let me off!
Labrador	Both	Due to a decrease in teacher numbers we have a full grade of students who are not getting the proper care for their needs. We have one part time IRT for 4 classes of 22 - 25 students. Teachers are having to give up some of their own time to make sure that the students are receiving their accommodations. It has also had a big impact in class because many of the students who require extra instruction, extra time, etc. cannot get the help that they need.
Western	Both	Due to cuts, we have had to include students in regular classroom courses just to make sure a teacher can cover them, although it's not the least restrictive environment for them. Behaviour problems are starting to become an issue because of this and more students are falling through the cracks as the smaller staff at our school is left to pick up the slack and are unable to attend to individual needs as much as before,
Western	Personally	Due to including everyone, all the time able bodied students are missing out on some activities due to the limitations of a particular classmate
Eastern	Both	Due to increase classroom sizes and the reduction in IRT and student assistant supports some of the students' needs are not being met. The classroom teachers are only able to provide the basic instruction and are not able to focus on the students as needed. On average a teacher can only give a student anywhere from 1.45 of a minute to each student in their classroom of 38 to 40 students. This is based on no instruction time. However, if the teacher took the first 15 to 20 minutes for instruction, on average student will only receive, if they are lucky, 1:02 minutes of the teachers one on one. Some students require additional time and instruction in order to grasp the topic being taught. This is not possible in the larger classroom sizes, and especially with no or very little classroom supports for the IRT or SA
Central	Personally	Due to lack of irt support the one on one time needed is not available. The attention for high need students slows down the pace of the class.
Central	Both	Due to lack of student assistance in my school, a student which is on a prescribed curriculum as to removed from my classroom up to two hours a day. Due to lack of IRT students who need additional support outside the classroom do not receive this. Our IRT is currently acting as a student assistant to support the lack there of.
Eastern	Students	Due to large classes there is less time to support individual students, IRT and student assistant support

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		is stretched to its limits and schedules are constantly changing to meet new challenges so consistent adequate service has been compromised
Central	Both	Due to low numbers of student assistants on staff, many times I have to deal with student issues that take up class time. Every year it feels that there is more responsibility on the teacher to band aid the gaps of not enough student assistants and IRT
Central	Both	Due to shortage of staffing because of new allocation model students are being serviced on a priority basis, Those at the bottom of the "priority pole" get little or no service.
Western	Students	Due to the cramped classes, it is very difficult to implement some of the things that would help inclusive measures. We are being forced to go back to pen/paper based items in order to cover all the outcomes. The fun is GONE from the classroom
Western	Personally	Due to the high demand on our IRT teachers this year, we are not receiving any in-class supports. I am struggling to help students who are in high school with a grade 2 reading level, while still maintaining the integrity of the curriculum. Assessment has become a nightmare because you have to differentiate so much.
Central	Students	Due to the high resource demands of inclusive education, many other students are being robbed of the opportunity for learning support.
Eastern	Both	Due to the increased class sizes with the inclusion model, it is extremely difficult to plane and implement the curriculum to meet the needs on all students.
Eastern	Both	Effectively meeting the needs of all students in the class...students and families are feeling underserved, often complaining to the administration re: the same.
Eastern	Both	ESL, ADHD, Learning Disabilities, no home support, difficult home situations, weak academic class-very difficult to teach such a diverse classroom basically on your own. IRT support is limited.
Western	Both	Especially with larger classes, the ability of teachers to provide differentiated instruction and meet the needs of individual students in much more difficult if not impossible. In addition to increased class sizes we also lost IRT time.
Western	Both	Even when the classroom teachers are trying, they can not provide the level of support necessary for some of these students.
Western	Both	Every classroom is now meeting with an ever-growing myriad of issues: ADD, ADHD, ODD, autism, etc., etc. I have way too many personal examples to get into, but the bottom line is, the regular classroom teacher is taxed to the extent that it is impossible to meet the needs of every student in the classroom. Combine that with almost NO prep time, supervision duties, staff meetings, professional development expectations, etc. and this become an exercise in futility. If this was a business, we would be bankrupt in days. The expectation on teachers today is beyond what any rational person can expect and the students are the ones who suffer in the end, especially those who struggle from day to day but are not classified with a diagnosis to receive additional support.
Eastern	Both	Every student needs my guidance, support, and encouragement but there are no supports in my classroom as supports are allocated predominantly to other subject areas. Students needs should be addressed in EVERY class not just for some!
Eastern	Both	Everyone suffers. * I am stressed and over burdened dealing with issues for which I have no time, am not trained and even not made aware of * average students are bored because I must slow down and adjust for the others. * the students with legitimate needs are not well served because I don't have time to teach a lesson that will serve them effectively. EVERYBODY is ill served by this ridiculous model. Plain and simple Inclusive Education does not work!!!
Eastern	Both	Extreme behaviours prevents IRT from supporting inclusive education and as well not enough SA time to cover students and IRT ends up playing role of SA.
Eastern	Both	frequent interruptions from students completing alternate curriculums (through no fault of their own)

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		<p>Inefficient scheduling to allow for modified/alternate courses, ex: having Language or Math last period in the day.</p> <p>Impossible expectations of teachers, ex: scribing for 10 people in a class of 28, which means other students are ignored.</p> <p>No time to challenge the "brighter/stronger" students. Ex: Work, assignments, tests that I assigned 7-8 years ago are now much too difficult for students.</p> <p>Lowered standards: Because so many of our students require extra help, other students are learning to lower their standards based on what the "weaker" kids are doing.</p>
Eastern	Students	Full day Kindergarten has decreased IRT support dramatically. We are at the point where we are considering taking children off programs that they need because we don't have the personnel to offer the programs.
Central	Both	Gifted students are often left to their own resources
Central	Both	Good initiative, poorly funded. Students are not getting the help they need. My students who have accommodations are only getting to see an IRT for two periods in an eight day cycle.
Eastern	Both	Great idea but they forgot to increase allocations so the students are too spread out among the classrooms as its too much for one classroom teacher but there is not enough support to go around
Eastern	Students	Greater class size has resulted in more students with various needs being grouped together. This has resulted in dealing with more discipline problems or other issues in certain classes where specific students are in need of individualized attention.
Eastern	Both	<p>Greater demand on the regular teacher for planning, and academics.</p> <p>More responsibility being downloaded to the regular classroom teacher with respect to meeting the accommodations and requirements for inclusive students.</p> <p>Downtime for students, resulting in discipline issues due to the varying level of academic abilities.</p>
Eastern	Students	<p>Greater numbers mean I have less time to work with students who have been included in my class.</p> <p>They spend too much time just being babysat by student assistants and when the student assistants go on break my time spent working with included students means I am not available for the other 95%</p>
Central	Both	Greater numbers=less one on one time, more behavioural issues, reduction in assessment pieces for students, increase in teacher stress (more sub time being used = less instruction from the classroom teacher). Lack of IRT supports in the classroom with the "Inclusion Students" and an increase in need from the "regular students" means none are getting what they need.
Eastern	Students	hard to answer all student questions in a timely manner when there are so many in a classroom. Those not being attended to tend to drift off topic while they wait
Eastern	Both	Hard to meet needs in my classroom when I can barely get to everyone's questions
Eastern	Both	Hard to meet needs of all students
Western	Students	Hard to teach with so many needs in a classroom
Eastern	Personally	have students misplaced in my classes - they don't have the ability to be successful in the classes in which they are placed. have other students from pervasive needs placed in my classes for socialization - this results in them occupying the time I should be spending with my students, since there is no IRT or support staff with them. I feel they were only put there because they didn't know what else to do with them or where to put them.
Eastern	Both	Have students with learning disabilities, moderate to severe, mental health concerns from moderate to severe, all in one class, with no support because of government cutbacks.
Eastern	Both	Having an autistic student in my class along with a child that has Down syndrome, a lot of my time is being spent with these students. Even with help through a student assistant, these students take most of my instructional time dealing with little issues that if left unattended will result in much larger issues

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		such as running from the classroom. Those needing any extra time or help are often being overlooked because there is just not enough help available
Eastern	Both	Having challenging children (for lack of another term) eats up my time, attention and energy...leaving very little for the other 29. The kids themselves are stressed because of the types of behaviour they see
Eastern	Both	Having children with needs in my room leaves very little time to be spent with others. There are not enough student assistants. Not every child can function in a regular classroom . What is wrong with old fashioned special education classes. We are failing these children they do not get the services they need in a regular classroom setting g
Western	Personally	Having children with needs in your class that involves hitting and screaming and being aggressive disrupts the flow of the class. The rest of the children have to be on their guard even with a student assistant with them. I suggest an alternative classroom where the special needs teacher is the homeroom teacher.
Eastern	Both	Having nine students in one class with no support! I feel sorry for the nine but how about the other 29 who deserve my attention and care as well? I'm not teaching as I am just doing crowd control and surviving.
Central	Students	Having students included in your classroom is ideal although teachers need support to be able to meet the needs of these children. Placing them in a classroom and saying they are "included" is not enough...are they included when they cannot complete the activities that the other children are doing. In many cases these children have to be given "busy" work as you cannot possible support then all of the time.
Eastern	Both	Having students included is important but it shouldn't be at the downfall of the rest of the students. More IRT and student assistants are extremely important.
Central	Students	helping the greatest needs first does not help ALL!!!
Eastern	Both	High # of weaker students with accommodations ! Autistic students in regular class with no teacher and or teacher assist. Students on alternate programs in regular classroom !
Eastern	Both	Higher ability students are not catered to because you have to teach to the kids with difficulties. Therefore, those with ability will not reach full potential in such a class. Challenging behaviour is at times the result. Likewise, when kids are accommodated in class they see it as not enough they want out.
Eastern	Personally	Higher student demands and less IRT time have made a negative impact on all.
Eastern	Both	Highest class size ratio has made the meeting of individual needs within the classroom extremely difficult. Lack of support personnel means highest need students are often placed in set classrooms so that service is available to support them but with the rising numbers of students eligible for some level of support the needs within a classroom even with IRT of student assistant support is haphazard at best and far from what teachers want to deliver as professionals.
Western	Both	Honestly we have such few human resources/teachers to provide help for those who need it that these students suffer. The fact that they are often thrown into the regular classroom without proper supports means everyone suffers.
Central	Personally	How can a special needs student with severe autism who is constantly making noises be helpful to the environment of the classroom? The student is not included in this way, only made to feel different.
Eastern	Both	How can one teacher who has no training in special education be expected to effectively teach a class of 30 learners with no support from IRT or Student Assistant and few resources?? Academic accommodations, behaviour management, response protocols, anxiety management, academic modifications... makes my head spin. (And yet, we're still expected to learn a new report card system, attendance system, behaviour tracking system, and have report cards in on time.)
Central	Both	I also have a different class of 29 that has 7 students with accommodations, 3 students on alternate programming, one on modified curriculum and one on a BMP. There is no in-class support. It's a daily struggle to get anything accomplished when you have a student who blurts incessantly in class, 4 more who need multiple reminders to even open a book, one who needs everything scribed, 3 on ipads (we

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		are lucky to have them available for the class most days)...plus all those additional regular grade 7 concerns. These students command so much of a teacher's time that many of the students are suffering, despite our efforts to reach them in class and through providing weekly after school extra help, as well as lunch time tutorials.
Labrador	Both	I am all about inclusive education, however, it will not work with no resources. Can't be effective without the help.
Central	Both	<p>I am an advocate for inclusive education. However, when it pertains to the inclusion of students with high needs in the regular classroom there are significant challenges:</p> <p>There are not enough resource personnel to assist students requiring high levels of support in the classroom setting. Students are being expected to survive in the classroom with limited support available from the classroom teacher. This has a negative impact on the student's success and confidence in their abilities.</p> <p>Insufficient Student Assistant time is made available to students who need it. Too much valuable teacher time is spent on dealing with appeals for services that should be available on the first day of school. IRT time is being used to fill student's needs that could be serviced by a Student Assistant. As a result other student's needs are unable to be met at the level of support required.</p>
Eastern	Both	I am an advocate of inclusive education however teachers are not provided with proper resource to support these students as well with increases class sizes teachers are unable to deliver appropriate programming and furthermore greater class sizes adds to the stress and anxiety students with greater needs experience when in such large groups and only one adult to support them.
Eastern	Both	I am an IRT and I do not believe the inclusive education initiative is benefiting our students. We are merely placing them in a classroom so it "looks" like they're being included, but in actuality, they are being left behind academically and socially. There are not enough services to ensure students are properly programmed for, and instead of giving us more support, they just take supports away.
Eastern	Both	I am an IRT. The students ARE not getting the help they NEED because they are INCLUDED in the regular stream but funds DO not provide the support (IRT and/or student assistant) they need to succeed. Also funds for Tech to help with their learning eg Ipads for writing reports, access to computers (text to Voice) etc.
Central	Students	I am an itinerant. I have seen a level of stress with teachers that were not there in previous years. Mostly having to do with meeting the needs of children with special needs, and mostly at the primary level.
Central	Students	I am concerned that with the increased class sizes and decreased teacher allocations, there are not enough Instructional Resource Teachers for students to receive the amount of individualized instruction that they require.
Eastern	Both	I am currently teaching in a primary classroom with a class size of 15 students. 2 students are ESL with limited English who do not receive any in-class support, I have to plan separate lessons for these children (I have received no support, training, materials, etc. to support these children). 7 other students need my constant individualized attention for various reasons (behaviour issues, safety concerns, academic concerns - alternate programming, and other individualized needs). I am providing accommodations to these students to help meet their academic and sensory needs. Due to the strapped education system, these students are low on the hierarchy of needs for service delivery (no alternate programming is received, even though it is recommended). A student assistant is in my room to support certain children for 1 hour a day. I am on my own for the other 4 hours. Needless to say the majority of my day is spent managing children instead of teaching and inspiring them. Inclusive education only works when it is meaningful education. The education system in NL is now functioning on the basis of "everyone gets a little but no one get enough" in regards to meeting the needs of individual students. To put it in perspective, would we ask the health care workers to choose which

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		patients to give medication to? All the patients need it, but we just don't have enough for everyone... and who does receive the medication will only receive enough to keep them alive, not necessarily cure them. That is how I feel the education system is functioning.
Central	Personally	I am dealing with numerous LDs in the one room and I have no background in Special Education. In fact, when I was completing my Masters courses, I wanted to enrol in some of these types of courses because I knew how my class composition would change. Unfortunately, because I was not pursuing an MEd in Special Education, these courses were not available to me. I have reached out to District personnel for guidance and I don't feel that they have offered much in the way of practical solutions....really, through no fault of their own. I have no IRT support at all available to me in Core French, French Language Arts or Sciences (FI) despite having numerous students with diagnosed disabilities and who have IEPs with a variety of accommodations that I am expected to provide for. How do I scribe/transcribe, read print material, clarify instructions for several students at a time in my classroom while 20 others are also completing the same assessment and sitting very close together? There are four IRTs who try to make themselves available (very limited French) to 18 homeroom classes in my school. I'll tell you how I feel I am expected to help my students...lunch time, after school! And, I refuse to do that on principle. I feel terrible that I am not able to meet their needs and I resent the fact that my employer and the department has placed that burden on me. Additionally, in my feeder primary/elementary schools, students are regularly pulled out of Core French for support in other subject areas. In my opinion, this is contrary to the inclusive education initiative. The initiative is not being implemented similarly from school to school and there appears to be no mechanism in place to evaluate its effectiveness...or lack thereof.
Eastern	Personally	I am for inclusive education, however teachers are not given adequate support to address individual student needs. We need more student assistants and or instructional resource teachers! There are classrooms without support because time allocations for student assistance can only be stretched so far in a class. Students are approved for support but not given the assistance because there are simply not enough hours given a school. That is ridiculous! The only way for students to get the assistant sometimes is to put all students who require them in a particular grade, in the same class. That adds stress to the classroom teacher. Instructional resource teachers could help with team teaching, etc., if schools had more!
Eastern	Students	I am in a rural school. We have been dealing with multi-grading for some time. So, our main concern with the inclusive initiative is having enough support for those who need that extra attention in the classroom every day and not just occasionally.
Eastern	Personally	I am know teaching kids who are often several years behind the rest of my group academically. Hard to teach to these students in large classes.
Western	Both	I am not able to help the children who are having problems as much as I would like to as I have 24 students in my class. Children with autism and other learning disabilities are left out on a regular basis in my classroom because they simply can't do the work that is expected of them. Accommodations are regularly made for the children but this does not help. These children would greatly benefit from a quiet area with just a small number of children, and more one-on-one attention from the teacher.
Eastern	Both	I am not able to provide a challenging program for my high achieving students as I am so busy with students who cannot follow two step directions in an elementary class. The brighter students get none of my attention. The average students who could use a little extra support to master an outcome get less attention than I would like as I am trying to assist a handful of students who cannot function in the class without one-on-one guidance.
Eastern	Both	I am not considered an IRT and have even been told that I am not qualified to do or apply for those positions... But I have to teach Alternate, Modified, provide all accommodations, and teach a regular curriculum in a classroom with NO IRT and 25 kids! For the first time in my career I don't have appropriate resources---- IRT teachers are the privileged in our system--- they are protected and allowed to sit in small room settings and/or sit in classrooms and take notes! The board has

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		downloaded ALL of the responsibilities onto the classroom teacher (the lowest form of teacher in our system) - so... If I am doing the planning, marking, attendance, inserts etc... What are they doing? Inclusion has been horrific and this year it is an absolute tragedy.
Eastern	Both	-I am not trained as a special services teacher! How do I provide accommodations for learning disabilities that I have no experience with? How do I provide equal and equitable time for each student if one student requires much more help than others?
Western	Personally	I am not trained to teach kids with complex learning needs. The interruptions and loss of instructional time is alarming
Eastern	Both	I am teaching a group of 29 grade 8 students. There are a number of students in the class who cannot read or write. There are others with IEP's, ADHD, and other behavioural issues. This is also an English stream class which often gets the least motivated and more difficult students. With a smaller number of students these overwhelming issues can be better dealt with and assure some quality of education. Larger class sizes only magnify the problems.
Eastern	Both	I am unable to provide for all my students and I am a part time teacher who is working full time at this job (but only being paid part time). I cannot adapt lesson plans enough and I haven't got time to get to all my students.
Western	Both	I am very familiar with our school's allocation of IRT support. Our school as many other school continue to have our IRT allocations cut each year even though we do not have enough IRT teachers to reasonably support our student's with exceptionalities. As a staff we try to balance our allocations to the best of our ability but we are unable to service every student, some do not receive the supports that they should. Thanks
Eastern	Both	I believe in inclusive education. I support it whole hearted. However, there is still a place within that philosophy, providing what a child needs and the severest being the priority. That priority may be a self contained classroom as at times the regular classroom is not in the best interest of the student we want to include. So rather than provide the space and the teacher to do the work due to budgetary constraints, we expect the student to be fully integrated, causing more problems for those who are trying their best. It is a slippery slope to say the least, the problem with inclusive education is space, and people to do the work.
Eastern	Students	I believe the cut in IRT support and time is the issue here.
Eastern	Both	I cannot possibly meet the needs of all students. 8 out of 25 students have high needs and with only 3 1/2 hour periods of IRT support in an 8 day cycle, it's impossible to provide all students with the attention needed to be successful.
Labrador	Personally	I cannot provide adequate programming to my students because there isn't enough time in my schedule to fit it all in. I'm an irt. There are kids who need help who are simply not getting it because of our top down model.
Eastern	Students	I completely agree that all children need to be included with their peers; however, when these children are included they need adequate assistance to participate and learn. Oftentimes, this support is not at the level that it should be. As a result, the child does not participate in classroom activities successfully. There may be behaviours that occur as a consequence. Not only is that child's learning impacted, but the learning of all the children in that classroom is disrupted.
Western	Both	I could cry about this, honestly. There is absolutely no direction when it comes to inclusion. We have 1.5 less IRT this year, yet our number of kids with needs is growing. How can I (for example) teach 7ela curriculum to a class where three children are reading at end K/ grade 1 levels? How is that fair to the child? We have IEP meetings where we sign off on supports that we know we can't provide. I have TWO HOURS PER FOURTEEN DAY CYCLE for in-class supports. I'm told that otherwise, supports are my responsibility. Use of technology is a joke because I don't have room for computers in my class and my weak kids can't/don't know how to use it anyway. How am I supposed to do a demand writing

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		assessment for 22 students, two of whom need to be scribed for and one of whom needs their work transcribed? On a test, how can I scribe/transcribe for those students without distracting the other 19 students and without compensating the validity of the assessment for those who don't need supports?! It's unbelievable what teachers are told to do - and at the end of the day, we're not doing our jobs because we simply can't. Something has to give and that thing will be inclusion. We can't do it. It excludes kids. Let's be honest. It serves no one.
Western	Both	I do agree with the Inclusive Education Initiative; it's a wonderful goal. However in most situations I do not think there is enough support in place for effective learning in the classroom for all students especially in larger classes. A teacher is only one person and the needs can be overwhelming with 25+ students. It is a frustrating situation for students and teachers when needs are unable to be met despite the very best efforts of teachers. Teachers may be unable to provide adequate support for the most challenged students because you may have 25+ other students who require your attention as well. Also teacher time can be monopolized by the most challenged students who need accommodations (scribing, reading of materials etc.) and modifications limiting time for students who may be stronger but require teacher support too. With larger the class size, less in class support, the more challenging it is to provide for everyone, which all teachers want to do.
Eastern	Students	I do not have any IRT support in my classroom; I have students who need this support to order to succeed
Western	Both	I do not have the time to help the students that need it. Powerless. You can see them struggle, but can't help. One person cannot do everything and meet the needs of everyone. I get by.
Eastern	Students	I do not oppose the inclusive education initiative....as I strongly believe that all students have the right to be in all classrooms and participate in curriculum (and society) where they are capable of doing so. Our school communities must embrace all students and include every body as well as assist them to succeed to the best of their ability. The issue rather is that there are not enough resources/ teachers to support students to help them be successful in the classrooms and our school communities. I am disappointed with the "those students" who drain our resources, take up our time and distract from real teaching attitude. The "classroom composition " language is offensive to me. If "those students" do not belong in our classrooms where do they belong? I think we should be fighting for our students...this will win public support.
Eastern	Personally	I do not think we are adequately implementing this in our school. The focus and resources are not there.
Eastern	Both	I don't believe there is enough student assistant time allotted for students. They are frontline workers working with very specific needs and they are switched from student to student all the time based, not on student need, but on schedules. When one is sick, they are not even replaced with a substitute! The teacher is expected to take their duties.
Eastern	Both	I don't have enough time to plan to meet all the needs
Eastern	Both	I don't have much to say about this for this year but last year it was extremely difficult and stressful. I had students throwing desks and hurting other children and then deal with teaching the curriculum and other needs in the class. I'm surprised that I wasn't on stress leave. And my family felt the impact of all this stress.
Eastern	Students	I don't have Special Ed, yet I'm expected to provide support to many students who I am not able to help appropriately. The more students with severe needs we place in a classroom setting, the less help we're able to give to all other students. 1-2 students take away from the education and attention of the other 25 in the room.
Central	Both	I don't know where to begin. The current model for inclusion looks good on paper but implementing it is not black and white as some people seem to think it is!
Western	Personally	I encourage inclusive education when supports , financial and human are readily available. Unfortunately both are severely lacking
Eastern	Both	I feel I am teaching to the LOWEST achiever in my classes because it affects the "class average"....The high to average achiever are lacking as much as the low achiever just in completely opposite ways.

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Central	Students	I feel that am not providing enough attention to the students who need it the most. There are just too many needs and too many students for 1 teacher to do justice.
Eastern	Personally	I feel that too often students who would benefit more from a small group or one-to one environment are being lumped into regular classroom settings for "socialization". These particular students have issues with socialization and are often stigmatized in the classroom setting so it all ends up being just a big waste of time.
Western	Both	I feel there is a shortage of Instructional Resource Teachers for the needs that are seen in schools. In order for co-teaching and inclusion to happen IRT teachers need to have time to do that along with making sure that programming gets completed as well.
Western	Personally	I fully support inclusive education, but not if it is an unsupported initiative. Inclusive education is essential and can only be achieved to it's intended potential with adequate support. Unfortunately, that is not presently the case in our province.
Eastern	Both	I had a number of students with needs in my class and only had support 2-3 periods (45mins) in a 7-day cycle. My students with needs didn't get the attention they needed for the majority of the time and it was exhausting trying to adjust my daily routines and lessons alone.
Eastern	Personally	I had an autistic student in my math class instigate two fist fights in my class during instruction. he would say sexually inappropriate things to those around him to cause a disruption. He thrived on the commotion it would cause.
Labrador	Both	I have 0 IRT support in the school I am in. I am currently completing IEPs and Modifications/Alternate curriculums without consultation with an IRT. Without this support I am attempting to deliver multiple programs to a vast ranging class with absolutely no "specialized" attention. I feel I need to go back to school to do Special Education just to be a classroom teacher in this school.
Eastern	Both	I have 1 child with behaviour issues. 1 with autism. 1 with ODD who also has another mental issue which can be a safety concern.. I have no student assistant. I have irt person who services 4 classes.. all which have high needs. She is not able to help in the rooms to meet all needs. I have her for 4 hours a cycle. For the other 31 hours.. I have to teach by my self.. with kids ranging from kindergarten to grade 4 differentiated lessons.. impossible. Not enough time in the day to plan. Not enough resources to meet need.
Central	Both	I have 10 students reading at K-2 levels in a Grade 5 class. 3 at grade 4 level. An Autistic child that has very difficult behaviour issues. Another student on modified programing. They obviously are not independent learners.
Eastern	Both	I have 18 students in a 4/5 combined grade. Three are ESL students, three students are reading at a grade one level and two are reading at a grade two level. Of these eight students two have a learning disability. The other ten students, I have six at grade level and the other four are one and two levels below. I receive a half hour in class support from an IRT four days out of a seven day cycle. Not enough!
Eastern	Personally	I have 18 students in my class. 14 have exceptionalities, whether it is a medical diagnosis,LD, behavioural or neurological. Some of these children have consistently interrupted my lessons. My curriculum is not getting covered because all my time is spent putting out fires, trying to keep kids remotely quiet for direct instructions. Some of them should be in the room with an assistant or IRT and some children's behaviours are so intense they should be taken out into a smaller environment for learning.
Central	Both	I have 19 children in my classroom. Six of those children are very capable but due to the extremely high needs and low ability of the rest of the children these children have fallen behind for the last three years. It is now my job to try and help these children reach their full potential. This has proven to be very stressful for both me and the student assistant in my classroom. The children are suffering because there are so many needs that one teacher can not possibly attend to them all. The other 13 children need constant one on one instruction and being one person I cannot attend to them all. Very frustrating

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		and stressful for all concerned.
Labrador	Personally	I have 2 children in my classroom with special needs and have no supports from IRT since IRT is busy with other who have more needs. No student assistant to help with Autism and cognitive delays.
Labrador	Both	I have 2 documented students in my classroom with now student assistant, not to mention the others that are yet to be assessed but are struggling
Eastern	Both	I have 2 students with Autism in my class who are lost with the curriculum and the requirements of the course - even with accommodations it's a big challenge, and there's resistance to moving to modified. I have students on a modified program who qualify for P.N. however they're spread thin as well and need students included in some courses in order for their programming to work. We have very little student assistant time despite a huge need - some of which is a safety concern. As well we have gone from a 4 stream school to a 3 stream school under the new class size formula, which has resulted in classes in the high teens to the mid 20's at the junior level.
Eastern	Personally	I have 20 kindergarten children, with two diagnosed autistic boys. I have 15 minutes at the end of the day when someone comes to get them to take them out for a "break" That is the support I get. The room next door has a child who has mobility issues. He has an SA for most of the day but when the SA is on a break there is no coverage. During a fire drill the teacher has carried the child outside as he can't move fast or safely to keep up with the people moving through the door. ARE WE THE ONLY PROVINCE IN CANADA WITH FULL DAY KINDERGARTEN WITHOUT ECE OR TEACHER AIDES IN THE CLASSROOM? I think we are. I have been teaching for 32 years and my main concern is for the safety and well being of the children in my room. It is so stressful!!!!
Western	Personally	I have 24 students. 40% are below grade level for reading and curriculum achievement standards. There are 7 significant emotional /social / developmental needs as well , that consumes my energy , are constantly distracted and impacts my ability to teach effectively.
Central	Both	I have 25 students in my inclusion class and 12 have diagnoses that require alternate setting for tests and evaluation. Without proper support I am struggling to meet this accommodation and have already had conversations with upset parents who want their child's accommodations met in order to better meet their needs. I lose sleep over it.
Western	Both	I have 5 students with high needs in my class my focus is constantly being directed to these students at the expense of the other 14 students. Today I had one student screaming and crying during instruction time.
Western	Both	I have a child in my class diagnosed with ODD, ADHD, with autistic tendencies. He receives SA support for one period a day to get his pill. Other than that I am on my own!
Eastern	Both	I have a child who has not yet been assessed but probably cognitively delayed. She is still on regular programming which is causing her frustration and therefore she is acting out with her behaviours. I have not IRT support with 9 children in my class on an IEP.
Eastern	Both	I have a child who runs, screams, hits, and throws items in the classroom. I can't teach and present certain materials due to this child's behaviour. The children are afraid of him and are anxious when the child is in the classroom. It has a negative impact on the rest of the children.
Western	Students	I have a child with a disability and I am always prepared with appropriate PE equipment ahead of time. But I would like to spend more time one on one with modifications during class time and I cant. I have to spend more time with the entire class as a group because grade 7's tend to be immature and misbehave. If I turn my back, they tend to get off task.
Eastern	Both	I have a class of 22 children, 18 have identified exceptionalities from Autism to adhd, (two of 6 have been medicated since mid October) debilitating anxiety, vision difficulties, learning disabilities, anger management issues, unspecified developmental disabilities, 6 on behaviour modification plans, I can go on..... I get nine periods of IRT support over a 70 period cycle along with eight periods of student assistant time. It is unmanageable, chaotic, stressful and disheartening. I am taking sick time whenever

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		I can find a reason in order to save my own mental health. Its desperate. I have over twenty years experience and I'm not sure I want to do this any longer. I cannot live with myself knowing I am not reaching these children daily - their education is suffering considerably. For the four 'normal' children in my class, I sometimes don't get to speak to them at length more than once a week. How sad is that?
Central	Both	I have a class of 36 high school aged students. 4 special needs students are added to the class. They are somewhat functional in the classroom but I do not have the ability to tend to everyone's diverse needs, since the class size often approaches 40.
Eastern	Students	I have a combined class. 7 students out of 18 who have been diagnosed and are being treated for ADHD. none of the students in my class are getting the attention and quality education they deserve because there are too many needs.
Central	Personally	I have a diagnosed autistic child in my grade 8 classroom (which is a physics lab) who gets off his lab stool and skips around the classroom from time to time to expend his extra energy. I have no IRT supports in my classroom, other than for testing. We all have come to accept this as part of his condition and try to ignore it as much as possible, but it is very frustrating for me and the more academic students when this happens during instruction, or when completing seat work. This student was also suspended earlier this year for rapping a "fat" rhyme to an overweight student. That student did not return for two weeks and had to be reintegrated with the help of our guidance counsellor. By the way, this process would probably have been much shorter had the guidance councillor been full time instead of being split between 3 schools. I am so frustrated with the entire system!
Eastern	Both	I have a Grade 7 class of 28 students, 12 of whom have an identified learning disability (one has Autism) and require specific supports. This class has a co-teacher in Math, Science, and Language but not in Socials and French. I am an experienced, hardworking, dedicated teacher but the needs in this class make it an impossible situation where both teacher and students suffer.
Eastern	Personally	I have a large number of students in my class who are on programs, have alternate courses, etc. There are 2 students with autism as well. I have the aid of an IRT maybe 6 periods in 10 days. In addition, one of the autistic students became violent one day and attacked me. I am still suffering some neck and back pain 2 months later, and thankfully, that student now will only come into my room with a student assistant. We have lost one student assistant unit since last year, but have gained 2 students who need one on one full student assistant time that have transferred from other schools. However, their SA time did not transfer with them. As a result, we are extremely short on SA time, and are unable to adequately cover the children who are identified as having needs. It's very sad and more than frustrating. Not only is the safety of these children being impacted, but also the education. How can I deliver a good program to my students, when there are others in my class who are operating at 2-3 grades below, or even more, and demand all of my attention? Average and bright children are really losing out. And then they question why results are down. I've been teaching for a long time, and things get worse and worse with each passing year.
Eastern	Personally	I have a pervasive student with significant behaviour who needs one on one attention. I also have 34 other students on my caseload. Due to his severe behaviour, I am unable to meet the needs of the other children in his classroom and in others classrooms who have programming for academic reasons due to the "cascade of services".
Western	Both	I have a student diagnosed with autism. I have students with behavioural needs and certainly academic needs. I have no problem with these kids in my class, but I have NO IRT support and no student assistant time. High needs + one teacher = students missing out
Central	Both	I have a student in full day kindergarten with little student assistant time and no access to an IRT. He has serious language deficits, fine motor, academic and social concerns and I am left to address these alone within the classroom. I also have a student with a developmental delay who came to school in diapers. Once again, I have very little student assistant time (1-2 periods a day as of recently). He has serious deficits as well and I am the only teacher in the classroom. It is impossible for me to provide these students the support they need. I know of so many students in my school who have been

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		diagnosed with severe learning disabilities in reading writing and math who are getting a 2-3 periods in a 6 day cycle and this is supposed to address their needs. At the same time, they are expected to cope in the regular classroom during language and math, as their pull-outs are outside of core subjects. There are students who are essentially non readers who are expected to cope in grades 4, 5 and 6 without any inclusive support.
Central	Personally	I have a student in my grade 3 class who is functioning at a 3 year old level yet is in my class of 26 students throughout the day. Shouting, crying, taking students things, are some examples of the disruptions happening each day. As well, there are students who are not able to handle the grade 3 curriculum e.g. reading at level A yet I am expected to teach them the regular curriculum. The amount of time these children need, the constant one-on-one, takes time away from the other students who also deserve the teacher's time.
Eastern	Both	I have a student reading at grade 1 level but in a regular grade 4 class expected to succeed.
Eastern	Both	I have a student who is approved for a student assistant however does not receive one due to higher needs in the school.
Eastern	Both	I have a student with autism in my class....and no help for him
Other	Both	I have a student with special needs who shouts and yells when he wants attention and tantrums when he doesn't get his own way. This often happens while I'm teaching and completely disrupts the lesson as well as the climate of the classroom. One day there was four people in the hallway trying to get this student to get up off the floor and come back to the classroom, one of them being the principal. Four adults were away from their duties trying to help one boy go back to his classroom while is yelling no and ta trumping disrupting all classes in the hallway. Although this boy has a student assistant, it is not enough. He is getting very little from being in my class. At times this boy is so distracting I literally have to try to yell over him. In my opinion he is taking away from the other student's education.
Eastern	Both	I have a student with very significant mental challenges. Due to my larger class size his needs are not met nearly as well as they should be. In addition, our IRT time has been stretched so far that I have to meet not only his extreme needs but all the educational challenges in my classroom
Eastern	Both	I have a very difficult time trying to provide IRT support to 5, Grade 2 students while working with a student with autism in the class at the same time.
Eastern	Both	I have an array of behavioural and academic needs in my class of 24 grade ones, including a student on functional curriculum. I do not get IRT time and if I am lucky to get 30 minutes here or there I have not planned for it because it happens so randomly. There are no resources/money/etc. given to us to use for our literacy block which are supposed to be done in order to do our guided reading and LLI. I am expected to use my own money to buy supplies, laminating, hands on activities, manipulative, books, Baggie books, word work supplies, markers, etc. I can't afford to keep buying stuff that should be supplied for us.
Central	Students	I have an autistic child and has been informed that he has to be in the classroom for a lot of the Language Arts and Math classes. He doesn't like any written work and therefore has melt downs which interrupt my instruction.
Eastern	Both	I have classes of 30 students at the intermediate level. In one class 15 of those students are on IEPs. Three of those 15 are autistic. In another class 4 do not speak English or it is very limited. I have no IRT support at all. It is very stressful trying to teach Core French to students with this high level of need and no IRT support. In our school IRT is currently provided only in ELA and Math aside from a couple of isolated exceptions of one period. Behaviour at the intermediate level is difficult at the best of times. We are asked to make a phone call to parents whose child is at risk and it is impossible to do all of this with no help.
Eastern	Both	I have four students with severe autism disorder. Many, many daily disruptions meaning I have to spend much of my day on behaviour concerns and less time allotted for academic work.
Eastern	Personally	I have had autistic students and ADHD students show up in September, placed in my room and I have

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		no training what so ever, its just hope for the best. The rest of the class see way too much and their day is dictated by the behaviour of so few.
Eastern	Both	I have had frames broken, computers damaged, papers torn...while this happens all learning stops for those around us
Eastern	Students	I have heard many instances of classroom compositions with very high needs and lack of supports from my colleagues. In some instances, classes had yet to see an IRT in October and there were students who still had not received programming due to an overload of cases requiring attention.
Eastern	Both	I have individuals coming to my classroom that need individual help and because class sizes are so big and needs are so high by some, I fear others in the class are being forgotten about.
Eastern	Both	I have little or no IRT support in my classrooms, but I do have many children with needs (identified and not identified). Having an IRT in with me for a couple of classes is useless.
Eastern	Students	I have many needs in my classroom but I have two students in particular who are significantly below grade level but are receiving next to no support. Apparently the expectation is that there is to be no pre-requisite programming in literacy as that is the classroom teacher's responsibility. Apparently we take care of that in the literacy block.
Western	Both	<p>I have many students with attention difficulties, learning difficulties and general learning difficulties, as well as physical limitations. As I have 29 students in my small classroom, one of my students who uses walking braces as well as a wheel chair is crammed in front of the room with her walking braces constantly being knocked over by myself or other students walking by. She also is left waiting for her student care assistant to help her to her next class very often, making her late to almost all classes.</p> <p>I cannot give one on one attention to students who need it most and I can't help them to figure out what tools they need and what exactly they need from me to ensure their success when I have 28 others who need my help or direction.</p>
Eastern	Both	I have never in 28 years of teaching been so frustrated and disillusioned as an educator. I am a really good teacher. I love my students. I take pride in seeing them succeed and learn. But I am tired of feeling ineffective in my classroom. Inclusion is killing me. It is draining me because I cannot do the job I want to do. I cannot meet the needs of all students. I am not trained as an IRT or in special needs. I am your regular, run of the mill classroom teacher, who despite having 3 degrees feel as though I am failing at my job. I feel as though I am failing all of my students. I see beautiful children in front of me every day, some of whom cannot read or write independently, others who could probably teach the class. (I teach grade 5.) I feel guilty because there's simply not enough of me to go around in order to meet the broad spectrum of needs in my room of 24. How can I sit and read to one, scribe (write) for another, help another on a word processor, and yet, provide an enriched learning experience for those who are perhaps reading at a grade 7 or 8 level. And yet, we are expected to "rise to the occasion", the powers that be "have faith in our ability". Well, that's not much good when you're the one in the trenches, slogging it out, making do and trying to put on a happy face for students and parents when you in fact, feel as though you are drowning. Somebody needs to wake up and realize that the inclusion model is failing everyone. NOBODY is winning. NOBODY is getting the help they need. NOT the students, NOT the teachers.
Eastern	Both	I have never seen anything more exclusionary then this Inclusion initiative. Students are not receiving services, there is no IRT support given. I am on my own
Eastern	Both	I have one Junior High class of 32 with 13 students who have an IEP, no student assistant or IRT in the classroom, there are also behavioural issues. Next to impossible to teach. I teach an "elective" course to this class, all other "Core" subjects with this group have a co-teacher/IRT but I have this class all by myself. I am considering taking stress leave as this class is very stressful to try to teach and manage.
Western	Students	I have seen students be negatively impacted when it comes to assessment due to the difficulty of concentrating and being able to focus and pay attention when inclusion is happening with students who struggle in a regular classroom.

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Eastern	Both	I have seen that Inclusive Education is putting stress on teachers and students. Teachers do not have the time to spend with each and every student to give them the individualized attention they need in order to be academically successful. This negatively impacts the learning potential of the student and the self-esteem of the student.
Eastern	Both	I have several students in my class not receiving their programs due to decreased IRT time and student assistant time. They are lost in the curriculum and very frustrated day to day. They can not function in the classroom and are therefor not learning the outcomes or what they need in order to reach their potential.
Eastern	Both	I have several students in my class with academic needs and the IRT support has been decreased often due to needs elsewhere. Also, I have students on the Student assistant list who do not get covered because they are pulled other places. During instructional time, energy is constantly given to students who have behaviour issues along with having other challenges (Autism, ADHD, ADD)and struggling readers and writers to deal with. Inclusive Education is great if we have the supports to go along with it!!
Western	Both	I have several students in my classroom that need 1-1 assistance and I receive 2-3 periods of student assistant time out of 7 periods per day. The other 4-5 periods I have 27 of them alone. How do I teach my students when I have so many dependent students with various learning disabilities in my room with no help. This isn't helping the students at all!
Western	Both	I have several students with special needs now in my classroom with no student assistant or IRT. It has created extra work for me.
Western	Personally	I have students in general, basic, and modified courses all in the same classroom. Basic and modified students are not getting the education they deserve.
Central	Both	I have students in my class who are extremely below grade level to the point where I am teaching them concepts well below where they should be in their grade level curriculum and I am seeing very little progress.
Central	Both	I have students in my class who need help I can't provide and so far there seems to be a feeling of helplessness to be able to help them. Right now they just sit and draw because they are not a priority.
Central	Both	I have students in my class who require assistance in the bathroom. They cannot read or write. They have severe behavioural needs. My students have a student assistant for one period a day. I have a walkie talkie to contact an assistant when a student has to go to the washroom. I have 3 students who are non writers (in elementary) and I also have students in my class who are well beyond the grade level curricular expectations. I find that I am spending 99% of my day helping those now writers with scribing, taking out books, and delivering functional, basic curriculum. I feel that I am unable to further develop my stronger students because my weaker ones are receiving all of my attention and support.
Central	Both	I have students in my class with IEPs who do not receive any support or help from our Instructional Resource teachers, because those teachers are dealing with children with more severe needs. There simply isn't enough IRT time allocated to our school. The Department of Education cannot call their policy "Inclusive Education." Rather, it is a pyramid system where the most needy get some support and those deemed less needy get none. We are doing these children an injustice.
Eastern	Both	I have students in my classes that would normally have an assistant b/c of learning exceptionalities but now there is no one. I am assuming they have 'included' the students with exceptionalities but 'excluded' the teacher aides.
Western	Both	I have students in my kindergarten class who are struggling with the basic language arts outcomes. The support I need in my classroom is not available due to cut backs in IRT supports.
Eastern	Both	I have students receiving marks ranging from 7% to 100% on the same evaluations and am therefore having difficulties knowing how to challenge the top students and knowing how to help the struggling students, especially withy e size of the classes.
Central	Students	I have students that are on completely alternate programming who do not have a student assistant and do not have a full time IRT. This means I am responsible for my regular art class and three special

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		services students. They are good kids and work well, but require a lot of one on one time to accomplish modified tasks.
Central	Both	I have students who cannot spell in my classes and who usually do not receive assistance, even though they spend time in the pervasive needs unit. If I want them to do a simple worksheet, I have to sit with them for all of it, which takes away from the time I have with the rest of the class.
Eastern	Both	I have students who can't write legibly (for themselves or myself), who can't read at even a grade 4 level (and I teach junior high), students who need support with them to keep them on task, read to them or scribe for them (due to ADHD or other learning difficulties). It's now November and our school is finally getting the I pads in a running order for students who need them for testing. The first report card is a few weeks away. Students have had to do tests without them and it's been very hard to organize accommodations for them due to the low numbers of IRTs. I have two classes with numerous accommodations where I get no support from IRT at all. If I need help testing that day we have a day on each cycle where instead of our prep period teachers are told to do testing for students if a fellow teacher needs it. We are taking a job away from an IRT.
Eastern	Both	I have students who have mild LD; due to higher needs in other classes, my students do not get the time necessary to ensure progress. No in class support anymore.
Eastern	Students	I have students who I cannot help because of their immense needs. They fail everything they do.
Eastern	Personally	I have students with exceptionalities (e.g. specific learning disorders, ADHD, PTSD, etc.) lumped into my classroom with zero hours of IRT support.
Western	Students	I have students with high needs in my classes who do not receive supports from IRT teachers due to lack of availability. These students are suffering because they need more one-on-one time than I can give.
Western	Both	I have students with moderate to severe autism in my class and students who have severe language disabilities in my second language class WITHOUT any IRT support. Their time might be better spent outside the classroom focusing on their first language but there are not teachers available due to cuts.
Labrador	Both	I have students with significant behavioural issues and cognitive disabilities in classes with students of below average, average, and above average academic ability. There are no student assistants or IRT supports. Students who need additional support are not given adequate attention because we do not have the resources to teach to such a diverse group of students.
Eastern	Both	I have three children in my class with very high needs, not to mention another 3 who could use extra supports that would help them achieve a certain level of success. As of yet, none of these children have been able to access any supports, even though they are "on the books.", so to speak. We are forced, yes forced, to mislead parents into believing that their children are being provided with additional help. As a seasoned teacher, I am appalled at having to "lie by omission", to concerned parents. If parents were told the truth of what actually happens, that their children r not receiving the help, there would be law suits! And, there will be, I'm sure. And there should be! What a terrible injustice to these children! This has been happening ever since the "all inclusive" model has been implemented. I certainly do not agree with "exclusion", as that too, was an injustice. Teachers are only human, and we don't create miracles. Its a crazy system, and I for one will be happy when the can escape it.
Western	Both	I have three special needs students in my class. They are in the regular classroom the Vast majority of time. They are sensitive to loud sounds, sensitive to computers, smart board, headphones, singing, different textures, they run away, they scream, they hit, scratch, pinch, they refuse to participate in a lot of the regular activities. We are Kindergarten, we are loud, we interact constantly, we problem solve, we sing, we use technologies to learn and experience new things. I do acknowledge that they need to be exposed to their peers, however it is taking away sooooo much from the rest of the students trying to learn. You can have IRT supports, Student Assistant support, it really does not help, it just adds to the disruption. If anyone thinks that full inclusion is benefitting these students, they really need to spend some time in the classrooms for a dose of reality.

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Eastern	Both	I have three students in my class with high needs. These students require one on one assistance to read or write anything. As a result all of my time is spent with these three students and I often cannot get around to work one on one with any of the other students.
Central	Students	I have to lower my standards to ensure "all" students pass
Eastern	Both	I have too many students with hearing loss on my caseload and cannot meet their needs.
Eastern	Both	I have two autistic students who are a challenge. One of the two has a student assistant most of the time. However there are times when he has only me. And our school student assistant time was cut a few weeks ago. So I do not know what they expect us to do. This student is very loud and rough at times. But there is only me some of the time. What do I do?
Eastern	Both	I have two grade 7 students who are well below the reading level of the rest of the class. Last year they received extra instruction from IRT but is not receiving the service this year.
Eastern	Personally	I have two students with severe ASD and they share one student assistant. One of them has to leave the classroom very frequently throughout the day leaving me in the role of the Student Assistant for the other child. This causes a great deal of challenges with respect to teaching the other children and maintaining a safe and calm environment for the children. Also, there have been many days when I have had up to 6 different adults in the role of Student Assistant. This is very difficult for the students and maintaining consistency. There have also been days when the regular SA has been sick and no SA replacement was available so an Eastern Collage Student has been put in my class in place of the SA. These students are not employed by the district and cannot do any bathroom duties with students which causes more confusion and disruption for both the students and myself.
Labrador	Students	I know one teacher who is required to provide exam accommodations to five different students in the same grade. How is one individual suppose to do this. Then on top of this, the school received a reduction in IRT allocation, so the IRT is not available to offer accommodations to the extend supplied in the past.
Western	Both	I lose instructional time and one on one because I am dealing with a student blow up or lose my IRT support because she is dealing with one. If they are going to have inclusion they need to have an inclusion team and let the regular qualified IRT do their job which is help children learn.
Western	Both	I need the irt in my room more to help me meet the needs of my students, however the irt is spread too thin and can't meet the needs of the students they are suppose to service.
Eastern	Both	I personally work with many pervasive needs students who are in the regular classroom who are disrupting classes so that other children cannot learn. This means these students with needs are being pointlessly educated - they are not getting anything out of it and it's harming the other children (mentally, emotionally, stress) in the process. This also has a huge impact on our IRT resources. There are not enough IRTs in our schools to work with the children in inclusive education.
Eastern	Students	I see many high needs students receive IRT or student assistant support. However, there are many students who need help as well who are not getting it because the high needs students take priority. While this is understandable, there are many students who could significantly improve their areas of difficulty if the right support is given. It is better and easier to intervene than it is to remedy. At this rate, we will have many, many children who will need remedial services as they go through the school system. The amount of time and resources needed for this will be greater than if we had just intervened in the first place.
Eastern	Both	I simply feel that Inclusive Education as it is practiced in Newfoundland is flawed and hurts both teachers and students.
Eastern	Both	I spend majority of my time dealing with one student with major behaviour concerns. This leaves me with little time to work with other students.
Western	Both	I spend too much time on students who have too many needs. I do not feel equipped to handle them (and I have been teaching for 28 years!) These children should have more one-on-one time with an IRT

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		where they can get the support they need. There are not enough specialist teachers available so everything is left for the classroom teacher. We need more support.
Eastern	Both	<p>I support inclusive education but it will only be effective in small class sizes. One important factor everyone knows about many children with autism is that they are emotionally affected by noise. Yet we continue to place these vulnerable children in large class sizes. We know the research, we know the repercussions, we know the overall well bring of children affected by noise, yet they are continually placed in large classrooms and set up for failure.</p> <p>This would be easy to evaluate as you see many children cover their ears during recess, lunch and assemblies. Why is this allowed to happen?</p>
Western	Both	<p>I teach a class where 8/21 students have been identified with learning disabilities. I personally have to make sure all of these students are included and can learn in my class with almost zero support. The reason I do not get IRT support is due to another one student who has been made a priority over the other 300 students on our building. This child now has a teacher, IRT teacher and an SA at all times. The IRT teachers had to change their schedules for this child meaning other students lose out.</p> <p>In our school support is given to K-6 and then significantly drops after that. There is no support given to grades 10-12. Unless we fight so much and maybe get one or two periods.</p> <p>Every child should be included but not at the expense of the education of another child.</p>
Western	Both	<p>I teach French Immersion. There are currently no supports for FI students needing IRT supports. There are many varying needs in my classroom - Autism to LD. How can I meet these needs in a second language classroom with no one to provide the govt-decided supports for such children?</p>
Eastern	Students	<p>I teach students with moderate to profound disabilities. I find they have less opportunity for meaningful inclusion and their selection for inclusion courses are limited, especially in the high school setting. They also go to these classes with a student assistant, who may need to monitor 4-5 students at a time and can't always help them with the work due to the behaviour of one or two others. The teacher who is trying to teach a full class also does not have much time to focus on them. Sometimes it would be better to have a Pervasive Needs teacher in the regular class with them, but this is impossible as preps are given while they are out and we are servicing other students on our caseload.</p>
Central	Students	<p>I think inclusion is important but it needs to be done with enough resources so all students can learn. There needs to be more units for student assistants.</p>
Eastern	Both	<p>I think it is important for all students to receive the same education but all too often some students take away from other students learning because of many different reasons such as: disabilities, behaviours etc.</p>
Western	Both	<p>I think that this has been a step backward in education. Inclusive education only works when adequate support is put in place. I have failed to see the proper supports put in place. There are fewer supports available to teachers than ever.</p>
Western	Both	<p>I truly believe in and support Inclusive Education - when the necessary supports are in place. But when the bottom dollar is money it is not going to work. In our school this year, three students are taking many supports away from other students who are also entitled to support. We have had to revamp our schedules at least three times to accommodate three learners, all of whom have serious mental health diagnoses but are receiving little to no support from outside agencies.</p>
Central	Students	<p>I wonder if the inclusion of all does not sometimes interfere with the other education of others. Students with special needs can take away from learning experience of others. There has to be a balance and consideration for everyone involved.</p>
Eastern	Both	<p>I work in an extremely high need primary classroom. There are 6 students who require sensory breaks at varying times during the day and who require one on one support in order to complete ANY task.</p>

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		Their needs are not being met. Period. They get a sensory break when there is an SA available. They are unable to work independently so they end up wandering around the room while the teachers and SA are guiding other students until it is their turn.
Eastern	Both	<p>I work with a child with a severe form of Autism. He does not have a full time student assistant. As a result inclusion into regular classrooms is impossible. He stays in the pervasive needs unit when he does not have a SA and is included in classes when he has a SA. His behaviours are severe in that he swears, runs, hits and spits in others.</p> <p>I am also a guidance counsellor (.55 guidance and .45 IRT) I have NEVER had a prep/ recess and I work through lunch. Many of my precious few guidance slots are used up to give accommodations for evaluations that teachers are unable to provide in class (reading, scribing, extra time). Technology fails in many aspects with students who struggle to read and spell.</p> <p>High achieving students are bored. Struggling students fall between the cracks. Teachers are stressed and feel the failure personally.</p> <p>As a side note, there should be one full guidance per school regardless of size. I cannot give "half" a presentation or be available half the time. I am in a school grades 7-12 and am expected to assess for specific learning disorders, give career/scholarship seminars, counsel, intervene during administrative crises and complete a full job in the IRT department as well. Our school was cut several units when we were already struggling with what we had. The appeal process is gruelling and subjective. The board will ask for documentation- we will provide it and they will wait weeks before asking for more documentation again. It's disheartening to say the least. I could go on!</p>
Eastern	Both	I work with this population of students and I am appalled at the lack of overall leadership and support when it comes to these vulnerable students! We have lack of funding for personnel, materials, professional development, and travel! Our caseloads are too large and despite lobbying for additional units our pleas are going unanswered!
Central	Both	I.R.T. support is given to most severe needs therefore, no time for children on alt. programs to receive the help they need due less manpower/I.R.T. placed in schools. However, had to hire more Kdg. teachers.
Eastern	Both	I'm seeing students included into the classroom scene that are not benefitting from these measures and it has become a dumping ground. Some students with disabilities have needs that cannot be met in the regular classroom. Some are being misplaced.
Eastern	Both	ICI: There are too many needs in the classroom that are now solely the classroom teacher's responsibility. There is not enough time in the run of the day to do what we are required to do
Eastern	Both	If students with different abilities and behavioural issues are in the regular classroom there has to be enough personnel available when needed to support the classroom teacher. There are no in-class supports for many students with needs and that leaves the classroom teacher to deal with all issues that arise in the room.
Eastern	Both	If there are children who require IRT assistance in the classroom, how can a single teacher be expected to focus on them while also teaching the rest of the students? This situation is even worse in French Immersion since there is no support provided in French Immersion. A few minutes a day with an assistant or a specialist could help get everyone on the same page but as things stand now, students are made to either hire a private tutor or drop out of French Immersion. This combined with high numbers is just not right or students and frustrating for teachers.
Eastern	Both	<p>If we continue to stretch ourselves to cover all the needs, which is what inclusion does, then we elasticize ourselves to the breaking point and we have nothing left to give.</p> <p>Our administration has covered the SAs job(s) for last 4 weeks because of lack of human resources. I am one of the admin.</p> <p>I am nearly done for the year and it is only November.</p>
Labrador	Both	If you do not have the teacher resources to support these initiatives...they will not work because teacher

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		workload has already increased because of the teacher allocation cut backs.
Eastern	Personally	Impossible to implement. Inclusion is NOT working and the entire IRT model should be looked at. Better off having MORE classroom teachers and using the IRT teachers as regular classroom teachers. A lot of frustration with the current IRT model. Very UNFAIR distribution of workload
Eastern	Both	In a class of 18 students, where 9 have special needs, including anxiety issues, assorted learning disabilities, and students who need more challenging work is very difficult to juggle when IRT support is affected by reduced staff. Many students with needs are falling through the cracks and not receiving the support they need on a day to day basis. IRT personnel are stressed and doing their best but, very simply, there is not enough time in a day to reach everyone when human resources are limited.
Eastern	Both	In a class of 22 kindergartens I have children with autism and ADHD and No special services help.
Western	Both	In a class of 25 students, at least half of the students have some type of exceptionality and some form of need, with some students who could be better served by instruction in an alternate setting. It makes it hard for all students in the room and especially for me trying to plan for instruction.
Eastern	Both	In a class of 26 students, 21 have accommodations, many behaviour issues. No IRT support, student assistant only 65%
Western	Both	In a combined grade classroom, inclusion is not taking place when students with academic difficulties are doing little or nothing because I am busy with the other grade and there is no other in-class support. This is not inclusion. I am at a loss as to why the government has implemented an Inclusive Education Initiative without putting teaching assistants in the classroom.
Central	Both	In a school of 300 students we have 90 who receive language arts supports from the IRT teacher. Almost 1 in every three students. In a class of 26 you could have 10 students with extreme learning needs. It is not possible to meet all needs. The bright and average students really suffer.
Eastern	Personally	In adequate services and student assistant supports.
Western	Both	In already crowded classes I have students with massive needs.: students with extreme learning and social difficulties, and other exceptionalities that require adult supervision at all times. Yet, many arrive struggling on their own and/or with little supervision. Inclusion education is not working in these situations. It certainly has not been done well in my view and it effects all the students in every class.
Western	Both	In an effort to be inclusive, certain students often require more attention or focusing which takes away from what can be given to other students who may have to now work more independently.
Eastern	Students	In an inclusive classroom students without special needs are treated unfairly. They do not receive the attention they deserve
Eastern	Students	In class support so far has proven to be irrelevant to those who need a quiet work area ... as one of their accommodations ... classroom teachers can not provide this without an irt
Eastern	Students	In grade one, Students who need literacy and math support by IRT remain in the classroom. IRT assists the classroom teacher in delivering curriculum as opposed to teaching students the skills they need in order to meet outcomes. Planning with several classroom teachers is challenging, as well as creating a variety of DI activities for students with special needs. Direct instruction is what these students need, but they are getting minimal IRT support, due to the current service delivery model; highest needs get the most service. Students with pervasive needs absorb most of the IRT time in the school.
Eastern	Both	In having so many students with accommodations I feel that I am not able to work with the individuals to meet their full needs. There is no one that is assigned to come into the class to help with these students. In giving work I sometimes have the same expectations for all the class which could be putting these students at a disadvantage as they have not received accommodations when completing the work.
Eastern	Both	In my current class I have a student who is being assessed for academic/medical issues that need intervention. While we wait for this assessment to be complete he is here without student assistant help, no IRT presence in the classroom (they are providing programming to others students). He is in constant movement with constant impulsive shouting. I'm expected to provide quality education to the

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		other 17 students in my class.
Western	Both	In my homeroom, I teach four subjects. In that class, I have one student on a modified program and four that require accommodations. It is very difficult to plan activities to meet the needs of these students and to plan for students who are following the regular curriculum. I also teach three subjects in two other classrooms and have a number of students to accommodate in those classes as well. I don't have the skills or the time to prepare individualized work for all of these students.
Central	Both	In one class of grade 10 students, I have approximately 35 students. 1 with Autism (luckily was granted a student assistant in October), 5 others with significant learning difficulties, several others with mild learning difficulties, and still a "full class" of other students. If all students are present in the same day, we do not have enough desks. This is my fourth time teaching this course and this is by far the most difficult time I've had.
Eastern	Both	In one class, I have 28 students with 12 having learning challenges. With the big class size I am unable to provide any more than a few minutes with each of these students to assist them. Some of these students require more intervention than I can give them in the time allotted and with the needs of the other students in my class.
Eastern	Both	In one kindergarten classroom, there were three autistic students, one of which was severe (toilet training, screaming, etc.), one undiagnosed student and one with ADHD. In that same classroom there was a student in a wheelchair who is nonverbal. The only student that has one-on-one attention is the student in the wheelchair. The classroom teacher is then responsible to deliver curriculum to 18 four and five year-olds, several of which have severe behavioural or learning disabilities for ALL DAY.
Eastern	Both	In one of my classes, I have 12 students with learning disabilities and/ or accommodations. I spend so much time ensuring that these students are taken care of (reading and clarifying instructions, setting up technology so they can type their work, scribing, etc.) that I have no time to check on the "regular" stream kids. Many of these "regular" stream kids are falling between the cracks and have no hope of getting out.
Eastern	Personally	In one of the classes of 35 I have 14 students with different needs. Hard to spread them out to a number of classes when there is not enough student support services.
Central	Both	In one particular class there are several students that require extensive help to complete the most basic tasks in the classroom, two students with severe behaviour needs. The students in this classroom regularly have their instruction interrupted by the behaviour of some students. This class has on several occasions had to move to another room due to students in this room. There are many students that are not getting the help they need because as a classroom teacher I am unable to meet their needs as I am constantly dealing with other students, one that I would deem a danger to others in the room. Aside from a student assistant that is there for only 30 minutes of the 60 of many of the classes, I am the only adult in the room. There is no time for IRT support for non core subjects.
Eastern	Both	In order for inclusive education to work, there NEEDS to be appropriate resources in place. There is not enough IRT time in schools, therefore it is extremely challenging to meet the needs of all students.
Eastern	Both	In order to serve the children with the amount of IRT time we have, classes now have 15-20 on iep out of 28 kids.
Eastern	Both	In our school, there are two students who are here due to inclusion yet they are secluded from all students in the building. Each individual has two to three other individuals (teachers/student assistants) with them at all times. Both of these students can be extremely violent. One screams like he is being tortured and forces secure school on a regular basis. Physically, each of these students need their own space which has displaced and affected the programming of our Challenging needs students (no access to kitchen, forced to move and change teachers daily). I have students in my room without enough support - Autistic, ADHD, ODD, OCD, suicidal, fear of public speaking, not allowed to talk directly to the student, cannot read or write - all without support because the Special Services resources are tied up with 2 students who are totally isolated from the regular population and not making any intellectual progress.

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Eastern	Both	In several classes, I have some children with very high needs who come to my class. Several children are needing supervision of a student assistant but that is not provided due to lack of support resources. Some just wander around, bang on instruments, draw on my white board, or other unfocused actions. One loudly recites poetry or shouts swear words. They are required to be in my room but some are unable to participate due to their need. I try to include them but some are not able or are not interested. I feel many need assistance and others should not be there as they seem to be frustrated. Others are falling through the cracks because there are high numbers of children in my classes and I am unable to meet the learning and social needs of all children.
Eastern	Students	In some classes, some students are very needy and require more one-on-one help which means less time to help other students. Sometimes, teachers need to slow down instruction to help keep one student on task while others are easily bored/frustrated.
Central	Both	In the classroom there are 7 out of 26 students on a pathways program, along with the group of students who are not on a pathway and experiencing difficulty with the regular program, students who are doing well on the regular program who still need guidance and those who are able to complete the curriculum with a small degree of assistance. As a result, when I do not have IRT service (only for LA and Math), I have to spend the majority of time working with a certain group of students who are virtually non-readers and writers, along with trying to provide help and guidance to the others in the classroom.
Eastern	Both	In the level 1 gym class at my school this year- there are 80 students in the gym class at one time. Two classes with 40 in each slot. There are only 2 teachers for these 80 students and 6 of them in one slot have ASD. I feel this is not a safe environment for the students, and even though some are there for "inclusive purposes" they are not receiving the proper supports they need to make this work.
Eastern	Both	Inadequate human resources. Does not even begin to meet student needs. IRTs spread way too thin.
Eastern	Students	Inclusive education is not inclusive when there are no resources to support the students. it takes more than scheduling students into the same room. Students need support to be successful, when the supports are not provided, you have seclusion at its finest!
Eastern	Both	Inclusion but not equally distributed w ICF and combined - all students high needs in one English steam. This will follow be affect this group over time
Eastern	Both	inclusion can be great. it needs to be fully supported with teachers, sa's and counsellors. it is not. everyone loses. parents would be disgusted. as a parent - I'm disgusted.
Eastern	Students	Inclusion from what I've seen illustrates well the expression 'squeaky wheels get greased' The more aggressive the behaviour the more IRT time is taken away from those who need the resources of a 'teacher' the most
Eastern	Students	Inclusion has been hailed as the answer to our academic issues. It is not a solution. it should be a practice that is implemented for the benefit of the child. It is a philosophy that has turned into a "reason" to justify teacher/ student assistant cuts. We have always tried to include our disadvantaged children. now we are forced to include them to have them "supervised" during the day. "supervised" not taught.
Eastern	Both	Inclusion has been very challenging for classroom teachers like myself who are not properly trained in special services. Students on pathways seem to be grouped together in a class and then that class gets an IRT but only for classes like math and English. All of course teachers have to try and manage the academic and behavioural challenges in the class completely alone.
Eastern	Both	-Inclusion has resulted in exclusion. Inclusion has become about ensuring that students with needs (no matter how severe, distracting, unmanageable, violent, etc.) are in the regular classroom setting so that their needs are met. Sadly, students who do not have such needs are not given the same consideration. They are expected to leave their classrooms while a student with needs is being calmed. They are expected to drop what they are learning and pick it up later, probably after just witnessing a very upsetting incident. Student Assistant time is not necessarily allotted to these special needs

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		students as their time is prioritized. Schools do not have the physical or human resources to help these children with needs. We are doing them a disservice, as well as we are doing a disservice to those students who do not have special needs.
Labrador	Students	Inclusion in name only... No benefits for current inclusive model for student learning
Eastern	Both	Inclusion is a great concept on paper. In order for it to work properly, resources have to come with it, especially human resources. Students can be integrated into courses such as religion, art, music, PE, health but not into core subjects. Those students who are on the prescribed curriculum as well as those on various pathway are losing out as most of there needs are not being met with the way the current model is run.
Western	Both	Inclusion is a great idea but does not always work. It needs to be student specific, not full inclusion for everyone all the time
Eastern	Both	Inclusion is a joke. It looks fantastic on paper, but it cannot work in the school without being properly resourced. Teachers are overwhelmed with the amount of needs in their classrooms and IRTs, guidance counsellors are overloaded trying to find time to work with these teachers and students. We need an IRT for every class to make inclusive education work properly.
Eastern	Both	Inclusion is not inclusion when it is implemented on an inadequate budget. We see students struggling for individual attention who are entitled to individualized services but who are being slighted by government decisions to nickel and dime their education.
Central	Both	Inclusion is NOT WORKING. Students who have moderate difficulties are losing out. We now have a "top tier" of students who will succeed in spite of the system, a group who have been identified as "supported", and those who are left behind because the do not "qualify".
Eastern	Both	Inclusion is only beneficial for a small number of student's (i.e., high functioning student with ASD). Student's who have a cognitive impairment or numerous specific learning disabilities require alternate programming and direct support that cannot be provided by one teacher in the regular classroom. Student's with high needs are in the classroom to satisfy the policy, however they are unable to learn given challenges with attention and decreased motivation.
Eastern	Both	Inclusion is s very good thing but I don't feel it works in all situations. I have a student who would benefit from being pulled out or given some type of life skills classes. This particular student is a non reader, severe speech impediment and has alternate curriculum for most subjects. How is this student suppose to achieve to the best of his her ability with little resources in a regular classroom all day with a large number of students and little special education support.
Western	Students	Inclusion is terrific when it can be properly supported in the classroom. My experience this year has been challenging without the proper supports due to lack of teaching units and student assistant time.
Eastern	Both	Inclusion is wonderful and necessary but we do not have enough IRT and SA to support the students.
Central	Both	Inclusion only works if support is provided for everyone !
Eastern	Both	Inclusion policy is a fallacy as it can not be implemented with the present structure. Looks good on paper provided the numbers are manageable. Unsupported is putting it mildly. I am being set up for failure.
Central	Students	Inclusion requires the resources to make it work properly - resources including time, materials, teachers to help facilitate in the learning environment. With larger class sizes and less teacher support available, students are often included in space only. But inclusive practice involves more than just sharing a space. We need the resources to be able to fully include all students in the learning process and to be equitable in how they receive their education.
Eastern	Both	Inclusion students in a classroom are being left out of activities without assistance... and the other 28+ students in the class must cover the curriculum so that they reach the outcomes. Time/Resources are not provided for individual inclusion student(s) who, while given items to work on, do not get sufficient individual time from the teacher who has to cover the curriculum with the other 28 students.
Central	Both	Inclusion students require more one on one time which means other students don't get needed attention

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		Inclusion students are more disruptive More workload because I need to find other ways to assess
Labrador	Students	Inclusive Ed excellent concept BUT not resourced to operate.
Western	Students	Inclusive education (for most, not all) does not provide those students with their needs. At times, including students in this category in the regular stream is detrimental to others because of behaviour, motivation, etc.
Central	Both	Inclusive education did not come with the resources needed to help make it be successful. Children with severe behavioural needs are in the classroom disrupting all other learners. As well students who are unable to be successful with the curriculum are getting lost within the classroom when they could be receiving more individualized functional curriculum.
Eastern	Both	Inclusive education does not work when the students who are on the proscribed program are not getting the attention they should get because of inclusive practices. These students should be included, but not without the supports they and the regular classroom teacher need.
Labrador	Both	Inclusive education does not work. It puts extra stress on the teacher and often leaves the students to their own devices. You have to spend more time with the learner/s who are really struggling while the more gifted student is often left to learn on their own. Enrichment is almost impossible to implement, since you find yourself bogged down trying to accommodate ALL learners in one room. There needs to at least be some support from somewhere in order to accommodate ALL learning styles if they are to be present in one class.
Central	Personally	Inclusive education DOES NOT WORK. Students, those without the needs, get distracted by those who require special assistance and are therefore not reaching their potential. Often one class gets "sacrificed" because it is easier to put your support teachers in one room. The students in those classes DO NOT GET THE OPPORTUNITY TO REACH THEIR POTENTIAL because of the incessant distractions from the students with needs. As well the teacher is forced to move at a much slower pace than is suitable for the students who function at a higher level. It is an injustice.
Central	Both	inclusive education for senior high students with needs can be disruptive for regular classes. They may be in class for socialisation purposes and are supposed to be working independently on their own but have limited understanding of expectations. I feel like I am in a supervisory role and not an educator role in these circumstances.
Eastern	Both	Inclusive education has affected my ability to meet the needs of students
Central	Both	Inclusive education has always been a concern. Without proper human resources, these children are not getting the proper care and attention in a regular classroom. I believe it is also having a negative effect upon the education of the entire classroom.
Eastern	Both	Inclusive education has been increasingly the responsibility of the classroom teacher while IRT time for these students have been decreasing. I feel that while students benefit socially from being in the classroom, they do not benefit from not being pulled from the classroom to receive specific fundamental teaching that they sometimes lack.
Western	Students	Inclusive education has forced students on alternate programs and courses into the regular classroom with their peers. Most of the students who receive these programs and courses feel more singled out and embarrassed in the classroom than they would coming out to a separate classroom. Most students and parents in my dealings do not want to be placed into the regular classroom. They find it distracting. Yes students want to be included with their peers but not when they are the only one doing a certain program or course. They feel very uncomfortable and will most times refuse help they would have accepted if done in a smaller setting or room. A student survey on this topic would show interesting results.
Eastern	Both	Inclusive education has meant that students are being placed in regular classrooms with little or no supports. This means that our classrooms are constantly being disrupted by negative behaviours. For

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		<p>example, in my classroom there is a child who exhibits impulsive behaviours... frequently refusing to join the class, hitting, kicking, throwing objects, using profanity and hiding. I believe that he requires significant behavioural interventions and supports. He disrupts my class on daily basis and I spend significant time dealing with him, programming for him, communicating with his parent, and reporting incidents. This is time that takes away from all of the student in my class. Currently he receives approximately 45 minutes of programming in a 7 day cycle and I have a student assistant that can support him or take him for breaks for about 1 and a half hours a day if she is not required elsewhere. I feel that he needs intensive support in order to break his habits and learn appropriate behaviours. Finally, it is not just the fact that his behaviour disrupts my class... but that the rest of my class is subjected to his behaviour on a daily basis. This becomes "normal" to them, and I feel that it is detrimental to their education, that they see this as a normal learning environment. It is much harder to teach appropriate social, listening and learning behaviours when they are constantly observing otherwise.</p>
Eastern	Both	<p>Inclusive Education has never been delivered as intended. Now with the further lack of resources and teachers for inclusive education it has been further eroded.</p>
Eastern	Students	<p>Inclusive Education in theory is great. I think all students should feel welcomed and be an active member within their school. However, we still need to look after those students who are slipping through the cracks. The students who don't feel like they belong and are failing miserably. The idea of inclusive education has been so misunderstood from school to school it's disheartening. We don't have enough manpower to help those students who are struggling.</p>
Eastern	Personally	<p>Inclusive education initiative is impacting the quality of education for students.</p> <p>Some students, particularly those with pervasive needs, are often not able to independently cope with the typical expectations of life in the regular classroom. The lower the grade, the more evident this is, as younger students are just learning strategies to deal with frustrations. This process of learning can be quite dramatic for an entire class of young students. They may witness desks being flipped, objects being thrown, people or items being hit/kicked/pinched, etc. At times, rooms need to be cleared to ensure the safety of students from another student having a "meltdown". Other times, instruction is interrupted due to sounds of screaming and/or wall hitting. I have witnessed students afraid to go to the washroom because they have to walk down the hall passed another student who is lying on the floor kicking and screaming.</p> <p>Some of the most pervasive needs students are not able to cope with a full day, meaning they are on partial days. Partial day students require daily documentation, much of which is completed after school, due to the fact that preps are often lost to deal with extreme behaviours. Biweekly meetings are also needed for all of these students, much of which is also completed after school. Additional after school expectations equals tired teachers. Habitual exhaustion impacts quality of education.</p> <p>Supporting the increasing safety and behaviour concerns of students with pervasive needs mean there is less IRT support available for other students. This means some students, with diagnosed exceptionalities, struggling in reading or math, receive little of my support because I am continually needed with pervasive needs students as there is not enough student assistant support to care for them.</p>
Central	Both	<p>Inclusive education is a great initiative but the time allocated for IRT teachers to be in the classroom is very limited and the regular classroom teacher does not have enough background or experience to deliver specific programs. Students with disabilities deserve to have a education that will benefit it them the most outside of the classroom (for example life skills) and they are not receiving it in the class or are not being given enough IRT time to complete their programming</p>
Eastern	Both	<p>Inclusive education is a poorly thought out and poorly implemented initiative. I feel that the best students in the class are being left to their own devices, while the students with special needs or who</p>

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		need extra help because of their different learning needs are taking much of the teacher's time. As well, there are not enough IRT's to go around.
Eastern	Students	Inclusive education is a positive movement when given adequate support for each child to support their education and dignity.
Eastern	Both	Inclusive education is a way to cut teachers. we lose any support of special services because they have to be assigned to high need students and anyone who needs the average supports are left to fend for themselves or being placed in classrooms. In some cases there are public exam courses being taught with students in the room on alternate programs simply because there is nowhere else for them to go; the alternate in no way resembles the course being delivered in the room but the student still needs supervision and the special services division is totally tied up with the high need students.
Central	Both	Inclusive education is an admirable idea. But its lack of support makes it another burden on classes with too many students, in too small rooms, with too few teachers and student assistants. The problem with the inclusive model is its ties to the service delivery model. In a school, students with the highest need receive resources first. As a result, if a school has even a small number of high needs students (behaviourally, academically, etc.) their needs may consume the majority of the resources (SAs and IRTs). This leaves the remainder of students with lesser needs, sometimes without any resource. The older Criteria model provided far better allocations of resource than the current model. As a specific example, as a classroom teacher 15 years ago, with a class of 25 students, 10 students whom have mild specific learning disabilities, an IRT would be in the room with me helping in the delivery of the curriculum. If any of those students had behavioural issues, there would also be a student assistant. In the same classroom today, because the 10 students have mild SLDs, they do not qualify for IRT help unless they receive alternate programs.
Central	Students	Inclusive Education is difficult to implement this year due to the lack of resources being offered for the initiative. We have experienced cuts to curriculum supports and with increased class sizes, there are many instances where it is difficult to adequately address the needs all students- especially those who should benefit from inclusion. There are far too many students falling through the cracks.
Labrador	Both	Inclusive Education is great in theory, and for the social aspects, it makes sense. However, paired with 30+ students in the classroom and one teacher, it becomes very difficult to ensure those who need a bit of extra help receive it during class time. The classroom is full of varying levels of need and often time teachers find a lot of their time is focused on those who need extra help, which sometimes results in other students missing out on individual help. Sometimes the students who fall under the inclusive education initiative do not have Student Assistants, and so the classroom teacher becomes both the teacher and the assistant. I think it is important that students experience the classroom setting for social reasons, but I think there needs to be more support for classroom teachers.
Labrador	Both	Inclusive Education is great in theory... but where are the resources to support it.
Central	Both	Inclusive Education is great on paper. I agree, everyone should be included. However, sometimes, it is more difficult to teach, with extra distractions in the class. Children are really accepting of everyone...but in subjects, like math and L. A., there should not be distractions
Eastern	Both	Inclusive education is impacting students in ALL grades. When there is a challenging student in the hallway, kicking, screaming, throwing tantrums, etc. and our school is under safe and secure mode, it is quite difficult to teach when students are afraid in the classrooms. They hear and see students behaving in such a manner and it makes it difficult for students to concentrate.
Western	Both	Inclusive education is in name only. Yes, the students are there but the resources are not. Students are the ones we are failing.
Eastern	Both	Inclusive Education is lovely ... in principle. However, in its present form it is not working. In order to teach inclusively the teacher to student ratio must be lower and more IRT teachers are required.
Central	Both	Inclusive education is not working. As an educator I feel that the academic ability in the classroom is to

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		<p>wide. This leads to teachers feeling stretched too thin, overwhelmed, and feeling a lack of accomplishment/success. Students whom are suppose to be receiving supports are not...because 1. They are not top priority 2. The delay in the referral process. Students whom are in primary often go under the umbrella of developmental delay....which is a fancy word...in other words to deflect putting resources where they are needed. Yes... Children develop differently... But if they are significantly behind when compared to their peers...then they, regardless of development, need support. Inclusive is a no one win situation....teachers are putting time and energy with trying to teach many students at different levels...often times it's hovering the neediest students... While the average/above average student is expected to stay afloat and/or are not challenged. Or if it was vice versa...the behaviour issues kick in! On top of this, differentiated instruction... DI... is nearly impossible....for 1. There is only so much DI you can do..2. It takes too much time...3. Our school lacks the technological equipment and support (another major issue)and 4. My primary classroom is physically too small (just big enough for desk) to participate in DI activities.</p>
Eastern	Both	<p>Inclusive education is ok if you are provided with the proper tools to administer it. Decreasing student assistant time is not helping anything. It's adding stress to teachers and children. The children who demand a lot of attention and time from the teacher are taking away from the others and thus is not fair to anyone.</p>
Central	Both	<p>Inclusive education is positive in the right circumstances; however, there is not enough staff for it to be implemented properly. In the school in which I teach most often, there is hardly enough IRT time to cover testing and the pervasive student needs.</p>
Eastern	Both	<p>Inclusive education is significantly affecting my students learning and my teaching. My students have to listen to constant screaming, and cursing from special needs students nearby. Classes are not sound proof. This goes on for literally hours. We have to move on several occasion to find an area that is quiet. My students tell me that are scared and can't concentrate. It takes us longer to complete any task due to the interruptions. I also find it very stressful. IRT teachers are sent to tend to special needs students to keep them and other staff members safe. This means less IRT support in the building being placed with the classroom or with any student who had a learning challenge. My students learning is constantly being interrupted. This is in addition to have a large class size with extreme differences in ability.</p>
Western	Both	<p>Inclusive education is still being implemented in most schools in Newfoundland and Labrador and it seems that every school has struggled with understanding, using, and accepting this initiative. In my experience, inclusive education is extremely under-resourced and as a result ALL students are suffering. Such an initiative is wonderful in theory however working in such a system that is not understood clearly, not widely accepted, and do not have the proper resources for it to work, is not feasible or effective and the fact that our resources are already cut to the bone means that we are setting up a system for failure.</p>
Central	Both	<p>Inclusive education is terribly under resourced. I have over thirty students on my caseload as an IRT, many of which require multiple alternate programs. The majority of my day is providing pull-out support, therefore I am no longer able to support my students in the regular classroom. Since there is no cap for small groups, I have up to seven students in a group that require individualized programs. This is simply not possible. I feel as though the alternate programs I am delivering are a cookie-cutter, band aid solution and I am not able to provide the intensive support my students require, and deserve. I deliver programming to Grade Six students. As an example, one of my groups is comprised of two ESL students (one of which had been diagnosed with ADHD, but is not treated), one student with severe behavioural issues, and all students in the group are reading at a grade one level - a very high needs group (where the ability to complete independent work is very limited). In order to ameliorate this situation, I have had to split the group by cutting the time for their small group instruction in half. This is not acceptable.</p>
Eastern	Both	<p>Inclusive education is very positive when it is able to be implemented correctly with the extra personal</p>

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		(IRT and SA's) needed. If individualized needs cannot be meet, then more support is needed in the regular classroom. However, not, to have it taken from Peter to give it to Paul in the other room. Scheduling nightmare as well. IRT's cannot be in two different classrooms at the same time.
Eastern	Both	Inclusive education is wonderful but without human resources (IRT 7 Student Assistant) support, students having challenges will have to be pooled together to provide for their safety needs as there is not enough people (IRT/SA) to help students work in their inclusive environment.
Central	Both	Inclusive education is wonderful when the students can participate and enjoy what is happening with the class but when you have students crying in their chairs because the math lesson is way above their particular need and they have to sit there because there isn't enough student assistants to come and help them and I have 27 other students I am trying to teach...
Labrador	Both	Inclusive education only works if there are enough qualified bodies in the school to make it work. One specific example, would be guided reading within a center set up in the classroom. Primary students moving through centers independently in the classroom with one center being with the teacher in a guided reading activity if you have a behaviour in your class, this set up does not work because you are constantly leaving your guided reading group to address the students who either have a behaviour, anxiety or questions.
Eastern	Personally	Inclusive education sounds great- but it is impossible to implement that is beneficial to our students in it's current configuration. I see it time and again- students who are falling behind or giving up because they aren't getting the help they need within the inclusive classroom, since they aren't allowed to be "pulled out" with a group of student who need extra support. Many of these kids are simply giving up. Even with the addition of IRT's and student assistants in classrooms, with the volume of kids in the class and the high number of needs, it's impossible to get to each student during a regular class.
Eastern	Students	Inclusive education sounds great in theory, but without the resources to do so correctly, it is not working. There are not enough teachers, student assistants, ipads, computers, etc. to educate under the inclusive model.
Central	Both	Inclusive education was under-resourced before this year. I have had a dozen students on individualized plans with no IRT support in the classroom and have had to try to meet their needs as well as everyone else's. Struggling students and average student who just need a little more attention are not getting the help they need because students on modified programs demand attention. When class sizes are increased along with that, it becomes impossible to help those who need it. In addition, my time as the learning resources teacher at my school has been cut in half this year so I could provide IRT support to a group of students. This impacts the integration of technology in classrooms as well as the availability of some assistive technology. It also reduces the management and organization of our school library.
Western	Both	Inclusive education works in a perfect world however we don't live in one. Without supports it doesn't work and I teach French so there's definitely no supports. Even with supports some students should not be inclusive for their own best interests as well as the other students. We need to worry about the remainder of other students in class as well and not just the special needs student.
Western	Personally	Inclusive sounds okay, but with very little supports to help with accommodations and exceptionalities everyone pays the price. It's not possible to deliver a quality program with so many diverse needs in the classroom.
Central	Personally	Inclusive students required unrealistic expectations upon classrooms teachers.
Eastern	Both	Inclusive to the detriment of "regular" students whose needs are constantly ignored. Squeaky wheel wins.
Western	Students	Increase in class size translates into more students requiring special adaptations and services, such that assessments are difficult to provide student assistance to complete (too many needing scribing for example, so that some have to miss the next instructional class or even a different course, to arrange a time where they can meet with IRT for scribing - or reading of questions etc.)
Western	Personally	Increase in the number of service delivery and programming meetings...more responsibility placed on

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		fewer teachers. Minimal/No Guidance time in small schools means teachers have expanded roles.
Central	Both	increased behavioural issues in classroom less human resources support to deal with them. unable to support the child with special needs or the students without.
Central	Personally	Increased class enrolment has made it difficult for teachers to assist students who need special attention and to not forget with helping higher academic students who need assistance when majority of time is spent assisting the academically challenged students.
Central	Both	Increased class sizes and combined grades make it difficult to meet the needs of all students in an inclusive setting.
Central	Both	Increased class sizes brings even more students with learning disabilities, behaviour issues and needs into a setting that has to be managed by one teacher. The lack of resources and support makes reaching and connecting with the diversity of needs next to impossible. More and more is added to a teachers duty, which would have to be 24-7 job for any positive outcomes to occur. With lack of support in the school system over the past 10 years since inclusion was implemented into the school system, each year less and less support is given. Sure the children with needs suffer, but the real story lies with the so called 'average' and above average learners. I cannot reach these kids due to the needs and lack of support in my class.
Central	Students	Increased demands placed on the classroom teacher and IRT to program collaboratively to provide course material reflective of the classroom and meeting the needs of the individual student.
Eastern	Personally	Increased high needs students such as autism , behaviour and academic and social needs with little or no IRT support. Along with this is the ESL students
Eastern	Both	Increased needs serviced by the cascade model of Inclusion means that many students requiring academic support in our school are not receiving it, as the teachers who would normally provide this support are being used to accommodate high-needs students.
Eastern	Both	Increasing needs of children have impacted students learning. I have students in my class screaming, rolling around on the floor, oppositional/defiant. Students are plugging their ears, visibly upset, etc. It's truly unfair to the other students. And I truly believe if parents saw what was happening in some of our classrooms, they would be concerned
Central	Both	Individual instruction/support are impossible
Eastern	Both	IRT hours have been cut....very difficult to help students with diagnosed learning disabilities. Also classroom teachers are using preps to give required accommodations to their students and other teachers' students
Western	Both	IRT student case load is high, not enough student assistant time to support my students needs, my average to high achieving students are not getting enough of my assistance because I am attending to the needs of my students with exceptionalities or classroom managing.
Western	Personally	IRT teachers being taken up with one student. being in a supervisor position of a student who has violent outbursts, physically contacts other students, aides and teachers is very stressful to teacher and other students. Having to remove entire classes because of one student.
Eastern	Both	IRT teachers don't have preps, students aren't Getting services that parents signed off on, kids are stuck in a 'unit' type classroom that's over crowded.
Eastern	Students	IRT teachers have had to change their schedule several times to accommodate the needs in our school and we still don't feel that the needs are being met.
Eastern	Personally	IRT time is extremely limited, and only seems to be in place for students who have behavioural issues. In one of my classes, there are three students on the Autism spectrum (diagnosed), multiple other students with LD and behavioural issues (some diagnosed, some not) and I have NO in class support from IRT. Others who teach the same group get very little IRT support, which can be pulled at any given time. This is to the detriment of all students in that class who require that little extra and don't get it. They are being set up for failure.
Eastern	Students	IRT time was cut therefore a high school student on a completely alternate curriculum has only 25% of

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		IRT time allotted to them. The inclusive education initiative is great however teachers need supports. We are multigraded as it is, cutting IRT time while pushing inclusive education has drastically affected my school.
Central	Both	IRTs are being deployed to the greatest needs, I am not getting enough IRT time for the students in my class with what is considered to be "lesser" needs due to the cascade model. Also, IRTs are in demand for Kindergarten, now in school all day.
Central	Both	IRT's are not able to service students with learning disabilities because behaviour is taking the majority of time.
Western	Both	-IRT's are spending LESS time in the classroom - while the number of students with high needs are spending MORE time in the classroom. -This does not match up. -Board personal has conversed that - IRT's need to be OUT of the classroom to manage paperwork/programming as well as students with low-functioning skills. THIS RESULTS IN DECREASED ASSISTANCE FOR STUDENTS IN THE CLASSROOM.
Western	Personally	It has been difficult to provide one on one assistance for students who need modifications in programming when class sizes have been so large.
Eastern	Both	It is a time issue - more students means less time for proper inclusion - inclusion takes time to ensure students feel they are a part of all activities.
Western	Both	It is impossible for teachers in a classroom to plan for and deliver modified and prescribed curriculum to students. Top students are suffering as there is no time for enrichment and these students are getting very little attention. Average and below students are suffering because I am unable to give them the extra attention required for them to thrive and sheaths requiring modifications are not getting the attention they require so essentially no one is getting what they require.
Western	Students	It is impossible for teachers to offer an inclusive education to their students when classes are filled to the brim, they have little to no in class supports, and they barely have time to teach the outlined curriculum. Inclusive education gets put aside due to time and resource restraints, to the detriment of the children who need it.
Eastern	Both	It is impossible to meet student individual needs when there is curriculum to cover do 30+ students!
Central	Both	It is impossible to meet the needs of all when the range of needs has reached a level of absurdity. A "regular" elementary-aged classroom today has children who do not know the alphabet to those who are ready for algebra! The teacher is pulled in so many different directions it becomes unmanageable. Then you add behaviour problems.....need I say more? Teaching has become a bit of a circus!!!!
Eastern	Both	It is impossible to meet the needs of the students - who need it. The hierarchy of needs is a horrible way to provide support. I have a student that basically requires a teacher/SA at ALL times but then as IRT I am also responsible for 12 other children with varying degrees of need. How can I look at a child and say never mind you're not high enough on the needs list to get my help today. I am constantly trying to meet so many needs at the one time nobody benefits. Children with high needs need to be placed correctly academically/behaviourally quickly and not dumped in the regular class. No one gets what they need this way.
Eastern	Both	It is impossible to teach to all the differing needs in the classroom. I am but one teacher - how can I be all things to all people!
Central	Both	It is impossible to teach to all the learners in classroom. Between the large class size, demanding curriculum, and lack of staff we are taken back to the days of teaching courses rather than humans.
Other	Personally	It is impossible to teach when serious issues with behaviour are not dealt with. You can push problems in a regular class, it seems to disappear. In high school you will have 90% basic students. Have you checked lately??? Ask any "active" teacher not administrators.
Eastern	Both	It is near to impossible to consider inclusion with a class of 28.
Eastern	Both	It is NOT inclusive if students who need supports to be included, are not given those supports. It is a crime. This is exactly what has happened.

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Western	Both	It is not possible to meet all student needs with the cutbacks we have. IRT has been stripped to the bone, even though the number of students requiring accommodations has not decreased. There are exceedingly greater demands on classroom teachers due to lack of IRT leading to increased stress and work loads as they try to meet the needs of all learners. It isn't possible given the lack of resources we have which leads to demoralization and teacher burn out. We used to have enough resources that an IRT could be in the room for support and even co-teaching. Now we have larger classes with more diverse needs and a severe lack of resources.
Eastern	Both	It isn't so much that inclusion itself has impacted me; I welcome students of from all backgrounds in my classroom. The problem is with the class sizes and a severe lack of IRT personnel (particularly French IRTs) that make it practically impossible to meet the range of needs in my class brought on by inclusion.
Labrador	Students	It seems that since inclusive ed. has been introduced the needs and learning of the "regular" student have been put to the side. The whole class has to change to meets the needs of one or two students, not to mention the constant distractions and melt down that throw the classroom into chaos on a daily basis.
Eastern	Both	It works if there is support!!! There is no support!
Eastern	Both	It's a good concept to have students integrated with those that suffer disabilities for a social aspect but honestly takes away from the learning part of the curriculum.
Eastern	Students	Its a wonderful idea if the class teachers could receive appropriate support to meet the needs of all their learners. Too often the teacher is expected to do miracles and meet all needs and behaviours and meet all curr outcomes, impossible!
Eastern	Students	Its the quality of education that is being lowered for those students who may needed to be challenged. We as teachers are lowing standards to accommodate the weakest students in the room.
Eastern	Both	It's unbelievable how much inclusion is hiring students. I have had a number of students who can't function in a classroom Setting with a large number. Don't have the IRT support and he doesn't get much done because my numbers are so high that I can't get to him enough to complete quality work. When I try the others suffer. It's impossible.
Eastern	Students	It's very difficult to help students when there are so many needs.
Eastern	Students	Its very stressful trying to meet the needs of all students with little or no support in the classroom. Many disruptions throughout the day which takes away from instruction and the learning environment
Eastern	Both	Just a few children with autism or physical disabilities require time from teacher. This is obvious but here is my analogy: Consider two vegetable gardens...one on fire and one not cultivated. Obviously (they say) you rush to put the fire out but it just may be at the expense of the garden which you could have nurtured more such that it developed in a way that could feed the students in the regular garden as well as those whose garden was on fire. And yes the burning garden produced blueberries after the fire died but we also need more. And I prefer a world where we celebrate blueberries and how they develop as well as potatoes and turnips and how they develop. Sorry for wordy analogy.....but it is easier to say than saying to a parent--"I did not have the time to meet your child's needs today...I tried my best but could not do it."
Eastern	Personally	Just before the reporting period was to start we were given an inservice on inclusive education. This came at the expense of time learning about the new reporting system. Teachers were expected to learn that on their own time with little direction.
Central	Both	Kids in a class causing constant interruptions and teacher falling really far behind in the teaching
Central	Personally	Lack of in-class supports (i.e. IRT, student assistant)
Labrador	Both	lack of IRT support for classroom teachers
Western	Both	Lack of IRT time in the classroom. Practically non-existent. I am not trained in the needs of many exceptionalities but am expected to deal with them daily in the regular classroom setting. I feel completely in over my head even trying to communicate with some students.

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Eastern	Both	Lack of resources and inadequate SA support to meet needs of diverse learners and to properly implement the inclusive model.
Eastern	Both	Lack of resources. When time is needed for other things - i.e. administration - students are not getting the supports they need.
Eastern	Both	Lack of staffing to support inclusion means all children in the classrooms do not get the opportunity to learn as teachers are spending most time dealing with behaviours and not teaching skills.
Eastern	Both	Lack of student assistants, IRT time, dealing with varying student behaviours by yourself
Central	Both	Lack of student assistants/IRT's result in regular classroom teachers addressing all the needs of all students at all times. It is very difficult, virtually impossible to provide adequate instruction at all times due to the extreme range of differentiation that needs to occur.
Eastern	Students	Lack of support for struggling learners.
Western	Personally	Lack of support for students and teachers in inclusive classrooms. Everybody is suffering!
Eastern	Students	Lack of support for students needing support for inclusive initiatives affects all teachers. Period.
Eastern	Students	Lack of supports to assist with inclusive education
Western	Both	Lack of supports; many more children are missing essential early intervention; large class sizes
Eastern	Students	Lack our supports
Eastern	Both	Large class sizes and wide range of abilities makes it difficult to implement a program to meet needs of student.
Central	Both	Large class sizes are problematic.
Eastern	Both	Large class sizes with students with exceptionalities
Eastern	Both	Large classes with no IRT support and high level of need = low ability to provide much differentiated instruction therefore inclusion not working
Eastern	Both	Large number of children with VERY HIGH NEEDS in one class.
Central	Both	Larger class size, less space, scarce supports and diverse need in no way equals a positive result for inclusive education. IRTs are stretched beyond stretched, regular classroom teachers becoming frustrated from the lack of support and students.....are falling through the very large cracks in our system.
Eastern	Students	Larger class sizes, less student assistant time and less preparation time
Eastern	Students	-larger classes containing more students with needs should mean more IRTs.
Central	Both	Larger numbers ... Caseload increased
Western	Both	Larger numbers in class thus less student assistant supports.
Eastern	Both	Last year as a Grade 1 teacher I had IRT support 6 days out of 7 for 30mins. This year none. I can't tell you how that 30 mins has impacted my day. I used to use that time to start up my literacy block time. Now I am on my own all day.
Eastern	Students	Less 1 on 1 time needed
Eastern	Students	Less human resources to meet needs of students.
Eastern	Both	Less individual time for students.
Western	Students	Less IRT time more needs and fewer preps to plan.
Central	Personally	less resources to provide help to students with needs in class
Eastern	Both	Less SA time which impacts everyone from the children to the staff and administration in the school. IRT/Guidance/Admin have been acting as SA's. We are just putting out fires some days.
Labrador	Both	Less student assistant time with students who are identified as needing supports
Eastern	Both	Less student supports. Programs created for students but no IRT time for them to receive programming support. Accommodations listed but not seen to due to high demand in overcrowded classrooms. Higher needs absorbing all IRT time. IRT time over used to monitor behaviour issues. Many needs not being met in large classroom setting.
Eastern	Students	Less support time in a bigger classroom makes this difficult Students with autism used to get supported more from a teacher but now are left with a SA in the

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		classroom more.
Central	Students	Less supports are available in specialty classes.
Eastern	Students	Less supports in the inclusive classroom, not enough IRT support for students with exceptionalities.
Eastern	Both	LESS TIME GIVEN TO STUDENTS WHO NEED EXTRA SUPPORT.
Eastern	Both	Less time to integrate students in classes due to increase needs, increase class size and demand on teachers.
Eastern	Both	Let's get ONE THING STRAIGHT. Inclusive education is NOT only about student support services and children with learning challenges, disabilities, and/or behaviour challenges. It's about EVERY FACET OF DIVERSITY that exists inside the walls of our schools. Do I feel that there has been a significant emphasis placed on this initiative over the past few years? Absolutely. There are resources available that schools and administrators are not availing of. It will ONLY be important when administrators and teachers start putting it on the front burner again. I don't think an accurate measure of impact can be conducted until schools start utilizing what they have. To do so, they need support and the expertise of people that are hired to assist. At the end of the day, not enough time or value is placed on the initiative. If you're going to inundate educators with initiatives, you simply need to allow the time for it to be rolled out effectively and it needs to be MADE A PRIORITY. I teach in a system where curriculum support and PL is strongly supported in schools while inclusive education, and safe and caring initiatives are not given nearly the same degree of importance. People need to realize that filtering EVERYTHING through an inclusive, safe and caring lens will ultimately improve student success across the board...and all of these other challenges will certainly not seem so daunting.
Eastern	Both	Limited IRT available in my classes with diverse needs Limited time to meet the needs of each student Crowded classes
Eastern	Both	Little or no access to people from District who can assist with the initiatives around Inclusion.
Eastern	Students	Little or no support for at-risk students as they are placed in regular school settings
Eastern	Both	Little or no support for students with accommodations. I have students with autism, illiteracy, anxiety, and behavioural issues in a classes of 31 with very little (and often no) support. Much time is spent dealing with non-academic issues. Impact on students is significant as I have no training in special ed, nursing, psychology, social work, yet I am expected to meet the needs of these students while trying to deliver the curriculum to the entire class. This is a situation where no one benefits. Students with special needs are often left behind while the others lose out on time that should be spent on learning. Inclusion as it is now DOES NOT WORK!
Western	Both	Little to no IRT time available for I class support for students with exceptionalities.
Central	Both	longer time before return of graded material and less opportunity for varying teaching style
Central	Students	Loss of guidance time from 50% to 1 day per week
Eastern	Both	Loss of Inclusive Education teacher and more students to provide supports for.
Western	Students	Loss of IRT time means students are not receiving the supports they need or are left on their own with no supports at all.
Central	Both	Loss of time through our IRT allocation so we are not able to provide the same supports in the classroom. Lack of student support results in greater student frustration.
Eastern	Students	Lower number of IRT's this year, resulting in less programming in certain areas.
Eastern	Both	Major behaviour issues within my class that take my time and take away from other students who need help.
Western	Students	Manpower is not sufficient to provide for individual student needs in an inclusive classroom. A wide range of abilities requires more time or manpower to meet needs for an inclusive education.
Central	Both	Many challenging students are in the regular class without the IRT support required for them to succeed

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Eastern	Students	Many distractions and interruptions to learning. Not enough student assistants and irt teachers to meet the needs. As a result learning in classrooms is not happening...
Central	Both	Many of our special needs students are left with out in class support in classes with 30 or more students. This includes the deaf, autistic and chromosomally delayed. A single classroom teacher cannot meet all the needs of these students. Inclusion is a farce. As well, students with mild LD are often skipped over by IRT's who are forced to deal with violent students or those with behavioural issues and end up falling short of their potential.
Eastern	Students	Many of those with inclusive education needs need to be in a smaller classroom setting.
Eastern	Personally	Many Pervasive students being placed in regular classrooms without support from special services.
Eastern	Students	Many students in my room are not able to meet outcomes without intensive supports. IRT time is limited which makes it extremely difficult for me to provide accommodations to a number of students while trying to manage the entire class.
Eastern	Students	Many students require one-on-one attention in order to fully understand certain concepts. They may not often grasp information in the classroom but have a better opportunity to understand more when provided with a little extra help outside of the larger (much larger now) classroom.
Central	Students	Many students with exceptionalities have been placed in the regular classroom without adequate support. This year one class has been evacuated on numerous occasions because a child with major mental health issues had explosive episodes in the classroom. Several student assistant and teachers were required to remove the child safely from the classroom. It took almost 2 months for the school board to intervene. This child has been in the system for 5 years. Teachers and students are being placed in an unsafe setting frequently in today's classroom, and this is causing a tremendous amount of stress for all parties involved. Academics have been placed on the back burner. I have been teaching 27 years from K to 12 and I have never seen as many children with mental health issues in all of my career. The school system is understaffed, and not properly equipped to deal with the multitude of issues that are in Today's classroom. Something needs to change quickly!
Western	Personally	many students with needs that I cannot personally meet. these students are in class with no additional supports and are lost in their current environment.
Eastern	Students	Many times there are students that just cannot sit in a room where they are not actively engaged, and having inclusive education at the level we are expected, is causing hardships on both the students in the class, and the student being "included".
Eastern	Both	Many, many ESL and challenged learners dumped onto a classroom teacher with no support.
Eastern	Students	Meeting the needs of a large class is difficult, and students with more needs than others who require more support slows down the teaching and leaves me unavailable at times to help students who are doing okay on their own. I should be able to give my time to every student, and enhance the curriculum for some students, but when there are a lot of students in a class who need more attention than others, many students don't get the attention they deserve.
Eastern	Both	More accommodations required than ever before.
Western	Students	More and more duties are placed on the classroom teacher to deliver academics to a wide range of students. There is less IRT help and children at risk are getting less services.
Western	Both	More behavioural students with less SA time allotted makes for an hectic work day
Eastern	Both	More duty loss Of IRT services
Eastern	Both	More inclusive with very limited supports, IRT support and instructional resources
Labrador	Both	More kids are falling through the cracks. Co-teaching and other initiatives which are supposed to be happening under inclusive education are not happening because of various reasons. People are stretched too thin to cover needs. Kids who could benefit from a just that little bit of one on one are not getting it. Needs that are supposed to be addressed in the classroom since it is an inclusive classroom do not get addressed as well as they should because behaviour problems monopolize the teacher's time and attention. The mental health issues are amazing at young ages. The list of problems goes on and on...and we have no support. We are drowning in paperwork. It is hard to get testing completed

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		when needed. I wonder if there is a point to testing because of the mediocre services they will be "entitled" to as a result are hardly worth the trouble. There are not enough people to do what they say we should under inclusive education.
Eastern	Students	More needs within a larger class to prepare and try to accommodate.
Eastern	Both	More special needs children are in the classroom without the resource people that they need. Resulting in them being left alone or to the teachers best ability to get to each. Many needs are being ignored or not met due to numbers and limited teacher time. Student learning is suffering.
Central	Both	More special needs students in more of our classrooms needing more and more teacher support.
Eastern	Both	More student assistants are needed to effectively and successfully benefit all students. When a student assistant is present, it is excellent for all, as the students who need the extra support are getting it. However, when there is no student assistant, assisting children with exceptionalities sometimes becomes hard to balance with delivering an effective lesson.
Eastern	Both	More student needs that I am responsible for with significantly less extra teaching help. I am not trained to deal with these needs or paperwork involved. So who can I ask for help when Special Services is swamped! It doesn't seem that anyone is looking out for ensuring that ALL students get the education they are entitled too. I spend my time delivering a one on one program to my neediest students while others are expected to do things on own because I have not figured out how to split myself into multiple people. It is simply not fair that our students with needs are entitled to all the extra help while majority of class gets so little extra help or instruction! It is not fair and sadly not something's we can express or share!
Eastern	Both	More students in class, less time to spend with individual students.
Eastern	Both	More students in my classroom needing individualized attention and class size greater , exhausting!
Eastern	Both	More students makes it more difficult to stay on top of all accommodations and learning styles in the room. Individual student attention is short and far between. How can teachers do all that'd required without training? Even completing online courses to help with teaching those with accommodation, at ten hours a week, will not cover every type of learning disability, mental health illness nor behavioural disorder found in a typical classroom.
Central	Personally	More students needing help in a lagging class with no support
Western	Both	More time spend with of lower ability level
Eastern	Both	More time spent with students that have higher needs - less time to intervene in minor comprehension problems of other students. Some students doing a course "from home" - expected to assist then via email
Eastern	Both	Most classes have 30 plus students some 35.....Impossible to get around the class because time is spent on a select few. Feeling of helplessness.
Western	Both	Most IRT and student assistant time was assigned to full day kindergarten because of the needs and other children have been significantly impacted.
Eastern	Both	Multitude of academic needs with minimal IRT support = increased teacher stress and less time on task in class
Eastern	Both	Must be "inclusive" while posing a danger to other children/without any support (student assistants,IRT). Teachers spending majority of time focusing on one or two children with high needs while neglecting the rest at times.
Labrador	Both	My children need programs are not getting serviced. A field trip which grade one classes have done for years could not be done because the needs could not be covered. The Inclusive plan is effective if the resources are there to support it-it is not! So all students suffer!
Western	Both	My classroom has a wide variety of abilities and needs. Four of my 22 sixth graders have IEPs, having tested at the lower primary level in many areas. The needs cannot be met by me alone but I receive three periods per six day cycle of in class support, if the irt isn't pulled away for something else. The other children get very little of my attention and support at times.
Other	Both	My main teaching is with children with high needs, so I see them being placed in regular classroom to

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		much and acting up aggressively where the who class is disrupted. As well as in the IRT room students are not on the correct programming and are not receiving enough support to learn to cope in structure or focus on academics. The aggressive student daily has to be brought to my class or get upset in my room and all other students have to be removed for their safety. As well myself and student assistant have been hurt by this child in grade 2.
Central	Both	My previous example covers this.
Eastern	Both	My school has a large number of students with learning disabilities, but due to changes in allocations and staffing, we do not have enough IRT support to go around. My language class with 12 students with learning disabilities only receives support for 4 classes out of 8 per cycle. This is not enough for the IRT to deliver the programming these students need and leaves me trying to support those students, while enriching others and delivering the regular curriculum to the rest. It is impossible.
Eastern	Both	My students are dealing with significant learning and mental health difficulties. With the inclusion policy not being well resourced, my students are returning to schools where their individual learning needs are not being adequately serviced in the regular classroom. In addition, schools do not have the extra resources available to provide direct instruction to my students. My students, who are currently in a classroom with a maximum of four students due to mental health, are living examples of how their learning needs are met better through individualized or small-group instruction outside of a regular classroom setting. They tell me all the time "I would never do this well in regular school." I know that schools are not going to be in a position to provide the same individualized programming that we can provide in my setting, but we are proof positive that total inclusion of students with various learning and mental health needs is NOT THE ANSWER, especially with inadequate resources.
Eastern	Personally	My students spend most of their day in a segregated unit. They are included in their regular classes for music and gym in there is Student Assistant to take them. Often times there are not. Inclusive education is not happening for students with severe intellectual disabilities or pervasive needs.
Western	Both	My wide range of multi-grade classroom (K-6) has not allowed me to zone in on students showing significant struggles and has not allowed me to implement any pre-requisite interventions to determine the students needs. A school with only two teachers needs extra support.
Central	Both	Need more IRT and supports for this type of classroom to run successfully and with budget cuts these resources are not there. Makes for a very frustrating situation.
Western	Students	Need more teacher assistants in place!
Eastern	Students	Need student assistant and time isn't always available
Eastern	Personally	Needs are not balanced fairly. Too much support needed for certain children with needs and others get no time or attention. This is unfair. Some Children are unchallenged and bored. Others- some behavioural get all the time and attention. Teachers feel guilty and cannot keep up with the demands of such diverse classrooms. We need more help and support to do our job right!
Eastern	Students	Needs are so high and supports are so limited that these students are not getting the time they need in order to be successful
Labrador	Students	Needs of students not being met as there is not enough teachers available
Eastern	Both	Needs of the students are not able to be met.
Eastern	Both	No additional preparation time to allow teachers to plan for students with needs. Lack of additional resources needed to address the needs of theses students, I.e., OT and space to move to address sensory needs. Not enough access to SLPs with expertise in language development for those students with pragmatic language difficulties. Not enough behavioural support for those with extreme behaviours.
Central	Personally	No in-class support for students.
Eastern	Personally	No IRT support for most classes. Then only for the highest needs. Many students falling through the cracks. Makes me long for the days of streaming....
Western	Both	No IRT support in any classes. No pull outs for testing.
Eastern	Both	No IRT support in the classroom with children who have alternate programs. No support for enrichment in the classroom and very little support for immigrants in the classroom with cultural differences.

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Eastern	Both	No IRT support, higher needs in the school than are in my room. So students in my classroom are 'excluded' in our 'New Inclusion Model'. I am left to try to meet all the needs in my classroom, before this model implemented 4+ students would have had IRT supports :(Shame
Labrador	Both	No one-on-one resourcing for students in the immersion program. Furthermore, as the need increases in the student population, the staff resourcing seems to decrease. Non-core subject teachers are already struggling with no assistance so the likelihood of this every being an option seems so distant.
Labrador	Personally	No programming for students on an alternate program
Eastern	Students	No proper support put in place. More IRT and student assistant time necessary to implement effectively. Teacher aids to help address needs and individualized outcomes would be an asset. There are children in our school with cognitive delay and alternate curriculum who sit in a class with a box of independent work and without the ability to work independently. It's terrible.
Western	Both	No proper training for needs, spending too much time on behaviours leaving other students to lose instruction time
Eastern	Personally	NO RESOURCES to implement this program.
Central	Both	No student assistant for certain students
Central	Both	No support for my class and very little time given to individual students for support i.e. 2-3 periods in a 6 day cycle.
Eastern	Both	No support in science classes. Regular class time has been dedicated to help those students, with a limited understanding, to grasp concepts and complete evaluation with success. This results in added stress to teacher, to occupy students while individually helping other students. Specifically-- it took a full month to complete one evaluation by pulling 1-2 students up to desk for the first 10-15mins. Of class everyday.
Western	Both	No support. Just regular teacher with higher class numbers.
Central	Both	no supports for regular classroom teacher
Eastern	Personally	No time provided for in class supports or student assistants where needed.
Eastern	Students	no training, no extra time
Eastern	Both	Not a special needs teacher nor trained in this field but am expected to assume the duties of one to address inclusive needs within classroom and laboratory settings.
Eastern	Personally	not effective at all: pervasive deficits re: human resources; reduced dignity for struggling students in classroom
Eastern	Both	-not enough allocations per school -IRT support and SA support being taken away from other students to be given to higher needs.
Labrador	Students	Not enough classroom support!
Central	Both	NOT ENOUGH HELP FOR THE STUDENTS! FRUSTRATED STUDENTS MAKE BAD DECISIONS AND GET IN TROUBLE.
Eastern	Both	Not enough human resources to support, specifically IRT and Student Assistants.
Eastern	Both	-not enough in class support to support children in the room with needs. children are losing out
Eastern	Both	Not enough in-class/pull-out support for students in my classroom. This negatively impacts my classroom when I have no extra support for 3 specific students and I have a high academic needs population in my room beyond these 3 students who need but are no getting IRT support. When we are all alone (teacher + 21 students w/o SA or ITR support) in my grade 1 classroom we are all negatively impacted both academically and behaviourally.
Western	Both	Not enough IRT or SA allocation to meet needs.
Central	Students	Not enough IRT support
Labrador	Students	Not enough IRT support and student assistant support
Eastern	Students	Not enough IRT support for students due to resources being allocated to FDK.
Eastern	Both	Not enough IRT support in class; IRTs being used as student assistants; no additional training or extra staffing to meet the goals or philosophy of inclusion
Eastern	Students	Not enough IRT support to do deal with the many issues we have at school.

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Labrador	Students	Not enough irt teachers to support teachers in the classroom
Eastern	Personally	not enough irt time
Western	Both	Not enough IRT time for the demonstrated need for services.
Central	Students	Not enough IRT time to give students the attention that they need.
Western	Both	Not enough IRT time to support students inclusion effectively.
Eastern	Both	Not enough IRT time, not enough student assistants.
Eastern	Students	not enough IRT to support need students in school A with the same issue as student in school B may not get the same supports/services because other students in school A have more serious issues and the model states that those with the greatest need get the supports first - what an injustice
Eastern	Both	Not enough IRT units are provided - leaving the classroom teacher to meet the needs of all of the students - which at this time includes very large numbers
Eastern	Both	Not enough people and too much need. Students do not have the required support. Those needing alternate location or scribe cannot not always get the time without calling on regular classroom teachers to give up "prep" time to deliver. This is becoming more and more frequent. We are giving up time because of downloading
Central	Students	Not enough qualified personnel such as IRTs and Student Assistants. Inclusive education is highly beneficial for ALL students, however human resources are required to implement effectively.
Central	Students	Not enough quality time given to students who need it the most.
Eastern	Both	Not enough resources for the initiative results in teacher spending greater time focusing on a few individuals, and less time with other students.
Eastern	Both	Not enough resources in individual classrooms to support teachers and student learning.
Western	Both	Not enough resources in terms of personnel to support the wide range of needs in the classroom.
Western	Both	Not enough resources provided or unqualified people placed in positions. Students not getting the supports they need which has lead to an increase in behaviour.
Eastern	Both	not enough resources/teachers for effective inclusion and programming
Western	Both	Not enough special services for even the students who need it the most.
Central	Both	Not enough student assistant me to provide quality inclusive experience
Eastern	Both	Not enough Student Assistant or IRT time available to enable children on a functional curriculum or modified program of studies to be physically in their grade level classroom.
Eastern	Students	Not enough student assistant time or special services available.
Eastern	Both	Not enough Student Assistant/Instructional resource/learning resource/ administrative time allocated. When there is not enough SA time IRT's are pulled from programming to cover breaks and gaps of service. Learning resource and admin resource used as well on a daily basis to cover gaps in SA service
Central	Both	Not enough support for the high number of needs
Eastern	Both	Not enough support for the many needs of students who need to have their needs met in an inclusive environment.
Eastern	Both	Not enough support from IRT and SA
Western	Students	Not enough support in large classes to support a wide range of needs.
Eastern	Both	Not enough support provided to service the students
Eastern	Both	NOT ENOUGH SUPPORT! More Human resources needed!
Eastern	Personally	Not enough support, especially with the increased class size.
Eastern	Both	Not enough supports for classroom teachers
Central	Both	Not enough supports for students in the classroom. Most of our support goes to pervasive and challenging needs students because we do not have enough IRTs or Student Assistants allocated to the school

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Eastern	Both	Not enough teachers- full inclusion not always the answer- each case is unique and should be treated as such- can be disruptive to other students learning
Eastern	Both	Not enough time to spend with the individual students. Most of the time the quieter students get overlooked along with the students who need enrichment. Paperwork might get done but student programming is suffering and not be delivered effectively anymore.
Eastern	Both	NOT Enough Unable to work with the LD children as more attention is required for ASD and extreme behavioural children
Eastern	Personally	Not getting support in classroom from IRT's prep time taken for testing accommodations behavioural issues exacerbated with more frustrated students more students not attending due to increased incidents of high anxiety classes delayed instruction as teacher forced to deal with high needs students. Sometimes forced to leave students unsupervised.
Labrador	Students	Not meeting the needs of ALL students. For example, we have many students in SSS that have mental health issues and forcing them in a larger class setting without providing them opportunities for supervised breaks when necessary is harmful (the breaks can happen, but at other costs). Also, many of our students require supports in test writing. Full inclusion makes this difficult.
Eastern	Both	Not trained to be mental health specialists. Safety of teachers and students higher risk. Disruptions to teaching and learning enormous. Behavioural issues more often connected to students with special needs. Not enough support in large classes.
Eastern	Both	Not working. At all.
Eastern	Personally	Nothing against inclusive education. However, when one student takes ALL of the IRT time, that is a problem and an injustice to so many children who could benefit from some extra help.
Western	Both	Numerous students in my school with different learning abilities and styles would benefit from more 1-1 or small group teaching and learning time.
Western	Both	Of 19 students in one of my classes, 12 have diagnosed exceptionalities.
Eastern	Students	often the student who is being included is not getting the instructions/programming that they need.
Central	Both	Often these students are in classes with little or no support in Junior High. Priority is given to high need and Primary and Elementary students. These students are suffering.
Central	Students	Oh my! What can be said? Inclusive education is just NOT working for the average student. It may sound good in a board room or the Department, but out here in real classrooms, it is simply a way for middle of the road kids to be ignored while the students with special needs necessarily take the majority of teacher time.
Eastern	Both	Once again, teachers are expected to "wear (far too) many hats" for the diverse needs in their VERY FULL classrooms. The Inclusive Education Initiative is a wonderful initiative. However, in other provinces students with special needs count as more than one student when factoring class size limits. In NL, such is not the case AND the supports for students with needs are NOT available.
Eastern	Both	One IRT was cut from our school and we have just under 170 students requiring some measure of support. There were not enough teachers to provide support last year and it's even worse this year. Simply put many students receive little or no support.
Eastern	Both	One of my autistic students has had a student assistant 100% of the time since entering school due to safety issues (fear of choking, leaving room without permission, wandering, etc.) This year the student has a SA only 50% of the day. The IRT now serves as a safety officer, monitoring this child. There are students with academic needs, emotional and behavioural challenges in the room, too. The IRT then splits the remaining 50% of her time amongst four other classrooms with students with similar challenges. This can never work.
Eastern	Both	One of my students cannot sit still for more than half a minute at a time, and he is very disruptive every few minutes. He needs individualized attention, and his inability to control himself is very distracting and

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		frustrating to the other students in the classroom. The classmates of said student are growing to dislike him.
Eastern	Both	One student is receiving all the services in my room when I have another 10 students who are SUPPOSE to be receiving services and are not. The demands of one student should not be taking from 10 others. I guess that what inclusion means.
Eastern	Students	Our alternate programs were put on hold until mid to late October due to insufficient staffing. Even now we are operating a skeleton schedule. Pervasive students are not fully included in their classrooms due to insufficient staffing. Pervasive needs students Are on a rotation schedule for outside play due to insufficient staffing to address safety needs.
Western	Both	Our IRT is too often pulled from working with students to attend to severe situations with our pervasive needs student who does not have a full time student assistant.
Eastern	Students	Our school does not have the IRT support to meet all the needs of students who should be availing of those resources. While classroom teachers try their best to differentiate for all learners, they can not provide the level of support struggling students require.
Western	Both	Our school has been cutback again in terms of the number IRTs with have been allocated. We also have a number of students who would be considered pervasive needs. As a result, the majority of our IRT time is allocated to approximately two students and the other small amount is spread through the rest of a school of almost 300 students. This makes it next to impossible for an IRT to work with students in the classroom and sometimes even during tests.
Central	Both	Our system does not have enough human resources to properly implement the inclusive education initiative. For example, two IRTs are grouped together to service 5 pervasive students (from 3 or 4 different grades) all of which have unique physical, emotional, educational, and behavioural needs. This in no way meets the definition of inclusion when students are pulled from their classmates and serviced in an IRT room because it's the only way to "cover them".
Western	Both	out of a total of 26 students, I have 1 on functional, 1 on all alternates, and 13 on individual learning plans. that leaves only 9 students achieving at grade level. I also have 2 students with behaviour management plans, and as of right now, no student assistant because of other needs in the school
Eastern	Both	Overcrowded classes does not allow for inclusion... We teach to the middle or less
Eastern	Both	Overwhelmed and stressed to provide the best care for all members of the inclusive classroom with large class size.
Central	Personally	People are getting injured!!!!!! Programming for individual needs is not being accomplished because of the lack of resources and support!
Western	Both	Pervasive Needs students are being combined with students completing alternate curriculum with one teacher. The functional curriculum suffers since an IRT has other teaching duties.
Eastern	Both	Pervasive needs students are being pushed into classrooms without the adequate support due to teachers having more than one course ongoing at a time. My student is sent to an "inclusive class" basically just taking up space because I physically cannot teach an alternate math course and alternate programming in pervasive needs at the same time.
Eastern	Both	PN student entered into kindergarten with behaviours that require one on one supervision.... No extra time was provided to meet these needs, either for SA or IRT.....
Eastern	Both	Prior to Inclusion, I would recommend extra programming for particular students to be carried out by IRT's. Since Inclusion, some of these students are now expected to achieve these goals via in class support.
Eastern	Both	Providing tech supports to students requiring them has increased significantly
Western	Both	Range of academic abilities is huge and no student assistance provided
Eastern	Both	Receiving students from grade 3 who have received programming due to being under age 8 has affected our positions. These children need assessments in order to continue programming but with only one guidance counsellor on staff the children have to wait a long time for testing.
Eastern	Both	reduced teacher supports in classrooms; too many needy students but not enough adults to help

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		redirect, keep on task, etc. within the larger classroom size.
Eastern	Both	Reduction go in class support from IRT
Eastern	Both	Reduction in special services allocations has limited the amount of time an IRT is in the classroom. Also this has created issues with scheduling because schools are trying to use the resources they have in the most effective way possible. However this has caused IRT support to be spread out (example: in class on Day 2 but then the IRT is not scheduled to be in again until Day 5). The IRT will be in a class in which an assignment is started but by the time they are scheduled in again the teacher has moved on to something different. As a result, the IRT feels unprepared and students who need extra support to finish work is behind too.
Eastern	Students	-repeated "secure school" protocols to deal with extreme behaviours of some students - negatively impacts the learning environment for other students.
Western	Both	<p>Research shows that there is a positive correlation between the time spent on direct teaching of Phonological awareness using an explicit, systematic approach for struggling readers and reading achievement.</p> <p>In a pull-out model I could work with children from multiple classes at once. Now I am trying to teach reading, in various classrooms where the instruction of the rest of the class is distracting to my students, who are receiving less IRT support as it is because we are being spread thinner and thinner.</p> <p>Our students are being negatively affected.</p>
Eastern	Both	Research states inclusion can work if the proper supports are in place. We do NOT have that here in NL. We call it inclusion but just because a student with special needs is in a classroom with his peers does not mean full inclusion. Students are missing out on academic and social opportunities because we have not staffed inclusion properly. I have been an IRT for 12 years and things have not gotten better. We need to look at what the research says and meet the needs for both students and teachers (i.e., further PD on different exceptionalities, especially autism - and that 40 hour session the department is offering is not enough for classroom teachers to learn how to best work with students with autism).
Eastern	Both	resources are scarce and therefore the time / bodies aren't there to properly deliver programming to students who deserve the opportunity to learn to the best of their ability
Eastern	Students	Resources have been cut (SA time, IRT Support and lack of ongoing PD) therefore providing a positive learning experiences for these students is almost impossible to deliver. With all of the needs, increased class sizes and no resources to support these students it has had a negative impact on educators, and ESPECIALLY students.
Eastern	Students	Recourses, especially human resources..IRT supports, in particular, are needed for pervasive needs. Leaving less for supporting program initiatives like IRT classroom support for academics
Western	Both	Right now at my school which is in the southern zone of the province, I have been personally impacted by budget cuts. I have 13 years teaching and this is the first year that I have felt very overwhelmed and unsure about my abilities as a teacher. My current classroom is not over cap for students however with the inclusionary policies I have 3 children who are autistic in my classroom. I receive some in class IRT support but very little student assistant support. Some days I have someone with me for 80 minutes and other days I have no one. Not only does my classroom have a variety of needs there are also behaviours occurring in there as well. I have approached my principal and have also had members from the board come in and observe my classroom, however nothing has changed. I am with these students all day. Two of my students need regular sensory breaks and because of short staff this does not happen. It's no fault of the administration, I know I am not the only teacher that has needs in the building and they are trying their best to accommodate everyone the best they can. However, it has put me in a very stressful and uncomfortable position for the first two months of school. Signed a very emotional and dedicated professional

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Eastern	Both	Safety concerns during gym activities
Central	Students	Same as previous questions.
Eastern	Both	Same as previous response. Inclusion is not working, it has been demonstrated to not be working, and the government is ignoring the growing mass of anecdotal and statistical evidence, even as other provinces are now recognizing same.
Eastern	Students	Same as the previous example. Students are getting the support in the actual classroom and this leaves the classroom teacher to try to do it all herself or himself. As a result, students who need accommodations etc. often lose out or get the bare minimum
Eastern	Both	Same example given as for Class Sizes.
Eastern	Students	Schools are not provided ample support staff to deal with students under the Inclusive Initiative umbrella. These students tend to be very disruptive during instructional time. Classmates experience difficulty hearing teacher directions/lesson. Focusing on tasks sometimes seem impossible for students and teachers.
Eastern	Both	See answer in previous question.
Eastern	Both	see before mentioned impact
Eastern	Personally	See my answer on class size for detailed explanation. We can't go swimming and skiing at once. We need to season this one.
Central	Both	See previous answer
Eastern	Both	See previous answer.
Eastern	Personally	See previous answer. But add student violence to this. Again the dept of ed is FAILING everyone.
Eastern	Both	see previous answers
Central	Both	See previous comment
Eastern	Both	See previous comments
Western	Both	Seems like we have decreased IRT time. I have students with disabilities who require my attention. I have students with behavioural issues and BMPs who also need my attention. I have very little time to spend with students who are struggling, but who do not meet the criteria for services. I have very little time to spend enriching the education of those who need extra enrichment.
Other	Both	Service Delivery cascade model does not adequately address the many needs of students with special needs in large schools. Too many diagnosed students getting very little support as abundance of resources going to extreme behavioural and learning challenges/programming.
Eastern	Both	Several students in our building who have Alternate programs/courses are not being serviced by IRT, so these students remain in the classroom for the full day, without any IRT support. There are 3 students with high academic needs and who have Alternate Programs but are not being seen by an IRT (not for 5 minutes), which is unacceptable.
Eastern	Both	Significant classroom behaviour increase. Less learning occurring
Eastern	Both	Simply put, inclusion is one of the biggest frustrations for me as a new teacher because there is a severe lack of resources, training and support. There have been so many times I have had no idea how to handle a situation, making me feel helpless and like I'm not serving my students well. Some schools I've substituted in require you to page the office when a incident occurs and you need a student assistant - this system does not work. If a student has a behavioural issue and is disrupting a class, of course my students will be distracted... I am too! Even if a student assistant is helping keep the situation under control so that everyone stays safe, the added distraction is especially difficult to deal with when we are doing listening activities (one third of the curriculum) because it requires so much concentration. It also makes lessons very difficult to plan.
Labrador	Both	Since this initiative, the government has not provided enough human resources both in the classroom and out to make this a success.
Western	Both	Since this school year started, IRT's have not been able to provide in class support for many students that received support in the past. As well, less students are getting support on assessments through IRT's. Although this is technically a classroom teacher concern, with a class size of over 30 students,

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		the students that need the most support do not end up receiving the supports that they need.
Eastern	Students	So many needs in the classroom and not enough funding to provide the needed supports for these children
Eastern	Both	So much attention has to be given to half of a class, the other half is usually ignored. IRTS are usually non effective and spread thin.
Eastern	Both	So much IRT and SA support going to kindergarten needs that other students are not availing of support they would typically receive. Teachers requested by district to use literacy block to incorporate guided reading that would typically be carried out by IRT teachers. Pervasive needs students taking all the support.
Eastern	Both	Some of the best IRTs I have known throughout my career are now basically performing the roles of student assistants under the umbrella of inclusive education. These highly trained individuals are not delivering programs they are trained as specialists to design and implement. They are covering student assistant breaks, supervising students eating recess, portering children when they should be teaching. All because inclusive education is a policy that has been implemented without the proper resources behind it to make it work. Inclusive education just might work if ALL of the students qualified to receive the support of student assistants did in fact receive this support. Then our IRTs could be used properly within the school to deliver programming.
Eastern	Both	Some of the children in my classroom are reading about 6 months below grade level. Extra provision of time for an inclusion teacher in my classroom would provide them with the additional instruction they need to close the gap in their reading.
Eastern	Students	Some students are in the regular classroom when they would benefit more by being separate
Western	Both	Some students are included in classrooms and situations that arise is not conducive to child nor to class. For example, child with major behavior issues (sometimes as a result of over-stimulation) is often very disruptive to all others in classroom. Assistance limited.
Eastern	Both	Some students are not socially able to stay in the classroom during non-instructional time. There are students who are not receiving the supports that they need to achieve. Some students are disrupting instructional time being very disruptive and thus not allowing others in the class who want to learn.....learn. Too much time for classroom management for certain individuals, decrease the amount of teaching time.
Labrador	Both	Some students need more individual attention and are not independent learners. It's difficult to reach them
Eastern	Students	some students need smaller group settings for either instruction or evaluation- this is increasingly harder to do with the inclusion model and the fact that there aren't enough teachers to do this resources are needed for some inclusion education- who is providing for this??? Not the gov't!!
Eastern	Students	Some students need to be taken out of the regular classroom to meet their needs. Even with inclusive practices, needs are not being met.
Eastern	Both	Some students simply don't benefit from inclusive education and are nothing but a liability in the classroom, as they impact the teaching of the other students. With the lack of Student Assistants, there is a problem allowing pervasive needs students to attend their grade level classes, as there is no one to accompany them. The shortage of student assistants and the fact that there are none available to substitute when one is away causes a great deal of stress on everyone involved! This also causes increased danger for staff and other students.
Eastern	Both	Some students who are included in the regular classes can not cope with the larger student group. Their needs are sacrificed in the name of inclusion.
Eastern	Both	Some students who struggle greatly with the current curriculum feel uncomfortable learning in a class with their peers. The reason being is that they struggle to keep up to the current pace of the curriculum in certain subjects. They tend to fall behind on their work and can never really catch up. As a teacher, one cannot devote all their time and attention to a select few students. Without more support, it is hard

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		to find a balance to challenge the stronger students while not losing the weaker ones.
Eastern	Both	Some with special needs in the regular classroom are not getting what they need. ie A student on the Autism spectrum who needs questions read to him because he cannot focus... must have a quiet environment as to not get distracted... with a large class, the attention he needs and deserves is not available... that is without taking the teacher attention away from the student who has aggressive tendencies and prone to outbursts. Who does not qualify to student assistant time.
Eastern	Students	sometimes kids with special needs are better served by taking them out of the regular classroom as they are not getting the full attention needed plus they are hampering others when I have to spend 40-50 percent of class time with them
Eastern	Both	Sometimes there are no student assistants to help as there are cutbacks there are well. The students needing special services are overwhelmed by the larger numbers. They tend to have higher anxiety and get upset more often. Often times there is no one available to take a child to sensory break and this upsets the students who in turn disrupts the teaching of the class.
Eastern	Both	Special needs students are being placed into the regular classroom without supports and regular classroom teachers are being called upon to teach combined regular classes as well as teach an alternate course to a special need student.
Eastern	Both	special needs students are not getting what they need many disruptions to the 'regular' classroom
Eastern	Personally	Special needs students can totally disrupt classrooms. I have a child who screams when doesn't get what he wants. Other children are fearful and many sit with hands over ears. How does this benefit anyone? ??
Eastern	Students	Special needs students need more of my time and I do not have supports in the class. Other students do not get my individual attention because I must spend more time with my special needs students.
Eastern	Students	Special services allocation
Labrador	Personally	Spending time with a grade 8 student reading at grade 4 level means others can't get teacher attention. Having an autistic child who acts out regularly in your multigrade class with no support is stressful and damaging to other student education.
Eastern	Both	Student Assistant and IRT time continues to be cut, placing more stress and responsibility on classroom teachers to provide an inclusive environment with little to no support.
Other	Both	Student assistant time is inadequate. I have been hit, slapped, punched, bitten had things thrown at me and have students who are experiencing significant anxiety because of classroom behaviours and I am still fighting every day for more support!
Western	Students	Student assistant time is not sufficient which leads to loss of instructional time.
Eastern	Both	Student assistant time is very limited. Children in need of student assistants to cope in the classroom full time are not receiving what they need to be successful or to cope in a classroom.
Eastern	Personally	student assistant time not enough to meet the needs when all students who qualify for SA support are combined with those who don't qualify but are piggybacked off the class with the student assistant
Labrador	Students	Student assistant time. We are seeing more and more students requiring needs and the hours for assistance is just not enough. The large class size plus the needs of the students left me with times that I was unable to teach curriculum as I was dealing with specific needs that became a priority. I am a fan of the inclusive education system but we need the right supports to make it work.
Eastern	Both	Student who is incapable of completing in class work sits in class and becomes disruptive and interferes with other students' learning
Western	Students	Students and their parents are not in favour of this initiative. Many students would like to be able to go with a group of peers who are on a similar path but instead has to remain in a classroom where they are being left behind.
Eastern	Personally	Students are being included in words only, there are no supports or programs to aid students who function on the alternative curriculum when immersed in the regular classroom. It is up to the individual

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		teacher and sometimes a SA to determine how the students should be included.
Eastern	Both	Students are in my classroom who need specialized attention and therefore are disruptive during the class and I find it hard to teach over the noise. For example autistic Students hitting themselves or crying or yelling and I am having to continue to teach over the commotion because I have the rest of the class who Deserves to do the activities.
Eastern	Both	Students are in my classroom who should be on a modified program. I cannot sit with them and provide the kind of support they require, and they become more and more disheartened and lost.
Central	Both	Students are in regular classrooms without adequate resources. IRT and student assistant times are insufficient to adequately meet the needs of students.
Central	Both	Students are included in the regular class without the supports needed to be successful. There is not enough IRT time and Student Assistant time to meet the needs of students. In my particular situation I am spending most of my time with one student who has severe behavioural needs because there is no SA time to give him and he is a high priority on the continuum. However, the shortage of IRT and SA supports has meant that 16 other students who deserve and qualify for IRT supports are not getting it because they are not as high on the continuum of need. This is unfair to my students and detrimental to my job satisfaction and morale as a teacher.
Western	Personally	Students are more tolerant of different styles of behaviour and modes of learning. They are more aware that different student require different needs and as such not all students need the exact same assignment/assessment.
Central	Both	Students are no longer getting any IRT during my regular classroom. There is still some pull out for alternate programming but for those students on regular programming who need that extra help in the classroom it just isn't there. Also there is often no one available to provide an alternate setting for those who need it during a test.
Central	Both	Students are not getting the individual attention they need as resources (IRT time and teachers) are stretched beyond capacity.
Eastern	Both	Students are not getting the services they require and deserve in the classroom. I can not split myself in more ways than I already have
Eastern	Both	Students are not getting the supports they need. More IRT's and student assistants are needed to be able to provide all the students with the supports they need.
Eastern	Both	Students are not getting what they need in the inclusive class. It hurts both the high achiever and the student needing supports.
Eastern	Both	Students are not given enough IRT time to support their many needs. On a personal note, my son who has autism, is not getting the support he needs to be successful in the classroom.
Eastern	Students	Students are set up for failure by being placed in a classroom where they are unable to succeed without individualized attention.
Labrador	Both	Students fared better with the pull out model where they had small group or one on one instruction geared to their needs in an alternate setting. This lasted for the whole year and impacted Language and Math classes only. Students still spent the majority of their time with their classmates for other subjects, they were not isolated or segregated but were as much a part of their class as "inclusion" purports they are. However, under that model their basic needs were being better met than they are now. It has been argued that they still have the option to be pulled out for one on one instruction. Well, one six week block for a year does not compare favourably as a whole year of instruction in a particular subject. The IR teachers are spread so thin that, in my opinion, their work has little impact. Fifteen minutes with a teacher twice in a seven day cycle is laughable. What are we trying to accomplish with such minimal support? It is "seen to be doing", not making strides to really support children who need so much help. It also impacts the average student whose teacher can no longer sit with them in class when they hit a snag because all the teacher's time is taken up with students with Id's or students with discipline issues. The philosophy of inclusion is not an issue - the model we are following is ineffective and frankly

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		ludicrous - without an awful lot of resources to support it, it is failing dismally. No one wants to say so because Inclusion is a holy cow. I truly believe that every single student matters. That we should do our best to ensure that regardless of ability or disability or exceptionality. Let's not forget the average student and the students who excel more and more on their own because we don't have the resources in a room to nurture and inspire as we should be able to do as teachers.
Eastern	Both	Students feel MORE stigmatized being in class with peers are moving faster than them. They are not receiving one on one instruction. They are feeling overwhelmed in a larger and an inclusive class. They are not as comfortable asking for help.
Eastern	Both	Students having reduced SA time but still needing it so IRT has gone to top that child up and in turn so many other classes are not getting nearly enough IRT time
Western	Both	Students in classes with not enough supports. It is a top down model, meaning the highest needs students get priority. What happens to the students who needs some support. They are getting very little.
Eastern	Both	Students in my class are not receiving the services they are entitled to because IRT and student assistants do not have the time to come to my classroom. The highest need students are eating up all the time.
Central	Both	Students in my class who normally get help because of a identifiable disability are no longer getting help because of budget cuts and teacher lay-offs.
Eastern	Personally	Students in my class with exceptionalities do not always have a student assistant with them which sometimes makes it difficult for them to achieve outcomes.
Eastern	Both	Students in the classroom are not receiving help/ support they need due to higher numbers and higher demands. Students who would learn/ benefit from basic courses are being put combined in the academic class and we are seeing more struggles or inaccurate pictures of their learning.
Central	Both	Students in the classroom are with an IEP but they do not get the resources or help needed because the needs are so great in our school and there are not enough SA to go around. Teachers are expected to deal with students with exceptionalities and they are more so trying to have traffic control happen in the class and dealing with these issues and the students are getting the brunt of the hitting, physical issues and behaviours of these children. I am not trained to help them so why am I being made to deal with it. It's unfair!
Eastern	Personally	Students in the classroom that are not getting just that little extra bit of support to help them because other students who need a great deal of support either because of behavioural or academic challenges are getting it all. There are some children that are with me the whole day that need one on one assistance with all tasks. This makes it challenging to get to those other children that just need a little extra guidance.
Eastern	Both	Students needs are not always being met in the regular classroom. The regular classroom is not always the appropriate place for them to receive their support. The students themselves are aware that they are unable to do what their classmates are doing. The classmates are aware that they can't do. But the children who need support often do not feel comfortable to ask the questions because they do not want to look "stupid" to their classmates.
Eastern	Both	Students of all abilities share one room even pervasive students are going in and out and it is difficult to get programming needs met at the classroom level for many of our students.
Western	Students	Students of all levels in a classroom - no IRT support given to LDS
Labrador	Both	Students on alternate courses seem to be getting lost in the system; they are at times left to work independently in a classroom because there are not enough Instructional Resource Teachers in the system and Homeroom teachers are trying to meet the diverse needs of a large group of students on accommodations and modifications. Teachers are being stretched beyond measure.
Central	Personally	Students on alternate programs are in the regular classroom without IRT support because of insufficient IRT allocation.
Eastern	Both	Students on functional curriculum are being left in class for long periods with limited support increasing

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		classroom teacher workload LLI programs are rolling out - classroom teachers are responsible for delivering this intervention to 3 students daily for 20-30 minutes leaving the others to work independently. Considerable prep work each lesson.
Eastern	Both	students only receive supports for 8 of the 42 periods. Rest of the time they are on their own
Central	Both	Students require structure and at times it is difficult to do this with students who are behaviour problems. The board says they must be there to socialize and learn from others, but students also learn their inappropriate behaviours. We also see the teacher spending more time controlling behaviours instead of academics. Teachers also have to arrange their classes and schedules over and over, to accommodate students, thus disrupting the routines of other students. Inclusive education works with the appropriate resources, space and teachers.
Eastern	Both	Students requiring alternate programs most often require additional one on one instruction in small groups but programs must be delivered in the classroom so the students needs are not effectively being met. There is no space in the classroom to work in small groups and overall just NOT effective to stay in the classroom. All students needs are suffering as a result of inclusion as we do not have the teacher resources to properly implement it
Western	Both	Students requiring intense support but lack of supports available to offer such needs. No student assistant time or support. Yet approved for private transportation.. just don't jive
Central	Both	Students that do not fall under this initiative but require extra guidance and assistance are nearly impossible to sufficiently attend to.
Eastern	Both	Students that have high needs do not get the programming they need since there are not enough staff to provide alternative courses or support in or out of the classroom.
Eastern	Students	Students that need assistance are not getting it and then they have to "fend for themselves" in a regular classroom.
Central	Personally	Students that need extra help aren't able to get the necessary attention from IRT's due to behaviour issues. (Academic help is very limited with a limited amount of resources.)
Eastern	Students	Students that need the small group instruction or one on one are not always able to get in the regular classroom.
Central	Students	Students that need very specific help from specially trained teachers are now in the regular classroom with regular trained teachers. It is putting a strain on both teachers and students.
Eastern	Both	students understanding the needs of all children.
Western	Both	Students who are gifted academically and who are independent learners receive very little of my attention. My time is spent working with students who have academic and behavioural diagnosis.
Central	Both	students who are more than a year behind in concepts in mathematics or in reading ability require so much of a teacher's time to experience any success at all that it takes away from the time available to bring students who have less severe deficits up to par.
Western	Both	Students who are normally used to being out of the classroom for alternate programs and courses are now thrown back into the regular classroom. The dignity of the students are compromised, the stress levels of the teachers trying to accommodate these students are very high and there have been increased concerns with stress, anxiety and behaviour. Teachers are unable to teach the curriculum, provide accommodations, maintain classroom management and provide enrichment as they would like.
Eastern	Both	Students who are on IEPs are currently receiving support for evaluations only. Although I do my best to differentiate my lessons and/or expectations for students with specific learning plans, as a classroom teacher, it is not feasible. I have a class with 8 students on IEPs for Science, Social Studies, French, and Tech. I have support from another teacher for two Social Studies periods on a 10-day cycle, which are obviously used for evaluations.

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		<p>Teacher resources are not available to support the Inclusion Initiative. The responsibility falls on the classroom teachers, and students are not getting the instruction they need, often turning to disruptive behaviour, out of frustration or a lack of patience.</p> <p>Example: I'm carrying out a Science Investigation activity. I have different handouts for my students on Individual plans. Unfortunately, at least two of these eight students are still unable to understand what is expected of them. They begin disrupting. The cycle discussed in the last question continues (dealing with misunderstanding or disruptions, and the repercussions of each decision), and again, I spend no time with the students who are motivated, understand, and would like some discussion regarding the learning experience.</p>
Eastern	Both	Students who are on modified or alternate programs are in the classroom 100% of the time and do not receive the individualized help they need. They are distracted by the others being taught outcomes that they are not responsible for.
Western	Both	<p>Students who are severely struggling are kept in class instead of receiving the one on one attention they need and deserve.</p> <p>For example my grade 7 class. They received all kinds of help and IRT time in elementary, and now in junior high, we have an irt come into our ELA class 4 times in a 14 day cycle - and that's if that IRT isn't booked because of other exams and things that are on the go. It's ridiculous the way it's set up. It's not guaranteed help to the students.</p>
Central	Both	Students who are very behaviourally disruptive to other students have no supports in the classroom - no teacher aide. They are also unable to get the individualized attention they need due to large class sizes. Teachers all in agreement that these children need support but the board disregards our opinion and says they do not qualify.
Eastern	Both	Students who cannot grasp academic concepts put into academic classes. They feel left out or inadequate and behaviours occur. My time is spent with the student helping them grasp the concept, to the detriment of the other students...all the while knowing that the student will never get the topic but I can't ignore them. No teacher helper in the class and even if I had one, they probably wouldn't be able to understand the course I teach well enough to help the student. It is all very frustrating! The student would be better off in a class that is at their level and all other students are at the same level.
Eastern	Both	Students who do not need extra attention often get left out. Although they may be just fine on their own, I still feel that they deserve the attention of their teacher. However, there is often one or two students who monopolize the teacher's attention and time, especially when student assistants are not allocated.
Central	Both	students who face academic challenges are put in large classrooms where the needs are not met
Central	Both	Students who for several years were taken out of Core French classes to get help in the Core subjects are now being thrust back into the French classroom. These students who struggle with reading and writing in English and are now behind in French. This is frustration for them and of course many tend to act out or in some cases stay home.
Eastern	Both	Students who have significant learning and often behaviour issues are being short-changed or almost completely forgotten.
Eastern	Both	<p>Students who need an aid, not having one is the biggest impact I'm noticing.</p> <p>It causes distractions to the general class, lost instructional time and reduced student achievement. It's noticeable in the marks of classes that have students with significant challenges and no aids.</p>
Eastern	Both	Students who need extra attention as a result of learning challenges such as Asperger's or autism are falling through the cracks when you have 35+ children to also have to deal with
Eastern	Both	Students who need extra attention, clarification of instructions, etc. are not getting the individualized time they need, specifically in classes where no IRT is assigned. These students tend to get frustrated and act out.
Eastern	Both	Students who need extra supports are not receiving them properly in the French Immersion program.

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		Students who should be pushed to excel are settling for a new low standard due to lack of time and resources to inspire them to grow. It is sad.
Eastern	Students	Students who need individual help are in the class. They are not able to participate in anyway with the program. They have frequent outburst which disrupt the class. They are removed by the student assistant until they calm down then they come back and it starts all over. Theses children are not benefitting from my class and all the other students are missing out because of the disruptions. There is not enough support for these children and in my case there is no benefit to the child to have her in my room. She needs special training in everyday living. How to take care of herself etc.
Central	Students	Students who need more one on one attention cannot receive the same attention with one classroom teacher trying to focus on the needs of thirty children.
Western	Both	Students who need regular support are not given enough time from IRT- I know a class where the IRT has not been able to support the students in the classroom as inclusion is intended to be...
Eastern	Both	Students who require IRT support often lose out due to IRT's being called upon to assist with students who have higher needs.
Eastern	Students	Students who require student assistant time are not receiving enough support to enable them to have success
Eastern	Both	Students who require support are not getting as much attention as they should. With class size at the maximum, it is difficult to meet the needs of every single student. Would be much easier if IRTs were available more often.
Eastern	Both	Students who were once one-on-one with IRT or SA are now in the classroom full time. Teachers are being kicked and punched and made to feel like a hostage in their classrooms. All attention gets focused on one or two students, and the remainder of the classroom teaching suffers as a result of the actions of one or two children.
Western	Personally	Students who would once be removed from a French class to focus on other core subjects are now required to stay in the classroom without any support from IRT. They receive support in the other core subjects but are left alone in the French classroom. With such large classes, it is impossible to provide the help required. The students are definitely aware of their inability to perform and then we have self esteem issues. We have been asked to modify programs with no training in modifying programs to meet students' needs and the required outcomes.
Eastern	Both	Students who would received additional support for their modified curriculum are not receiving these supports. It falls on the classroom teacher, who because of Class numbers, is unable to spend the extra time with these students.
Eastern	Both	Students with a wide variety of needs are in my classes with more numerous student, yet less IRT support is available to help me help these students become their best selves. As I spend more time with the students who require help to succeed, my ability to enrich students who are readily able to meet outcomes is lessened. Few students are getting the best experience for them and I am left feeling unsuccessful despite working very hard.
Labrador	Both	Students with alternate programming not provided with student assistant.
Western	Both	Students with an IEP have specific needs and there are not enough teachers to do the job that is expected of us along with all the other expectations.
Central	Both	students with autism confined to pervasive needs classroom recess and lunch due to lack of supervision and teacher changing diapers
Eastern	Both	Students with behavioural concerns cause a lot of disruption to the class and the teaching. There are also students with academic needs. Not enough support to assist in the inclusive classroom for these various needs.
Labrador	Students	students with disruptive tendencies take away from other students learning and teachers teaching
Central	Both	Students with diverse needs are not getting the specific, individualized instruction they require.
Eastern	Both	Students with exceptionalities are having a difficulty meeting the curriculum outcomes do to the lack of

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		programming designed for them and thus the level of illiteracy is increasing.
Western	Personally	students with greater needs in the classroom are also presenting with greater mental health concerns and the attitude towards school is becoming more worrisome.
Eastern	Both	Students with high academic and behavioural needs are catered to first, due to the cascade model. Students who need a little individualized attention are not getting the help they need and bright, gifted students are left to their own devices (finishing early) and have very little motivation to do more than the bare minimum.
Central	Both	Students with high needs in the classroom are requiring most of the time that I have to help students. It's difficult to help all students when you have to spend most of the time with one or two students with high needs.
Eastern	Both	Students with higher behavioural and physical needs take supports from students with learning disabilities and cognitive delays. Many students within inner city schools who are approved for support of a Student Assistant receive little or none.
Eastern	Students	Students with higher needs require more teacher time sometimes behaviour focused
Western	Both	Students with identified exceptionalities are not being given adequate support. The classroom teacher has to teach all 27 students while making sure that "Little Johnny", who is a known runner, remains in the class!
Labrador	Students	Students with learning difficulties are not getting the individual attention they need as often as needed
Eastern	Both	Students with learning difficulties struggle in the regular classroom and for the most part want to come out for support but that is limited. Special services in our school has been limited to pervasive only so no IRT 1 which is leaving so many kids behind!! Inclusion??
Eastern	Students	<p>Students with modified outcomes and "easier" courses than initially set by curriculum are in classes with students who are academic students.</p> <p>Students with modified outcomes (pervasive needs/etc.) suffer because they are in a class where the majority of the material taught is way above what is necessary for them to learn. Many of them need to learn life skills and a class with specific outcomes that are way over their head leads to boredom. As a teacher it is heart wrenching to watch the system fail these students on a regular basis and watch them sit through class after class where they simply do not have the capacity to learn the material (which is not even included in their outcomes, which they also often do not realize).</p> <p>Academic students are often also disrupted/distracted by them depending on the nature of their disability. Many are pervasive needs students or students who have sensory issues and trouble sitting in a regular classroom (in courses that cannot really be taught in any other way with such rigid outcomes - grade 9 math for example). The students in the 50-70 range suffer the most academically because the time to help them with work is just not there since that time must be used to teach the other (modified) course.</p>
Eastern	Students	students with needs are in classes with no additional supports
Eastern	Both	Students with needs in the classroom are not getting enough student assistant help or IRT help due to cuts. At times one class who has 7 students who are supposed to have student assistant time are sharing 1 student assistant.
Central	Both	Students with severe behavioural and academic issues are left with the teacher at times when there is no support. Students who should qualify for pervasive needs and getting very little academic support, left in a class of 25.
Central	Personally	Students with special needs are in the classroom but supports are not there to allow them to benefit from the learning environment. Special Services have only been cut. No teacher support, student assistant time very limited to only severe needs. Classroom teacher once again having to meet the needs of all children.
Western	Students	Students with special needs are not getting the services they require to be successful. IRT allocations

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		have been cut leaving teachers, students and parents stressed, understaffed and over worked.
Eastern	Both	-students with special needs in my classroom but no support to help them -lack of training for classroom teachers
Eastern	Students	Subjects other than Math and Language at my school get no IRT support, but those students who need the extra help in Math and Language still need help in other subjects as well. As a result, it makes my job harder because now I have to try to fulfil the role of both teacher, IRT and sometimes SA, all while keeping my lesson plan moving.
Eastern	Both	support not always there in human form.
Eastern	Both	Supports not in place for the varying abilities of students in the classroom, children with physical disabilities, children with Autism (2 diagnosed and possibly 2 more to be diagnosed), ESL children
Eastern	Students	Supports that are needed by some students are not as readily available, for example less individual time for students who need help.
Labrador	Both	Taking individual teaching time from other students. Violent student with many outbursts
Eastern	Both	Taking the time to retract for students who need repetition while boring those who do not causes regular management issues. Modifying to meet the needs of several students who require modification but are all on different levels is almost impossible.
Eastern	Both	Teacher dealing with too many behaviours and not being able to address iep outcomes
Western	Both	Teacher is spread too thin, if a spend 2 minutes with each that is 40 minutes for a class a twenty. Many students require constant help, this does not happen.
Western	Both	Teacher is too preoccupied with students with behavioural issues and those struggling to complete academic stream
Eastern	Students	Teacher workload has increased.
Eastern	Students	Teachers are not being provided with continued professional development. Board level support staff are not visible in the school to collaborate with teachers.
Eastern	Both	Teachers cannot adequately address the needs in a mixed ability classroom. The needs are too varied, and great for one teacher to offer adequate programming. Even with IRT support, there are many for whom the lessons are not accessible. Those with behavioural problems (for whatever reason) distract everyone and are not meeting their potential. This population require shorter class periods, more choices and movement, and Instructional strategies not available in our classrooms. This makes accurate assessment a challenge if not impossible. I taught for many years in rural Newfoundland and believe me the problems are worse out there compared to communities that can offer streaming through French immersion. An IRT works with those who have an exceptionality, but what about those who simply struggle or those who won't get assessed, don't meet criteria, etc. We need to stop calling it inclusion (we all want to be included). We are teaching to the middle in a mixed ability classroom.
Western	Both	Teachers do not have the resources and often the training to deal with diverse students in the classroom. There is very little time to devote to the needs of these children, especially when it comes to delivering alternate and modified programming.
Western	Both	Teachers generally do not like inclusion in NL and this makes My job difficult as an IRT
Labrador	Students	Teaching staff feel pressured and under-resourced and this undermines their effectiveness.
Labrador	Both	Teaching students of varying abilities in a single classroom results in one of two possible outcomes. Either instruction advances at the pace of those few who require extra time in achieving curriculum outcomes, thereby leaving other students bored and/or frustrated (which requires teachers to provide extension activities for those students). The second, and arguably more common scenario, is when instruction moves at the pace at which most students in the class are able to achieve the curriculum outcomes. This leaves behind the students who require extra time, ultimately resulting in them being "pushed through."

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Eastern	Both	Testing is almost impossible, especially if some are not present. We are not trained to handle the plethora of issues and diagnosis our students are dealing with in today's world.
Western	Students	The amount of extra time that needs to be dedicated to students who require a lot more time and attention takes away from me being available to the rest
Central	Both	The amount of planning time for the teachers is greatly increased and other students get less one-on-one time with the teacher.
Eastern	Both	The bottom line is that each school does not have enough IRT and student assistant time to go around. The students with the most prevalent needs are taking away time from our middle scale at risk students and they are falling behind more and more. They are not getting the help that they deserve and could benefit from.
Eastern	Students	The children with extremely high needs are in my classroom distracting others and consuming all of my time while I try to teach everyone with a fair amount of time. It is NOT working.
Western	Students	the classroom teacher is not a trained IRT - yet they are expected to take MANY children with various learning needs and provide a quality education - that is impossible!
Eastern	Personally	The concept of Inclusion in our schools is great - it's where we need to be. BUT, without the appropriate resources - Guidance, IRT, Student Assistants - it is a disservice to students, families and school personnel. In order to do what we need to do, we often have to give up lunch, recess, other school initiatives. It's wrong! Support inclusion with people resources!!
Central	Both	The constant need to deal with behavioural issues is impacting the amount of instructional time. Also, student assistant time may be taken from a student with cognitive issues in order to deal with behaviours.
Labrador	Both	The current position I am in (and positions that friends are teaching in) sees students with high needs in the classroom with no support. This impacts all students greatly.
Eastern	Personally	<p>The current students in the Junior High are the first group of students to go through Kindergarten to Grade 7 & 8. There has not been enough human resources (IRT, Guidance, Classroom teacher) put in place to support this initiative and all students are paying the price. There is a marked increase in struggling learners who do not have the basic skills such as sentence writing let alone paragraph writing. Teachers are then expected to has these students write the different type essays.</p> <p>The number of struggling students within a class has increases with this increased behavioural issues. Increased class sizes has meant less teachers which in turn impacts the lessening of quality attention to individual needs. Classroom teachers are overwhelmed with the demands to support individual needs and cover the curriculum outcomes.</p>
Eastern	Both	The cut backs have meant that a system that was already under resourced is now critically under resourced. Class sizes are too large for the Inclusive model. Teachers are overwhelmed with the great divide in needs, and don't truly have the time to provide the varied instruction needed in such large classrooms.
Western	Both	The demand on Student Support Services to address behavioural issues in primary/elementary has resulted in very little time allocated in the intermediate/high school grades. Students with intellectual disabilities are being put in large class settings to work on alternate material with no support.
Central	Students	The entire concept should only be used as a starting point for all children. Class composition is so diverse that meeting an student needs no longer exists. Children with exceptionalities need intensive one on one or small group instruction not buried away in classroom where the regular curriculum only destroys the self esteem/concept. Inclusive education concept in this province only looks good on paper and for the people who get paid to implement/monitor it.
Eastern	Both	The entire Inclusive policy becomes irrelevant when the appropriate resources are not put into place.
Eastern	Both	The Greatest need service delivery model means for most of us, that we have children with diagnosed needs in our classroom but because their needs are not for mobility or violent behaviour, no student assistant time or resource time is available

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Eastern	Both	The high demand for students with special needs to be serviced in the regular classroom is causing many issues with instruction, learning and classroom management.
Central	Both	The higher need students demand more of the teachers time and attention and not always for assistance or instruction, but also for behaviour management as well. This is taking away from valuable class time needed for instruction and assistance for the other students.
Eastern	Both	The idea of ALL students in one setting is problematic without the idea of inclusion with a purpose.
Eastern	Both	The implementation has been ongoing for several years and as the years have continued there has been a watering down effect on school's understanding of what inclusion means. This year, it seems that more kids are "included" in classrooms that really are not appropriate or relevant to their particular personalized curriculum for no other reasons than lack of Sp. Ed time and lack of understanding that being in a room with peers does not mean you are included. In fact, the demands on Sp. Ed teachers to provide needed supports on the exceptional students programs in regular classrooms most of the time, is a disservice to the students and teachers. More SAs will not make the difference as they are NOT there to INSTRUCT and many of these students are no where near developmentally appropriate for the grade they are placed in. In fact, I would say that in the past 5 years, students were pushed into classrooms and were then more excluded than included by peers. Further, the behavioural needs of some students on a daily basis are so disruptive that they have a negative impact on the academic performance of the other students in the classroom not to mention the teaching challenges for the teacher.
Eastern	Both	The inclusive education initiative has grouped all students, regardless of need, together under the responsibility of one person. The IRT may get to the classroom for a 1-hour block 3 or 4 times a week. The rest of the time, the teacher is left to program on his or her own for the entire class (regardless of need). Some of the students in the room require 100% of the teacher's attention. Obviously, if he or she is giving this kind of attention to one student, the rest are getting nothing! And many classrooms have more than one student with this level of need. Then there are the 1 or 2 students who require 50% of the teacher's attention in order to have their needs met. You don't have to do the math to know that it is absolutely ludicrous to expect the needs of students to be met under these conditions.
Eastern	Students	The Inclusive Education Initiative is a fabulous concept if it receives sufficient support. Unfortunately, services have been cut to all our students in light of reduced teaching units at our school. Many times, the IRT assigned to my classroom is redirected elsewhere in our school to address needs that are deemed higher priority or urgent. Who suffers? The entire school population.
Eastern	Both	The Inclusive Education Initiative is failing. There are not enough student assistants or IRT teachers in our building to meet the needs of the children. Children who are a safety risk and those with behavioural issues are taking all of the IRT time and the children with academic needs are not receiving the extra support that they would ordinarily benefit from.
Central	Students	The inclusive education initiative is fantastic if resourced appropriately. Right now the model dictates that the IRT services are dedicated to your highest need students which are behaviour and pervasive students on alternate or functional curriculum. What is left of your resources is used to support programming for students with SLD's. The students with SLDs are the student that are falling through the cracks. They are not receiving the programming or accommodations that they need to be successful.
Eastern	Both	The inclusive education initiative is great in theory but is grossly under supported. The number of students with identified exceptionalities who require and are entitled to assistance cannot be accommodated with the current allocations. Teachers and Special Services team members are overworked and are becoming disillusioned and burnt out attempting to do so.
Eastern	Both	The inclusive education initiative is not happening in many classes. Too many issues for teachers to handle. Its not a priority at this time.
Other	Both	The inclusivity of students with behavioural and learning needs in the classroom has led to an inability to provide the average and/or talented student with the instruction and time they deserve.

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		Approximately 50 -75% of a class is consumed by the students with the extra needs.
Eastern	Students	The increase in class sized has increased the challenges of meeting the needs of all students in the classroom.
Eastern	Both	The increased number of students with special needs has gone up so more of my time is spent with them - little time left for the "average students"
Eastern	Both	The increasing number of student that require additional support or that require accommodations to their learning experience can limit the pace at which the curriculum is taught. Also, teachers are expected to differentiate instruction to reach all students in an inclusive classroom, but there is not any additional time provided for preparation and planning. The students on the high end of the academic spectrum are not challenged effectively and those students that are content to sit in the middle without doing any great amount of work are not being pushed to reach their maximum potential
Eastern	Both	The initiative is under-resourced; students who need remedial support are not getting it because the IRTs are spending the majority of their time either dealing with pervasive needs students or severe behavioural issues.
Eastern	Personally	The IRTs assigned to our classes are often unavailable dealing with the multitude of needs in Kindergarten. There is simply not enough support.
Eastern	Both	The key to inclusive education is that students with needs are being programmed for to the level that they require. I believe in inclusive education model.
Western	Personally	The lack of IRT support in our school eliminates adequate inclusionary practices because that time is taken up for individual programs
Eastern	Both	The lack of student assistants to assist students. We need more SLP and OT IN the school. Lack of gym and music time for those with special needs. Paper work seems to be forever increasing. Not enough resources or personnel.
Eastern	Students	The lack of suitable resources (student assistants) hinders the amount and quality of instruction that can be given. Teachers have to take more time working with special needs students and it takes away from the learning opportunities of others.
Eastern	Both	The message to parents is that the general classroom is the best fit across the board. Being "included" in an understaffed inclusive classroom means children with needs are battling a quantity vs. quality paradox. They get more time with their peers, sure, but they are learning less and have more behaviour problems, which the teacher or IRT then have to address - which then takes time from the rest of the class. It's a vicious cycle.
Eastern	Both	the model requires more resources in order for it to be effective
Eastern	Students	The more inclusion means less time for ESL students, the already forgotten and ignored population in our schools just because they have no voice!
Eastern	Both	The needs in classrooms are not being met. We simply do not have enough resources to offer an inclusive education program as it is currently desired by government.
Labrador	Both	The needs of individual students are not being met at an acceptable level given the number and variety of needs left in the hands of a single classroom teacher.
Western	Personally	The needs of students are much too diverse to be dealt with in the regular classroom - there is not enough Student Assistant and IRT support to meet the needs of students.
Eastern	Both	The new Inclusive Education Initiative has resulted in students with special needs being left in the regular classroom with large numbers of students and little or no support. A significant amount of the teacher's time is required by such students due to behavioural, health, social, emotional and/or academic issues and this decreases the amount of time teacher's have to meet the needs of all students. At present I have a student in my class that takes up an extremely large percentage of my time. Each time I begin an activity or instruction I am pulled away from what I am doing by the behaviour of one student. Other students are left to wait until the crisis is resolved before we can begin again. This impedes their learning as instruction and direction is discontinuous and segmented. Having students in a room with a student who continuously demonstrates behaviour that is inappropriate also

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		increases their anxiety and makes them afraid of both the student in question and the educational environment.
Eastern	Both	The number of IRT's is inadequate to meet the needs.
Eastern	Both	The number of students in my class on an IEP has increased significantly- anywhere from one third to one half of my students in any given class. There are not adequate resources to support these students. Student achievement is negatively impacted.
Eastern	Personally	The process to receive services is EXTREMELY slow. And being French Immersion, in the cascade/pyramid model, there is always something higher up so we never get services anyway. But the reality is there are still students in our classes who need support and classroom teachers don't always have the expertise to know what to do in unique situations. If French Immersion is to be marketed as a program in which any student with any skill set can be successful, than it should be treated as such. Supports should be provided for students in the program, instead of it being that because they are in French, no support is available.
Western	Both	The proper supports are not in place to make inclusive education work.
Eastern	Both	The province has brought in an "inclusive" model but does not fund the model it has brought in. Only the severe needs can be met, which leaves little, if any support for students with LD's. Not enough IRT support or Student Assistant coverage comes with the so called "inclusion".
Eastern	Both	The quantity of learning needs and the amount of students requiring individualized attention is not a task one teacher can master. Over crowded rooms, too many needs, and too few teachers. Students with highest needs need pull out programming, one on one support in small groups. This cannot happen in a class of 35.
Labrador	Both	The range of ability of the classroom is great and makes it difficult to meet the needs to every student. Individual plans are difficult to implement effectively as there are missing supports and the demands are so great for certain students.
Eastern	Both	The ratio for pervasive students to IRT/Student assistant support is terrible. There is no support left to assist with the learning/programs of the IRT1 population.
Central	Both	The special services list is so intensive that some students are not receiving the services that they are entitled to receive. For instance, my school has 2.0 IRT units to accommodate a list of 43/154 students. This is simply not working.
Eastern	Students	The students are not getting what they need. For example, in a higher grade and still checking to see if student can recognize and print upper and lower case letters of the alphabet. I ask where has inclusive education benefitted this student? Too many students reading below grade level!!
Western	Both	The supports are not in place in schools to be able to accommodate students with exceptionalities in the classroom on an individualized bases. In my opinion, I feel this is making the students feel more excluded from the learning than actively engaging in the learning process.
Central	Both	The teacher power and resources continue to be a struggle with students not getting the attention they require.
Central	Both	The workload for IRTs is increased and they have less time with each student for individualized support programs and in-laws support. Only students diagnosed with a learning exceptionality receive support although those who are still struggling to achieve in the classroom do not qualify for their expertise. This extra need falls to the classroom teacher and with the increase in class sizes, the time available to meet all levels of needs may not be there. So it is usually the lowest levels of achievers who get support and those who are struggling but still managing miss out on the extra time that could support their learning.
Eastern	Both	There are two students who sit and do nothing in my room as they are unable to do grade 4 level work. They are at kindergarten level in math reading and writing. I am usually helping the other 5 on imp as well as the other 20 students with grade level needs. I simply cannot teach so many needs at once.
Central	Both	There are 9 students with IEPs within my classroom and none of them receive any -class support
Eastern	Both	There are classes with upwards of 12 students out of 31 who require some type of IRT support. (some students require extensive support). Often, 2-3 teachers are needed to take these students out so that

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		they can get their accommodations for testing. Also, some of these students are violent, and classrooms need to be evacuated, etc. This is interrupting the learning of the other students in the class.
Eastern	Both	There are four children in one class with very high needs. It is incredibly difficult to meet the needs of those children in addition to teaching the others. Often there is no SA support to assist with behaviour. This impacts the learning of most children.
Western	Both	There are four students diagnosed with Autism in a single classroom. There a Student assistant about half of the time. I am unable to help students on the regular program with their work because these four diagnosed children are very dependent. they are also distracting, which I feel has a negative impact on the regular student's learning.
Western	Both	There are less IRT teachers available for support in the regular classrooms, with the increases in classroom sizes these supports are needed more than ever.
Eastern	Students	There are many... The teacher is unable to meet the needs of all students...it is impossible!
Eastern	Students	There are more and more students in the classroom with special needs and their needs are not being met. How is it possible to read and scribe for up to 10 students in 1 class as well as teach the average student
Eastern	Both	There are not adequate resources for Inclusion. I have seen classrooms cleared for safety because a student became aggressive and violent. I have witnessed more and more secure school calls due to these types of incidents. This negatively affects instruction time, is not inclusive for the student having the aggression and causes other students to become fearful.
Eastern	Both	There are not enough human resources to service the needs of individual students in the classroom setting.
Central	Both	There are not enough IRT or CST teachers in our building to provide adequate support in the classroom. If there was more support put into primary classrooms, fewer children would be lost through the cracks. Fewer intervention strategies would be required in elementary classes.
Eastern	Both	There are not enough IRT resources for inclusive education to work. Changes to scheduling are constant. The model cannot work unless adequate human resources are provided.
Eastern	Both	There are NOT enough IRT teachers to meet all the needs.
Labrador	Both	There are not enough IRT's or student assistants. My own child and the kids in my class are suffering and not getting needed IRT support. If you expect us to have an inclusive system ten staff it!
Central	Both	there are not enough resources (IRT's, CST's, Student assistants, training, etc.) to make inclusive education effective.
Labrador	Both	There are not enough resources for classrooms! More IRTs and Students assistants are needed. The 2-to-1 ratio for student assistants does not take in consideration the unique needs our students
Eastern	Personally	There are not enough resources, both material and staff, to fully implement an inclusive education initiative. More student assistants and student support services staff would positively make inclusive education better.
Central	Students	There are not enough student assistants to assist students in need.
Central	Both	There are pervasive needs student being place in courses such as World Geography that already have 39 students. There is no additional time to help those students feel included when the teacher is over extended as it is. There needs to be a purpose for those students to be included in the class....not just putting them there because there is no where else for them to go.
Eastern	Both	There are simply not enough human resources to go around.
Western	Students	There are so many examples! But to sum it all up, there are not enough human resources in the classroom to attend to all the needs. Yes this has been an issue for several years but now that we have even less staff we are not able to even lend support to each other as regular teachers. Last year we had a few spare periods where

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		teachers would go into classrooms with high needs to give some extra support to struggling students. This year with the cuts we are not able to do that. Teachers are 'sinking'. They can't keep up with the needs. Students with high needs are taking up tremendous amounts of time, students that could make it with a little extra support are not succeeding and students that are naturally able are not getting any sort of enrichment. They are basically being left to fend for themselves. Teachers are so discouraged. They feel they can't do justice to the needs of any of their students. We NEED change...
Eastern	Both	There are so many students in the classroom that require accommodations and extra help that the students having no difficulties are not being challenged and there's only one teacher to help a dozen students requiring assistance.
Eastern	Both	There are students in my class with pervasive needs that were not receiving the support they require.
Central	Students	There are students in my class with severe learning needs and behaviour issues. I spend a large part of my day dealing with incidents with these students, and as a result other students are not getting the attention they deserve. In addition, overall instructional time is affected negatively because the more time I spend "putting out fires" the less time I have to instruct and educate my students.
Eastern	Both	There are students placed in the regular classroom with no supports or IRT's that should have them.
Western	Students	There are students who need and qualify for SA time as well as IRT time but do not receive enough help due to schools having to place help with students that have the most severe behavioural or physical needs. Teachers have bigger class sizes, combined classes and behavioural issues with not enough support.
Eastern	Both	There are students who should be taken out for alternate programs etc. who are in the regular classroom because there is no one to take them.
Central	Both	There are students who threaten the safety of students and staff in the classroom who should be in an alternate school.
Eastern	Both	There are students whose needs are not being met. I do not have a student assistant or an IRT with me, although I have students who have severe needs. Since those students take much of my class instructional time, the students who are not in need of my support are losing out, even though the ones who have severe needs are also not getting as much support as they need. In fact, I have concerns about the safety of students and myself some days because of the serious nature of individual student needs, and yet, I am teaching them by myself with absolutely no support - students who had one-on-one support in previous years and who don't have a student assistant or IRT in the classroom with me?
Eastern	Both	There are students with different needs all together in one class. They don't get one on one because the teacher is overwhelmed just trying to cover the curriculum.
Eastern	Both	There are students with severe needs in my classroom. Their inability to keep up causes them to feel frustrated and act out. This not only negatively impacts their own learning, but interferes with the learning of the other children who are unable to focus and concentrate with so frequent interruptions.
Western	Students	There are three students with identified needs in my classroom, as well as a student with very challenging behaviours. There are a total of 22 students in this class and the behaviour alone demands a lot of one's time. It is very difficult to deliver the prescribed program on many days.
Western	Both	There are times when being in a classroom is not beneficial. Especially when the student is being distracted by other students in the classroom.
Eastern	Both	There are too many kids with special needs in the regular classroom. Inclusion without support is ineffective everyone receives a reduction in services
Eastern	Both	There are too many students in classrooms and not enough teachers to provide adequate and meaningful services.
Central	Both	There are umpteen examples of how the initiative has failed all students in the system. It is a wonderful initiative IN THEORY, but if you aren't going to implement it with the proper supports (i.e. more IRT support, smaller class sizes, etc.) it will never work in practice.
Eastern	Both	There are varying physical, emotional, and behaviour needs. I am not wanting segregation of any sort! I want the human resources to make inclusion successful. Without the proper resources we (students

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		and teachers) are being set up for failure!
Eastern	Both	There are very serious needs that we as teachers cannot reach. Not enough human resources and major behaviours disrupting the learning of others.
Eastern	Both	there has been a notable increase in behaviour issues this year. All day Kindergarten has eaten up the student assistant allocations for our building and in fact has significantly taken away from IRT time. Children are not getting the help to succeed they need.
Eastern	Both	There has never been a PROPER INCLUSIVE initiative. The exceptional children in this province are the most neglected. We have teachers and administrators who do not know what it is and how to do it. There are many kids not getting the assessment nor accommodations they deserve. Guidance piece is missing here as well.
Western	Both	There is a child with autism in my classroom. Sweet child but she often gets over stimulated and quite upset in the regular classroom, resulting in a lot of moaning and screaming. However, she does need the exposure of some regular class time, but during my already tense math class is not a good time. As well, there is a barrage of adults (IRT and student assistants) that come and go throughout the day. Constant distractions have lead this years crop of students to have academic concerns, poor listening skills, the list goes on. Worst class I have had in years.
Eastern	Both	There is a lack of enough manpower to implement inclusion in schools.
Eastern	Both	There is less time given to the students who truly need the help to fight fires and deal with behavioural issues.
Western	Both	There is less time provided for inclusive education students because there are no pull outs and one teacher can only be in one place at a time. Irt teachers spend first 6 weeks or more on scheduling so time in class is lessened again and when something more pressing comes up in school, administration pulls Irts from their regular schedule again. So special needs kids get less and less time and more responsibility on classroom teacher who already has 24 children. We are not robots.
Eastern	Personally	There is little support for students who are gifted; students who are challenged. We are simply lost as to how to meet the needs of all students in large classes with very little support.
Eastern	Both	There is more attention put to the student with needs and others are not receiving the suppose they need. Peers have to deal with screaming and other behaviours that can be harmful and frightening. The learning environment changes within the classroom.
Central	Both	There is much less student assistant time available and many of the students with needs are coming to my music class without aids
Central	Both	There is no IRT time for my students whatsoever and I can't meet all the needs in my classroom.
Central	Students	There is no longer lunch time bussing. PN students who were previously bussed home for lunch now have to stay in school for lunch. As a result, we have to have 2 SAs & 2 teachers on duty for these kids alone. Using SA time for lunch time means other students loose out during instructional time. It means extra duty for teachers. Students who need a break from school during the instructional day can no longer get one.
Eastern	Both	There is no way to meet the individual needs of students in a class with growing numbers - of students with and without accommodations, with IEPs, and with BMPs, especially with student assistant time below a "safe working conditions" minimum. Student Assistants are split between two children when some children actually need a SA each.
Central	Both	There is not enough human resources, space and other resources to support all the children in the classrooms...see previous.
Eastern	Both	There is not enough IRT support provided in the classrooms to make this successful. To make Inclusion work, you need an IRT in each grade especially in core subject areas. Not possible for one teacher to do meet the needs and cover the outcomes.
Eastern	Both	There is not enough IRTs to help the students in need in most of the classrooms. I have 9 out of 26 students with some form of diagnosed behavioural and learning disability. I am provided with maybe 30 min. of IRT time per day if we're lucky. As a classroom teacher, I am unable to fully support these

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		children. An increase in IRTs, as well as teacher assistants must be provided if an inclusive education model is to function.
Eastern	Both	There is not enough resources to do this competently and right now it is half hazard and there is little to no benefit for students and the classroom teacher is frustrated due to the fact that once again it falls on their plate and IRT has little to no responsibility for the classroom
Eastern	Students	There is not enough SA to cover children in the classrooms. It's November and we have 2 SA positions not filled. Admin and guidance have been pulled daily to cover the safety needs of students. Alternate programs for non pervasive children have been put on hold. All teachers are doing extra duty to cover the needs of children (we have 5 extra teachers on duty every morning so that students are covered and in their classroom with their peers to ensure inclusion; there is only 1 SA on at the opening of the school doors).
Eastern	Both	There is not enough student assistant and IRT time allotted to these students...this affects my teaching and the learning of the rest of the students in the class.
Labrador	Students	There is not enough student assistant time allowed for the amount of needs. I RT teachers are overworked and often doing responsibilities of the student assistants.
Central	Both	There is not enough student assistant time given to cover off a 5 hour school day. What happens in large school areas where there are 3 classes of a particular grade and there are 3-4 students who need assistant time they are all put in one classroom to cover off and the other two teachers do not have it as hard as the one teacher with all those challenges. Not fair.
Eastern	Both	There is not enough support in schools for the inclusive education initiative to work. students do NOT get the help they require because there are not enough physical bodies to provide the help. Accommodations provided during testing is a nightmare...again too much is expected with too few bodies. Teachers loose their prep time to do this for their students.
Eastern	Both	There is not enough support. One parent went to court so that her daughter who needed full time care would get it and her SA would not be pulled away from her. We need more student assistants.
Eastern	Both	There is not near enough support. For example, my school has two Kindergarten classes with two full time teachers. In September there were two full time student assistants assigned, one for each classroom. It is now November and we have been cut down to one partial student assistant between two classes that is only utilized for toiling purposes. We have students with severe and moderate autism, cerebral palsy, undiagnosed learning disabilities and ESL students.
Eastern	Personally	There is nowhere near enough support. A class of 30 will have 10-12 students on IEPS. You can a specials services teacher 3 or 4 periods out of seven, and in core subjects like Social Studies or French there is no support time at all.
Eastern	Both	There is simply not enough human resources to support the high needs of every classroom. Our support staff are stretched so thin that it is difficult to set a routine for those students who need one to one support. Because of The cascade model students who are on the cusp of success get lost in the background in response to students with more challenging behavioural and sensory needs.
Eastern	Both	There is such a wide range of abilities and needs in my classroom that there is no way that I can even approach being able to adequately meet the needs of the children in my class. Some of the students cause me severe anxiety and stress.
Western	Both	There is very little time for team teaching by the instructional resource teachers and other staff. Classroom teachers are expected to try and accommodate the abundant learning needs within the classroom. This is very difficult when over half of the students in a class have diagnosed exceptionalities which is the norm at my school.
Eastern	Students	There isn't as much student assistant time, with the class sizes so large you are unable to devote the attention that these students should receive to them.
Eastern	Both	There just isn't enough support for the inclusive model to work! I have seen classes of 25 children and the needs are staggering... In many instances, you would need 3 or 4 student assistants, an IRT and a classroom teacher for things to work properly and for the needs of all children to be met in my opinion.

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Eastern	Both	There needs to be an increase in the IRT support and guidance programming. For students receiving programming, they are not receiving an adequate amount of support from IRT teachers, and with increased class sizes classroom teachers are not able to provide quality or quantity instruction to these students.
Central	Both	There's a push for students on alternate academic courses to be included in the classroom. Often this is far from the best placement when their curriculum is so different than their peers. However, I find it's being pushed. I am an IRT.
Eastern	Both	These students require individualized help that I can't always give them and when I can help them it seems like I am ignoring the rest of my class because I have to give so much attention to those with more needs
Eastern	Students	-They are not providing the school with enough resources/personnel to properly service all of the needs in classes. In order to be effective, we need to have proper allocations/resources to do justice to the inclusive program.
Central	Both	They have very little support. The most they get is for their alternate courses, thus leaving the classroom mainly in the hands of classroom teachers. IRT's have a second degree to work in this area yet the majority of this support has to come from the classroom teacher who doesn't have this degree. So how is this servicing our students???
Eastern	Students	This has always been a difficult topic. Naturally, in an ideal world, it is a lovely idea to include all students equally and therefore, presumably, fairly. However, logistically speaking, it makes no sense. Stronger students often inadvertently get ignored because they are "capable anyway". Too much time is being devoted to the differently abled and trying to accommodate their diverse needs. In essence, we end up teaching to suit the weakest and therefore doing an injustice to the more capable. As class sizes increase and more exceptionalities come under our charge, this becomes an even greater burden. Inclusion socially and to a degree academically is wonderful but complete inclusion is impractical. It does not work! Services need to be ample for those who need obvious greater help. If I ask students to write a one page reflection on what Remembrance Day means to them, the more capable students work away not benefitting from my aid with grammar, spelling, phrasing and idea generation because I need to devote practically all my time to three or four students who will be unable to write so much as one sentence without a very high level of one on one individual support.
Central	Both	This has been most frustrating.....we feel we are Special Services has been stretched way to thin that we are not able to offer adequate support to students. WE under went a very extensive review of our deployment of resources (hours and hours of time spent in the process) to be told that we have lots of resources not being adequately used as IRts are not to provide in class support but do pull-outs.....this in my mind does not foster inclusive education.
Central	Both	This has been said many times before but you can't have inclusive education without providing the resources necessary to carry it out. The implementation of full day Kindergarten has compounded this. One of the most infuriating aspects of working in education today is having a government roll out cost saving measures under the guise of correcting an ongoing problem.
Eastern	Both	This has impacted the quality of education because there are constantly children being violent, aggressive, rude, inappropriate, threatening and offensive. The children who do not have these behavioural issues are constantly being interrupted in their learning. It is great on a social level but sometimes inclusion creates exclusion due to behavioural issues.
Eastern	Both	This is almost the same as the larger class sizes: more students who require support being put into a large classroom which is under-supported. Not enough student assistants & IRTs for the students who need them means they get easily frustrated, which leads to behaviour issues. We spend a lot of time dealing with behaviour problems that wouldn't be there in smaller classrooms or if the special needs students had the proper classroom support.
Central	Both	This is by far the biggest change I have seen in my 19 years of teaching. We are expected to provide an inclusive environment but to do so requires human resources to assist those children with special

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		<p>concerns. I have been hit, kicked and had to deal with other behaviours in the past that the other children should never have to witness. Calling the office for assistance to remove a child so they can calm down is too late because the other children have already been robbed of valuable instructional time. I have felt that my classroom has been taken hostage by children with sever behaviour issues in the past and learning has come to a complete stop so I can assist one child while the other 24 wait and wait and wait. This can not be blamed on poor classroom management either. It is simply an obstacle that students and teachers face when there is a child that needs one on one and does not have the human resources in place to help them.</p> <p>Academic issues is another area of concern. There is and always will be a bell curve in any classroom of abilities. Those that are achieving above the curriculum standard are just as entitled to have their needs met as those that are significantly below curriculum standards. In primary grades these children that are "Just Below" fall under "developmentally delayed" and therefore do not receive one on one or small group support from an additional teacher. Our school had a curriculum support teacher in the past which would assist with the instruction of children that f</p>
Eastern	Both	<p>This is really a class size issue. As you increase the number of students in the classroom, the number of students with documented needs increases. Balancing those needs with the needs of all other learners is such a challenge. Students on both sides are not receiving a fair education, and the teacher workload is increasing all the time. It's not about not wanting to do the work, it's that the work is becoming unmanageable. I want to be a good teacher. I want to meet the needs of my students.</p>
Labrador	Personally	<p>This is tied into the larger class sizes. Teachers go into education with one or two teachable subject areas they may do one course in exceptionalities, so when you have a large class with many different student needs, the teacher can become overwhelmed and students' needs will not be met. Teachers are not equipped to do the best they can for their students with needs. It is an excellent idea but has not been executed in a way to help the students.</p>
Eastern	Both	<p>This program is seriously under-funded. We currently have in our junior high school the first cohort of students to have experienced inclusive education since Kindergarten. The result? We have children who do not exhibit strong work ethic, significant learned helplessness, lack of critical thinking skills, the inability to attempt work independently. I could go on and on about this, but it is an exercise in futility. Let's be honest here: we have 'inclusive' education because the optics look positive. In reality, the Inclusive Education Initiative is a farce that has set up children to fail. Children with real learning needs fall through the cracks of the education system because they are not receiving the small group instruction they require on a regular basis. Then, we have children without diagnosed learning needs who are being treated as though they do because there is insufficient in-class support. One teacher cannot do it all!</p>
Western	Both	<p>This service model is the worst that I have ever encountered in my 24 years of teaching. Students that are highest needs(pervasive and behavioural) are taking all the extra support from my classroom. The classroom is a dumping zone. Students that would benefit from regular IRT support, that would enable them to move off the service model, are rarely seeing anyone. I have students who should get supports for tests and major assignments and never get them. These students will more than likely fail if something doesn't change.</p>
Labrador	Both	<p>This year we have lost a full IRT unit and three IRT's out of a total of five in our school are in the classroom each teaching an academic course at the high school level in order to reduce class sizes, not as part of co-teaching and inclusive initiative but as the subject teacher. This means that on most days of the cycle we have 2 IRT's for 2 or 3 periods out of a total 6 periods to participate in inclusion and address the needs of the students who do not participate in the regular classroom. We are not able to fully engage effectively in the inclusive initiative because there is not enough of us to go around. Another consequence of this is that weir's, are losing many prep periods as we try to accommodate the needs of students who require our assistance especially during assessments for example. This is increasing our take home work and impacting our family life and making the job much more stressful.</p>

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Central	Both	Three students with autism along with the rest of the challenges in an average classroom with very little in class support makes it extremely difficult to meet the individual needs of all the students in my room. More in class support is desperately needed to make inclusive education work
Central	Both	Through inclusion we have excluded! there are not enough student assistants to facilitate learning in the classroom which results in grouping of resources and therefore not optimal placement. there is not time for planning and collaborations. All resources are used by pervasive students.
Eastern	Both	Time required for planning has greatly increased.
Eastern	Students	To be able to provide an inclusive environment we need the proper supportsand we DONT have enough student assistant hours as just one example.
Central	Both	Too many children in large classes with such varied needs + insufficient staff resources = Stress for children with exceptionalities, stress for classmates, and stress/frustration for staff!! Ultimately, if there were more Student Assistants and Instructional Resource Teachers, we MAY be able to effectively implement the inclusion model. As things stand, we are stressing the children, ineffectively meeting children's' academic and behavioural needs and devastating teachers.
Central	Personally	Too many classrooms have students with too many needs without any classroom support. Students are feeling discouraged because they are not performing well successfully. Teachers are frustrated because they are "scrounging" to meet the needs of all students.
Eastern	Both	too many different exceptionalities to have to deal with in the regular classroom...similar to trying to talk to 30 people who speak 30 different languages and none of which I am fluent in.
Eastern	Both	Too many needs in one class. Too little resources. Students are not receiving supports and instruction they should.
Western	Both	Too many needs in one classroom and not enough supports to effectively meet student needs. All students are suffering from the lack of support.
Eastern	Students	Too many needs in one classroom with very few supports
Eastern	Students	Too many needs in one room with only one teacher. I have 15 students with needs. I have students who are capable of higher level learning, and I can't motivate them or provide challenges for them because I am engaged in trying to get others by.
Eastern	Both	Too many needs not enough support
Western	Both	Too many needs to have to be met in the classroom
Eastern	Both	Too many needs. So much focus on these children therefore little time to focus on the average children.
Eastern	Both	Too many students in a workload for irts. Not enough time to meet their needs as you end up spending your time with behaviour problems because of lack of student assistants
Eastern	Both	Too many students in classes to attend to the learning needs of all.
Western	Both	Too many students in my class to provide the much needed one on one support that these students need.
Eastern	Students	Too many students on my caseload -DHH
Eastern	Both	Too many students with varying ability levels in one class which teachers are expected to instruct everyone with little support. This is a disservice to all the students in the class. The low ability level gets more attention, middle and higher level students do not get near enough attention from the teacher in the classroom. All students will not be able to improve to the level they should. We are spending our time ensuring that those at risk or failing are attended to the most, unable to focus on others improving their achievement levels. Not enough support to all classes, robbing Peter to pay Paul - always happening.
Eastern	Both	Too many teaching resources going to this model with little success
Central	Both	Too much of a variety of programming in one class to fairly serve each child
Eastern	Both	Too much prep work Too many kids to keep track of such a high variation of needs

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		Teachers are taking on IRT responsibilities while IRTs are taking on Student Assistant responsibilities Takes away from classroom management and diverts student attention
Eastern	Both	Too much time is spent dealing with behaviours of particular students rather than on curriculum - last of support in class (SAs in particular) make inclusion very difficult. Students are distracted with a child with ASD is running around the room because there is no assistant with him/her and there are 29 other children that need to be taken care of.
Eastern	Students	Too much time taken up dealing with their behaviour issues which is disruptive to other students. Not enough time to sit with struggling students.
Eastern	Both	Total lack of support such as human resources and planning time.
Eastern	Both	trying to deliver the same outcomes in such a variety of ways and also watering down outcomes so that all can achieve.
Western	Personally	Trying to find time to modify courses for students who require it, while teaching/meeting outcomes for others who do not.
Western	Both	Trying to implement inclusion is very difficult when there are no student Assistants available due to no extras being hired.
Eastern	Both	Trying to incorporate activities for all students in class, including special needs students and students with severe behaviour problems has taken the teachers' focus from the curriculum for the majority of the students in class.
Central	Personally	Trying to teach both and academic science course as well as 2 general science courses at the same time.
Western	Both	Unable to provide services to all students needing services. More IR Teachers are needed.
Labrador	Both	Unable to meet students needs. Left in classes with pervasive needs students and 30 more students to manage. Have to ask mature students to take pervasive needs students to washroom.
Eastern	Both	Unable to provide. Do not get any IRT supports in my class.
Central	Both	Unfortunately with the number of students in my room and the lack of resources for students with exceptionalities, inclusion is only a theory.
Western	Both	Unless diagnosed with a learning disability, basic students lumped into academic classes where they are not having success and are a distraction to other students and to their learning
Eastern	Both	Very challenging for teachers to meet the individual needs with so many students in our classrooms
Central	Both	very difficult implementing inclusive Ed when the classrooms are over crowded and large number of students. all students are suffering. Behaviours are negative by needy students, other students distracted by behaviours, teacher has to stop instructing or one on one attention to deal with negative behaviours. little work or teaching can take place
Western	Students	Very difficult providing the necessary interventions to students who need the help.
Labrador	Both	very difficult to add this initiative to the over burdened classroom teachers. Over stretched, touching the surface, feeling like not doing a good job - just keeping head above water - very stressful.
Eastern	Both	Very little time allotted for IRT to come into the classroom- not enough of them.
Eastern	Both	Violence and bullying in the classroom is harder to deal with if the child has special needs
Central	Both	Violent student outbursts in an already crowded classroom
Eastern	Both	Way too many diverse needs to be effective
Eastern	Both	Way too much demand on IRTs. We have less IRT time in our school this year to meet the same needs that we had last year. According to the service delivery model, students with higher needs have to be serviced first,etc. Therefore, our pervasive needs students are getting full support from IRTs, then what time they have left over has been shared amongst behavioural issues and those students with alternate programming (and a diagnosis). It's the 'borderline' students who are getting ZERO support from the IRTs for the most part or students who would benefit from extra IRT support but who do not have a diagnosed exceptionality or who are not 'severe' enough.

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Central	Personally	We are a small-medium sized school so two of our advanced courses are taught on CDLI. I was given the M-teacher responsibilities this year. During one period I have to oversee the 5 (academic/advanced) students taking a CDLI course, I have to teach AD 3200 which consists of 18 students in another classroom, and AD 2200 for one general student who took AD 3200 last year (and cannot repeat the same course). Within the AD 3200 I have one student with social anxiety who cannot be in the same room with the other students, so he's sitting off in a fourth room. Of the AD 3200, one is on a modified curriculum and 7 others have diagnosed exceptionalities, none of whom qualify for a student assistant. I have literally had to physically move classrooms and alter all the first section of this course from previous years in order to teach some of the course outcomes.
Eastern	Both	We are continually asked to continue doing more with less resources. Students with a variety of needs, not only academic, but with mental health concerns require daily one-one support. It seems that everyone recognizes that mental health concerns are on the increase and PD is being provided for administrators but we are not resourced to handle these concerns.
Central	Both	We are in phase 8 of the Inclusive Education pilot implemented this school year. The expectations of inclusion cannot be met even with the \$3250 budget and 10 sub days. We will have to prioritize our response to students.
Central	Both	We are reduced teaching staff this year by 1.5 units from last year and now teachers are spread too thin to offer the co- and extra curricular activities that are paramount to our inclusive approach to education in our school.
Eastern	Both	We are teaching 11 pervasive needs students with one full time teacher and another for 80% with severe needs. With the old model of pathways c,d,e,f,g, we would have had 3 teachers.
Central	Students	We cannot even deliver this service.
Labrador	Both	we do not have enough hands to supervise, porter, toilet our high needs students. our students that need some extra helping/programming/courses are getting theirs, but the inclusive co-teaching in our school has had to be reduced/stop to allow us to provide service to the highest needs in the pyramid.... the initiative is not being properly resources and IS DOOMED TO FAIL
Western	Students	We do not have enough irt support to help those who need it. I struggle to reach the needs of all my students.
Western	Both	We do not have enough IRTs or SAs to adequately support our students inclusively.
Western	Both	We do not have enough IRT's to service the regular classroom, there is a lot of alternate pull out
Central	Both	We do not have enough IRTs to support inclusive education for all core subjects; thus, our students are only able to get support for Math and language. Students who need the extra are not able to get it and not reaching their full potential.
Eastern	Both	We do not have enough resources in regard to SA or IRT Support to met the needs of our students. Trying to force inclusion to students who are not necessarily benefiting from it is impacting those students, as well as, those in the main stream. Teachers attention is with those requiring more help/resources.
Eastern	Both	We do not have enough student assistant time
Eastern	Both	We do not have the proper funds or the proper teaching allocation to allow for work on the inclusive education initiative. Our staff is overworked as it is.
Eastern	Both	We do not have the resource personnel to have effective inclusive education. We are stretched to our very limit. On our IRT schedules, we are placed in as IRT support in many classes with the hope of working with classroom teachers to help with the diverse needs of the inclusive classroom. The reality is, we cannot always be in these classrooms due to testing and assessment support needs that take us away from our scheduled classes. I always feel ineffective at the job I should be doing. We need more IRTs to make inclusive education work.

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Labrador	Both	We do not have the resources to provide to our students or to do justice to inclusive education. Therefore students are suffering.
Labrador	Personally	We don't have the supports for inclusion. Most of the inclusion happening at our school is done at the expense of other students.
Western	Students	We have 2 students who have defined exceptionalities, and because of the lack of teaching units, these students are doing ALL courses online either through CDLI or Nautikos. A student with no defined exceptionality would find this challenging, however, we have 2 that have been defined and we do not have the teaching staff to support these students, keep them motivated and have them be successful.
Central	Both	We have 25% of the student body on ISPs and .50 of a unit for IRT. Thus, it is now my job to deal with more learning issues in my class by myself without proper training? Does this break my collective agreement on work!
Eastern	Both	We have a limited (loss IRT time) amount of IRT resources, which means that our students are not getting the supports they need/deserve.
Eastern	Both	We have a number of our students who are really struggling in the classroom due to a variety of reasons - there is just not enough support available to support these children as they need to be supported in order to help them meet with success and to ensure success of all children in their class(es)
Eastern	Both	We have an inclusive initiative without the proper support systems in place to meet the needs of children in our classrooms. Cuts in IRT and student assistant positions/time is not helping support an initiative that REQUIRES these services and interventions.
Central	Both	We have autistic, non-verbal children in our school who are receiving little support academically, but are supposed to be doing the regular curriculum. There are few resources provided to the teacher to help him/her plan for these children. Everyone, including the IRT teachers, are stretched to the limit, and these students special needs are not being met.
Labrador	Personally	We have been mandated to be inclusive, however, we are also expected to continue to meet individual needs that may occur outside the regular classroom, teach all types of students in all classes, supervise exams, help students with scribing, teach students how to use new technology etc. but also be in the regular classroom. Unless someone has a replicator that can make 3 or 4 of me this is absolutely impossible. With class sizes what they are it becomes even more difficult to have a class that is appropriate for inclusion. In the current school climate NO ONE is benefiting from inclusion.
Central	Students	We have had students that were receiving IRT support last year but those resources go to the students with the greatest need. Since we have new students this year then students that have received supports are not getting them now. Parents are very upset over this and the first place to voice their concerns is the school.
Eastern	Both	We have many children in our K classes with challenges. Often times it's us and twenty children. FDK is not properly resourced. Inclusion is a disservice to children who cannot cope with the "daycare like" atmosphere of our newly designed classrooms.
Eastern	Personally	We have more issues in the classrooms with more students. One student's needs can be overwhelming and can affect the whole class in many ways - not just attention but in resources. There are not enough student assistant hours and some needs can take up more than one staff member at a time. I have to provide student assistant support myself everyday.
Labrador	Both	We have some seriously needy cases in SpEd. This depletes any "extra help" time with our many, many delayed learners. Kids are floundering through the year with no special help in sight.
Eastern	Students	We have students in grade 9 doing enriched math sitting next to students who need the core objectives modified, with 29 students in the class, this is not helping any of the students move forward.
Eastern	Both	We have students in high school who are being serviced with reading difficulties with no individualized program. i.e. barton etc...those students who have availed of this are paying for it privately.
Eastern	Both	We have students in our school that require such direct supports when they are included with their classrooms' activities from time to time that we have to pull resources from other students in order to do

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		so. For example, if we have two students with cognitive impairment in one class, we may be resourced for one "help" such as an IRT or student assistant. However, in reality, it takes two "helpers" to make the experience meaningful for the students. By having only limited resources, the students are there for the sake of saying we are inclusive but their learning is not meaningful in any sense. They need support in order to be included but that support is often not available or available in only limited ways and means. By way of direct example, we have four students who require portering assistance and yet we have only three student assistants to help. IRTs then have to be pulled from assisting with academics in order to provide such support.
Labrador	Students	We have students in the regular classroom which need to be in the IRT classroom but there isn't enough allocation to provide the right education. It is difficult for teachers to provide enough support for these students.
Western	Both	We have students with very high needs, many of the needs being pre-academic, which are extremely hard, if not impossible to meet in the classroom while also teaching the rest of the class. Also, much IRT time is put into children who have extreme needs, leaving out the students who just need a little bit of support in order to help them become successful in the classroom.
Eastern	Both	We have teachers who choose not to take lunch breaks or prep time as they feel there is not enough SA time to cover the supervision of pervasive needs children during lunch and recess time. We have no IRT time in the classrooms for children who need extra attention and are on ISSP.
Labrador	Both	We have too few resource teachers to cover the needs of the children. We are only able to provide programming for functional curriculum and alternate courses. Any children who need alternate programs are not receiving any support from IRTs. Classroom teachers are trying to meet these needs in the classroom but are failing.
Central	Both	We have too many students in our classrooms that are not getting the help they need. They are there to fail. Nothing we can do about it with the inclusive education initiative.
Eastern	Both	We have very large, inclusive Junior High classes where the needs are far beyond what one teacher can provide. Course outcomes cannot be met. Students' needs cannot be met. Teachers are stressed and struggling in the classroom.
Central	Personally	We lost .25 unit of IRT time but yet we have 2 extra students added that need severe support this year. There are often times I am left in class with students with special needs that have no IRT because they are busy with other students and no Student Support Workers because we don't have enough of them either. So my time is focused on trying to either engage this student or deal with their outburst and discipline rather than teaching the rest of the students.
Western	Students	We need more IRT and SA to deal with the large number of needs coming into kindergarten
Eastern	Both	WE NEED MORE MONEY AND MORE TEACHERS to correctly implement
Eastern	Both	We put so much in to help those with greater needs and rightly so but now SLD, get barely looked at because someone is in the building with a greater need who requires A SA, can't talk or whatever. God forgive me, it is terrible to even think it but why can't all of our students get the required help. Teachers can't do it all without help.
Eastern	Both	Well I am teaching grade 4 this year but I am a trained IRT teacher as well. My heart is with including children with various needs in the classroom when it is of benefit to them. However, that is not always the case. Unless the proper supports are put in place we are setting these students up for failure, which I do not agree with. We need more supports, more space, more resources, more in servicing, more planning time...do I need to go on?
Western	Both	What inclusive education? It is disrespectful and shameful what is being put off as inclusive education. Children with pervasive needs are being grouped together (2 or 3 in one room) with one student assistant. Often times IRT teachers are called out to do accommodations and the student assistant is left alone to attend to student personal needs alone. Because of the cutback, IRTs are now doing the job of the student assistant and oftentimes student accommodations and programming for other non-pervasive needs cannot occur.

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Eastern	Students	What would be prep periods taken to help with irt in classroom. Loss of prep time
Eastern	Both	When giving a test I need 6 teachers to help so that students are receiving the accommodations needed in order to complete the test.
Labrador	Both	When having students who are on alternate or modified programs and little to no help from IRT support, it makes it very difficult for them to function in the classroom and for individual instruction when needed. It can be frustrating for both the classroom teacher and student
Eastern	Both	When high needs students need to be covered and there is not enough student assistants then it falls to IRT to cover and this time comes from the inclusion time for grade levels therefore less time again for students who need help with reading and math.
Eastern	Both	When this Inclusive Education model was proposed to teachers, we were guaranteed that we would be provided with whatever resources were required. TWO resources are critical; technology resources and IRT's. Since the inception of this program the allocation for budgets for both have shrunk, despite what we were told, and have been continued to be told. Regular classroom teachers have fewer periods with IRT's in their classroom than ever.....this is a number which does not lie.
Eastern	Both	When you are trying to teach and you have a child with autism screaming, swearing, jumping and throwing things and another teacher has to disrupt her class to remove all the children for safety reasons. Both classes are disrupted. When you are in a class with 4 or 5 children with severe Learning Disabilities and have to scribe for them all while trying to help the others at the same time. When a students anxiety and their meltdowns prevent teaching.
Western	Both	Where the model is needs based, resources are pulled towards the highest needs in the building. As such, students with lesser needs are either not receiving service, or are not getting adequate service to meet their needs. As such, many students are not getting accommodations they are entitled to. Additionally, many teachers do not know how to adequately assist students with exceptionalities in their classrooms.
Central	Both	While attempting to make our school inclusive, the number of students in each class make this very challenging. For example, in Drama 2206, there are 32 students, plus two "pervasive needs" students and a student assistant. It is very challenging to complete the activities and make sure that all our students are getting the program they deserve.
Eastern	Both	While I agree with the inclusive education model I feel that the resources should be put in place to make inclusive education successful. Once again the majority of the planning and implementing is left to the classroom teacher increasing the demands once again placed on the classroom teacher. Often times we are left on our own without any assistance in inclusive education classrooms.
Eastern	Both	While inclusion seems like a wonderful idea in theory does not work in the classroom with behavioural issues and modified curriculum, not without the proper supports and our school system is desperately in need of more competent support staff to support the inclusion model.
Eastern	Both	While inclusive education provides great socialization skills it does little to meet the academic needs of ALL students, especially those needs of the children it is meant to include.
Western	Both	With 30 plus students in a classroom with varying degrees of special needs, one teacher cannot meet all the needs of every student. The teacher tends to leave the "more academic" students to themselves while trying to help the less academic students in the classroom. One teacher cannot possibly help all 30+ students every class.
Western	Both	With 34 students in a class...no room for supplies, desks, impacts delivery of curriculum as a result of higher numbers of students with diverse needs and behaviours in the class. Challenges include classroom management, meeting the diverse needs of students who usually have student assistants with them, but are now on their own in the classroom.
Eastern	Both	With bigger class sizes and fewer resources it is very difficult for a teacher to offer inclusive practices. If

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		anything oftentimes our students are being excluded because their needs are not able to be met. All students suffer.
Labrador	Students	With cuts to numbers of units, student support staff may now be assigned teaching duties in addition to resource slot and / or class assistance. There are fewer people to go around, with increasing numbers of student issues.
Eastern	Personally	With having to scribe or transcribe, learning disabilities and various behaviour issues it is difficult to meet the needs of all.
Labrador	Both	With inclusive classrooms and insufficient student assistant time available - class time is lost for classroom teacher to deal with many behaviours of exceptional students. Also difficult to make every lesson inclusive
Central	Both	With inclusive education, all students are included in the "regular" classroom. But, resources (such as IRT and Student Assistant time) are not adequate. I teach many students who qualify for SA time, but who, due to budget constraints, do not have a SA.
Western	Both	With inclusive education, more and more students are spending more time in the regular classroom but are not getting the supports that they need.
Central	Both	With increased class size it has been extremely difficult to provide education for those students receiving supports in an inclusive environment. We do not have enough resources to meet out school needs.
Western	Both	With increased class sizes inclusive education makes it impossible to deliver the prescribed curriculum.
Eastern	Both	With increased class sizes, major behavioural issues and lack of teacher supports, the idea of inclusive education is diminished.
Central	Students	With IRT resources being significantly reduced in the majority of the 7 schools I work in, inclusive practices have not been effective. Students requiring individualized support are not receiving the support they need to be successful. The inclusive model has not been successful in my area.
Eastern	Both	With larger class sizes it is more difficult to meet the needs of students in an Inclusive environment. In today's society it seems that the majority of students require some level of support whether or not they are on an IEP. It is very difficult to meet all these needs in a class of 28 to 32 students.
Eastern	Both	With less support in the regular classroom and students who are pushed ahead without achieving the outcomes for graduation, the number of students requiring inclusive education has put pressure on the classes where they are accommodated with students who do not need supports.
Western	Both	With limited IRT support allocated being spread over a large number of grades means many students do not get the full service they deserve.
Central	Both	With mental health issues becoming more and more prevalent in our youth, they are not receiving the support and accommodations needed to be successful in their programming.
Eastern	Students	With more students, and more diversity in needs for all levels of skilled or challenged students, and with less help in the classroom I am not able to do as good as a job as is needed. The skilled kids get their curriculum watered down. The challenged kids get less attention because teachers cannot meet their needs.
Eastern	Both	With so many students it's hard to help everyone
Eastern	Personally	With students reading and functioning below grade level, they are not getting the individual support they need and the other students are left waiting for long periods while trying to keep the included students going.
Eastern	Students	With such diversity the needs are quite overwhelming for a teacher and for the students themselves. Class sizes have an impact on this. Ensuring all needs are meet is quite the challenge
Western	Both	With the increasing class sizes, the lack of resources and support, children with exceptionalities are not getting what they need to progress in our school system. The students without exceptionalities are at times losing out because the teacher is spending a lot of time handling behaviour issues and helping those with exceptionalities. Some students would truly benefit from more one on one instruction. Some students work better in a quite space. The resources are lacking and students are not getting what they

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		need.
Labrador	Both	with the larger class sizes and the limitations on student services and student aid, there is less inclusion happening in the classroom because teachers just do not have the time or ability to help every single student in the room. Making the information presentable to every student at one time is difficult in any situation but with more kids per one teacher, it becomes even more difficult.
Eastern	Both	With the very limited amount of IRT time that we provided in our classrooms, it is virtually impossible to adequately address the individual needs of students...and these needs seem to become increasingly more diverse every year...
Eastern	Both	Within most classroom we have students who are academically grade levels apart, there are also students with extreme behavioural needs. Inclusion does not work without support. One teacher can not do it all!
Central	Students	Without resource people, this initiative is all but done. IRTs have gone back to 'pull out' supports only, due to increased # of students diagnosed with SLD, via a change in the DSM-5 which essentially increased LD diagnoses by about 7-10%.
Central	Both	Without teacher assistants being provided in the class, the inclusive philosophy amounts to no more that a cut in service for the children. It is saving the govt. untold dollars because the regular teacher now has to see to their needs.
Eastern	Both	Would be fine if proper resources were given. Lower teacher student ratio. More SA time.
Eastern	Students	You cannot be inclusive if you do not have support for the students with needs.