

# I. Survey Results:

- Educator
- Parent
- Public
- Student

**Commission on Inclusive Education**  
***Public Opinion Survey Results***

**February 2, 2018**

**Final Report**



## Methodology

The Commission on Inclusive Education invited Nova Scotians to participate in open, online surveys from November 21 to December 15, 2017, inclusive. The surveys were designed to solicit feedback from four stakeholder groups: educators, parents, students, and the public.

The total number of survey responses the Commission received for each survey type is displayed in the table below.

Survey	Number of responses
Educators	1,667
Parents	1,106
Students	1,108
Public	377

The educator survey was completed by a wide range of professionals in the Nova Scotia public education system, but the majority of respondents (61%) identified themselves as classroom teachers.

In order to complete the parents survey, respondents had to confirm that they were residents of Nova Scotia, and were the parent of a child in the Nova Scotia public education system or who had been in the public education system within the past four years. Just over one-half (51%) of respondents to the parents survey were residents of Halifax (HRM), and 36% of respondents indicated that they have a child with special needs in the public education system.

Respondents to the student survey were asked to confirm that they are a student in the Nova Scotia public education system or were in the public education system within the past four years. In addition, they had to be in at least grade 4. More than six in ten (63%) student respondents were from areas outside of Halifax (HRM), including a high number from Shelburne County relative to its population (21% of the overall sample). About one-quarter (24%) of student respondents reported they 'get extra help at school because of a difference in learning.'

The public survey consisted of nearly an even split of Halifax (HRM) residents (48%), and those residing elsewhere in the province (52%).

It should be noted that although many of the same questions were asked on all four questionnaires, the specific response options sometimes varied. The following sections identify the key themes that emerged from the survey results.

## Benefits of the Current Model of Inclusive Education

Educators and parents were asked to identify what is 'working well' with the current model of inclusive education in Nova Scotia. Both respondent groups identified the same top two benefits or positive outcomes of the current model: students accepting and celebrating each others' differences and learning from one another (Educators: 51%; Parents: 54%), and students learning and developing together in their community schools (Educators: 38%; Parents: 46%). Educators also selected better identification of student learning needs as a key benefit (placing third on their list, at 32%).

Furthermore, when asked to rate various elements of their school experience, parents expressed a high level of agreement with the statement *My child is an accepted member of the school community* (89% agreed, including 78% among parents with a special needs child in the public education system). More than three-quarters of educators agreed with the statement *Inclusive education programs provide different students with opportunities for mutual communication, thus helping students to understand and accept individual diversity* (77%), and nearly the same number agreed that *I feel comfortable working with students with special needs and their parents* (73%). Nearly seven in ten (67%) agreed that *Inclusive education is likely to have a positive effect on the social and emotional development of students with special needs*.

Student survey respondents also provided mostly positive reports about their own experiences in the system. More than eight in ten agreed with the following statements: *At my school all students are welcomed* (85%); *All of the adults at my school want me to do well* (85%); *At my school I get to learn from and work with other students in my class* (84%); *At my school it is okay if I have different views than others* (83%); *I feel safe and welcome in my school and classroom* (81%); and *My school has lots of programs and activities for me to participate in outside of regular classroom time* (81%). The results were similar among students with extra needs and those without.

Public survey respondents had mixed perspectives on the challenges faced by children with special needs. Most agreed that *Children with special needs are at risk of being bullied by other children* (81%), and only 50% agreed that *Nova Scotia is an inclusive society*. At the same time, 67% agreed that *The presence of children with special needs in the same classroom will help all typically developing children learn to be more accepting of diversity*, and 65% agreed that *Typically developing children are generally comfortable interacting with children with special needs*.

Those responding to the public survey were also divided with respect to the benefits of inclusion for children. About one-third (34%) of respondents indicated that all children benefit when typically developing children and children with special needs attend the same school; 13% indicated that typically developing children benefit more; and 21% said that children with special needs derive the most benefit. Another one-third (32%) were unsure.

### Challenges Facing the Current System of Inclusive Education

Educators and parents were also aligned in terms of the most important challenges or issues facing the current system of inclusive education in Nova Scotia.

The same four challenges emerged at the top of the list for both respondent groups, and in a similar rank order. On both surveys, the top two challenges identified were inadequate funding, staff, and resources to support students with special needs (Educators: 62%; Parents: 72%) and inadequate in-class supports for students with special needs and their teachers (Educators: 60%; Parents: 55%).

Educators identified an increased rate of severely disruptive student behaviour in school as the next biggest challenge (57%), followed by a growing number of students with mental health challenges and lack of supports (56%). The order of these two responses was reversed among parents (44% and 52% respectively).

Public survey respondents were similar in their outlook. They identified the top challenges facing inclusive education as inadequate funding/staff/resources (53%), an increased rate of severely disruptive student behaviour in school (46%), inadequate in-class supports (46%), and a growing number of students with mental health challenges, and a lack of support for all students (40%).

### Barriers to Inclusive Education

Educators and parents also provided similar responses when asked to identify the biggest barriers to providing quality inclusive public education in Nova Scotia.

Among educators, the top barriers to providing inclusive education selected were changing class composition (i.e., increased number and severity of student needs)(48%), a lack of funding/staff/resources to support students with special needs (41%), in-class disruptions and inappropriate student behaviour negatively affecting student learning (39%), a lack of time for teachers to meet the needs of all students in their classrooms (38%), excessive teacher workloads (35%), and inadequate in-class support for all students (31%).

Among parents, the top barriers identified were a lack of funding/staff/resources (47%), and in-class disruptions and inappropriate student behaviour (46%). These were followed closely by a lack of time for teachers to meet the needs of all students (41%), changing class composition (i.e., increased number and severity of student needs)(36%), and excessive teacher workloads (33%).

Educators also reported that there are shortages in the number of specialized teachers in the public system. Most respondents indicated there are 'too few' Teacher Assistants (92%),

School Psychologists (90%), Resource Teachers (83%), Speech Language Pathologists (81%), or Guidance Counsellors (81%). Moreover, majorities of educators assigned negative grades ('1' or '2' out of 5) to the system in terms of matching these specialized teachers with demand (i.e. ensuring there are enough specialized teachers available when and where they are needed).

These perspectives were echoed in their response to two statements presented on the survey. Few educators agreed with the statement *I am able to fully meet the needs of the students in my classroom* (17%), or that *There are sufficient supportive resources and professional services to support inclusive education in our schools and classroom* (4%).

Just under one-half of parents with children with special needs agreed with the statement *My child's adaptations/IPP are being implemented in the classroom as written* (47% agree), or that *I feel school staff are educated to meet the unique needs of my child* (49%).

Among public survey respondents, few respondents either *somewhat agreed or agreed* that there is adequate funding to support inclusive education in the public education system (16%), or that the funding that exists is spent wisely (15%).

Among those who completed the student survey, less than one-half agreed that *I get help from the guidance counselor when I need it* (45%); and *I get help from my resource teacher or TA when I need it* (42%). Among those students with extra needs, however, these percentages were higher (56% and 69% respectively).

### Educator Readiness for Inclusive Education

Educators were also asked to evaluate their own level of confidence and preparedness for inclusive classrooms. No more than one-third of respondents reported that their BEd program or other university or professional education prepared them well for the realities of inclusive education (29% agree) or helped them learn how to design and implement inclusive learning in the classroom (33% agree).

Furthermore, less than one-half of educators agreed with two statements that relate to their level of readiness: *I have the knowledge and skills required to educate students with special needs* (47%), and *My Bachelor of Education and professional development prepared me well for the realities of inclusive education* (19%).

In addition, educators were not optimistic that they can access further education that will increase their capabilities in this domain. Only one-third agreed that *Professional development opportunities are available to me that will increase my ability and confidence in supporting inclusive education* (33%), or that *Professional development opportunities are available to me that will help me learn how to implement individualized student programs* (33%).

A majority (59%) of educators who responded to the survey reported they have received *10 hours or less* of professional development on inclusive education in the past five years.

Furthermore, more than nine in ten (92%) educators *somewhat disagreed or disagreed* that they usually have enough time to meet with other professionals when necessary during the school day. Teachers reported that they spend, on average, 45% of their time on administrative duties, and 55% on the direct teaching of students.

### Priorities for Learning Environment

When asked to identify their priorities for changing the learning environment, educators chose *alternative programs, classes and schools* as their top #1 choice (35%), followed by intensive and timely behaviour interventions and support (22%), and safe, inclusive schools (21%).

When asked to rate various elements of their school experience, educators expressed a high level of agreement with the statements *The needs of some students with special needs are best met in instructional settings tailored to their needs* (96% agree), and *Inclusion sounds good in theory but does not work well in practice* (85%).

Furthermore, no more than three in ten educators agreed that *All students should be educated in grade level classrooms* (28%), and that *Classroom teachers' instructional effectiveness will be enhanced by having students with special needs included in their classes* (27%).

However, only 29% of educators agreed that *Children who communicate in different ways (e.g. sign language) should be educated in special, separate settings*.

For parents, the top learning environment priorities were classrooms and schools that are safe and quiet learning spaces for all students (35%), followed closely by special learning spaces in schools for students who require behaviour intervention, sensory support, counselling, help with math, and other special programs that are best provided outside of the classroom (28%) and alternative programs/classes/schools for students who require them (26%).

The top learning priorities identified by students were offering different programs, classes and schools for students with extra needs (18%); helping students learn life skills (17%), and making sure schools are safe and classrooms are quiet places to learn (17%).

For public survey respondents, the top priorities for changing the *learning environment* were social and emotional programs and supports for positive student behaviour including mental health (31%), safe, inclusive schools (28%), and alternative programs, classes and schools (27%).

## Priorities for Communication and Collaboration

Respondents to the educator, parent and public surveys all agreed on the same top communication and collaboration priority: working relationships between parents, teachers and school leaders. This response was selected as the #1 priority by 38% of educators, 33% of parents, and 51% of public survey respondents. In all three cases, parental involvement with their child's school program received the *second most* #1 choices.

The results of other questions on the parent survey suggest that most parents are content with the level of communication with their teachers and school leaders at the current time. More than eight in ten parents agreed with the following statements: *I am welcome in my child's school* (88%); *I am comfortable asking questions/discussing my child's progress/expressing concerns about my child's special education program* (82% among those with special needs children); *My child's school communicates with me in a variety of ways* (83%); and *I receive timely notice of meetings regarding my child's educational needs* (81%). Nearly eight in ten (79%) agreed that *My child's school and I participate in effective two-way communication throughout the year* (though only 68% among parents with special needs children).

Likewise, most educators agreed that *Parents have opportunities to engage in meaningful dialogue with school teachers and leaders* (88%), and that *My school values and encourages parent engagement and collaboration to support student success* (83%).

At the same time, parents were divided on those measures that reflect more active collaboration. Roughly one-half of parents who have children with special needs agreed that *My child's school helped me become involved to improve services and results for my child* (52%); *I was given information about the programming and placement options available to my child and was offered the opportunity to ask questions during program planning meetings* (50%); *I could disagree with what my child's school proposed as my child's school program and services without concern for negative feedback/impact* (52%); or that *At the beginning of the school year I am informed about the program planning process* (51%). Even fewer parents of children with special needs agreed that *I was provided information about school and community resources, supports and services available to me* (37%), or *I was offered the opportunity to participate in professional learning, workshops, webinars, etc. about special education issues and services* (12%).

The top parent and school collaboration priorities identified by student respondents were ensuring that parents are involved with their learning in school (32%), and ensuring that their report card makes it easy for them and their parents to know how well they are doing in school (29%).



### Priorities for Resources

There was a clear consensus among parents, educators and the public when it comes to resources: Adequate funding to meet student needs was the clear #1 choice among all three respondent groups (Educators: 63%; Parents: 53%; Public: 45%).

### Priorities for Interagency Collaboration

Parent, educator and public survey respondents also agreed on the top interagency collaboration priority: more programs and supports provided in schools and classrooms by outside agencies. Among parents, 36% chose this as their #1 priority. This was an even more popular #1 choice among the public (40%) and educators (52%).

### Priorities for Teacher, Administrator, and TA Education

Among educators, the top Teacher, Administrator and TA education priorities were early identification/intervention in pre-primary and primary (30%), more practical hands on professional learning in how to educate students with special needs (29%), and specialized professional learning programs for behaviour intervention, autism, special education, learning disabilities, etc. (25%).

Two of these three priorities also made the 'top 3' list for parents. Among this respondent group, specialized professional learning programs for behaviour intervention, autism, special education, etc. was the top #1 priority (29%), while more practical hands on professional learning in how to educate students with special needs (23%) was the second. More practical, hands on professional learning in how to educate ALL students (21%) was the third rated #1 priority (an option that was not provided on the educator survey).

In the public survey specialized professional learning programs for behaviour intervention, autism, special education, learning disabilities, etc. was identified as the top priority (33%) for Teacher, Administrator, and TA training.

### Priorities for the First Phase of a New Model of Inclusive Education

In recognition of the fact that a new model for inclusive education will likely be implemented in phases, respondents to the educator, parent and public surveys were asked to identify their 'top 5' priorities for the first phase.

Among educators, the top priority identified was alternative learning settings and programs for students who require them (29% naming it as the top priority). A new funding formula that is more responsive to student needs (16%) and more specialized teachers and staff to meet student needs in the classroom (13%) were next on their priority list.

Alternative learning setting and programs for students who require them was also the top #1 priority among parents (28%), although in this case there was a divide between those with special needs children in the public education system (22%), and those without (31%). Parents with children with special needs were more likely to choose a new funding formula that is more responsive to student needs (24%, versus 12% among those without special needs children), an option which was the second most popular #1 choice among parents overall (at 17%).

More specialized teachers and staff to meet student needs in the classroom was the 3<sup>rd</sup> most popular #1 priority (13%) among parents.

There was less of a consensus among public survey respondents on this question. The top priorities were more specialized teachers and staff to meet student needs in the classroom and alternative learning settings and programs for students who require them, both at 14%.



## ***Educator Survey Results***

December 2017



# Key Highlights

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- Of the educators who completed the survey, about six in ten (61%) are classroom teachers. Three-quarters (75%) of respondents have been working as an educator for 11 years or more.
- The top *challenges* facing inclusive education identified by educators are (1) inadequate funding/staff/resources, (2) inadequate in-class supports, (3) an increased rate of severely disruptive student behaviour in school, and (4) a growing number of students with mental health challenges.
- No more than one-third of respondents believe that their BEd program or other university or professional education prepared them well for the realities of inclusive education (29% agree) or helped them learn how to design and implement inclusive learning in the classroom (33% agree). A majority (59%) report they have received 10 hours or less of professional development on inclusive education in the past 5 years.
- Most respondents believe there are 'too few' teacher assistants (92%), school psychologists (90%), resource teachers (83%), speech language pathologists (81%), or guidance counsellors (81%) in the Nova Scotia public education system. Similarly, majorities of respondents assign negative grades ('1' or '2' out of 5) to the system in terms of matching these specialized teachers with demand.
- More than nine in ten (92%) educators somewhat disagree or disagree that they usually have enough time to meet with other professionals when necessary during the school day.

# Key Highlights (continued)

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- The top *barriers* to providing inclusive education identified by educators are (1) changing class composition (increased number and severity of student needs), (2) a lack of funding/staff/resources, (3) in-class disruptions and inappropriate student behaviour, (4) a lack of time for teachers to meet the needs of all students, (5) excessive teacher workloads, and (6) inadequate in-class support for all students.
- When asked to identify what is working well with the current model of inclusive education, (1) students accepting and celebrating their differences and learning from each other is identified as the top positive outcome, followed by (2) students learning and developing together in their community schools, and (3) better identification of student learning needs.
- In terms of priorities for changing the *learning environment*, (1) alternative programs, classes and schools is identified as the top priority, followed closely by (2) intensive and timely behaviour interventions and support, and (3) safe, inclusive schools.
- The top *communication and collaboration* priorities are (1) working relationships between parents, teachers and school leaders, and (2) parental involvement with their child's school program.
- The top *resource* priority is (1) adequate funding to meet student needs.
- The top *interagency collaboration* priority is (1) more programs and supports provided in schools and classrooms.

# Key Highlights (continued)

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- The top *teacher, administrator and TA education* priorities are (1) early identification/intervention in pre-primary and primary, (2) more practical hands on professional learning in how to educate students with special needs, and (3) specialized professional learning programs for behaviour intervention, autism, special education, learning disabilities, etc.
- For the first phase of a new model of inclusive education, the top priority for educator respondents is (1) alternative learning settings and programs for students who require them.
- When asked to rate various elements of their school experience, educators express the highest level of agreement (>80%, when 'not applicable' responses are removed) with the following statements: *The needs of some students with special needs are best met in instructional settings tailored to their needs; parents have opportunities to engage in meaningful dialogue with school teachers and leaders; inclusion sounds good in theory but does not work well in practice; my school values and encourages parent engagement and collaboration to support student success; and my school provides opportunities for students to engage and interact with a variety of peers to promote multiple perspectives and build relationships.*

# Key Highlights (continued)

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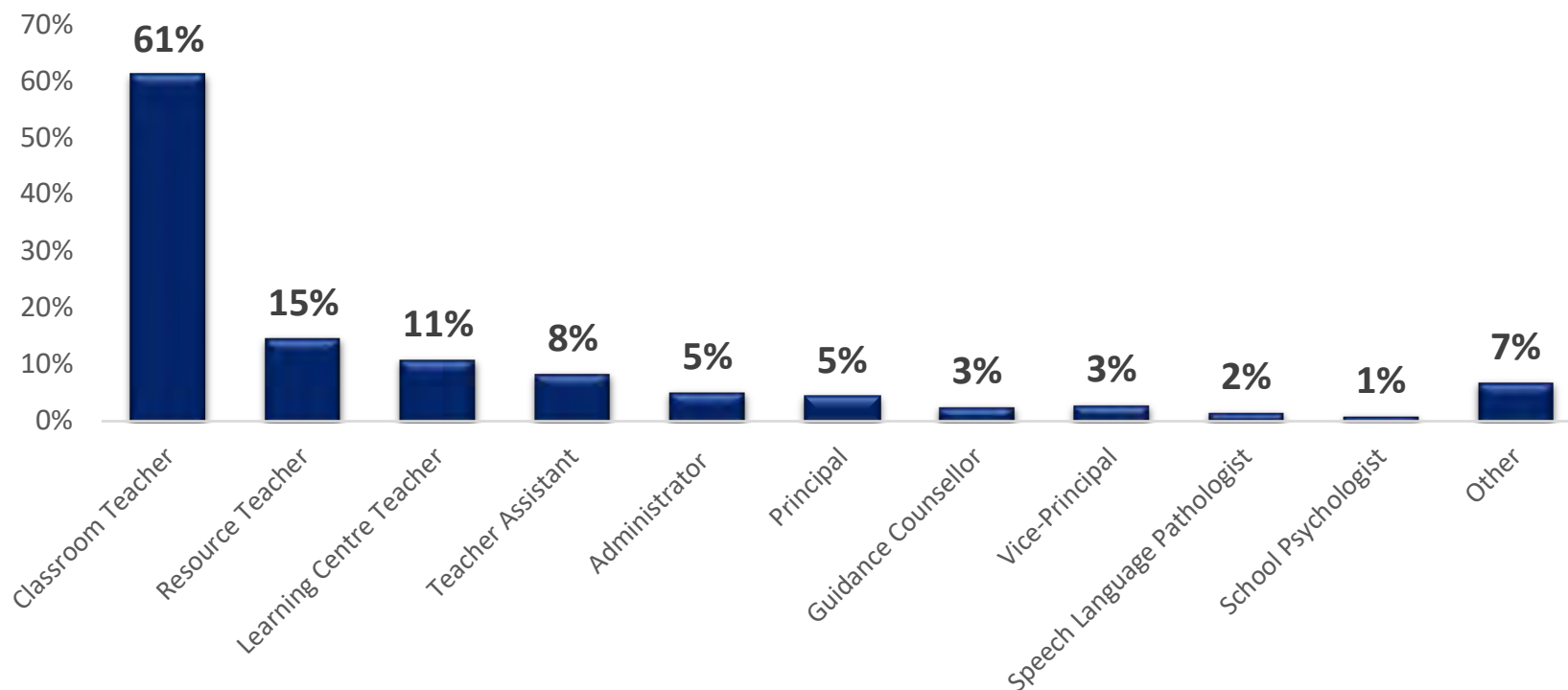
- Less than one-half of educators agreed with seven statements (when 'not applicable' responses are removed): *I have the knowledge and skills required to educate students with special needs (47% agree); children who communicate in different ways (e.g. sign language) should be educated in special, separate settings (29%); all students should be educated in grade level classrooms (28%); classroom teachers' instructional effectiveness will be enhanced by having students with special needs included in their classes (27%); my Bachelor of Education and professional development prepared me well for the realities of inclusive education (19%); I am able to fully meet the needs of the students in my classroom (17%); and there are sufficient supportive resources and professional services to support inclusive education in our schools and classroom (4%).*

# Educator Category

A total of 1,667 educators participated in the survey.



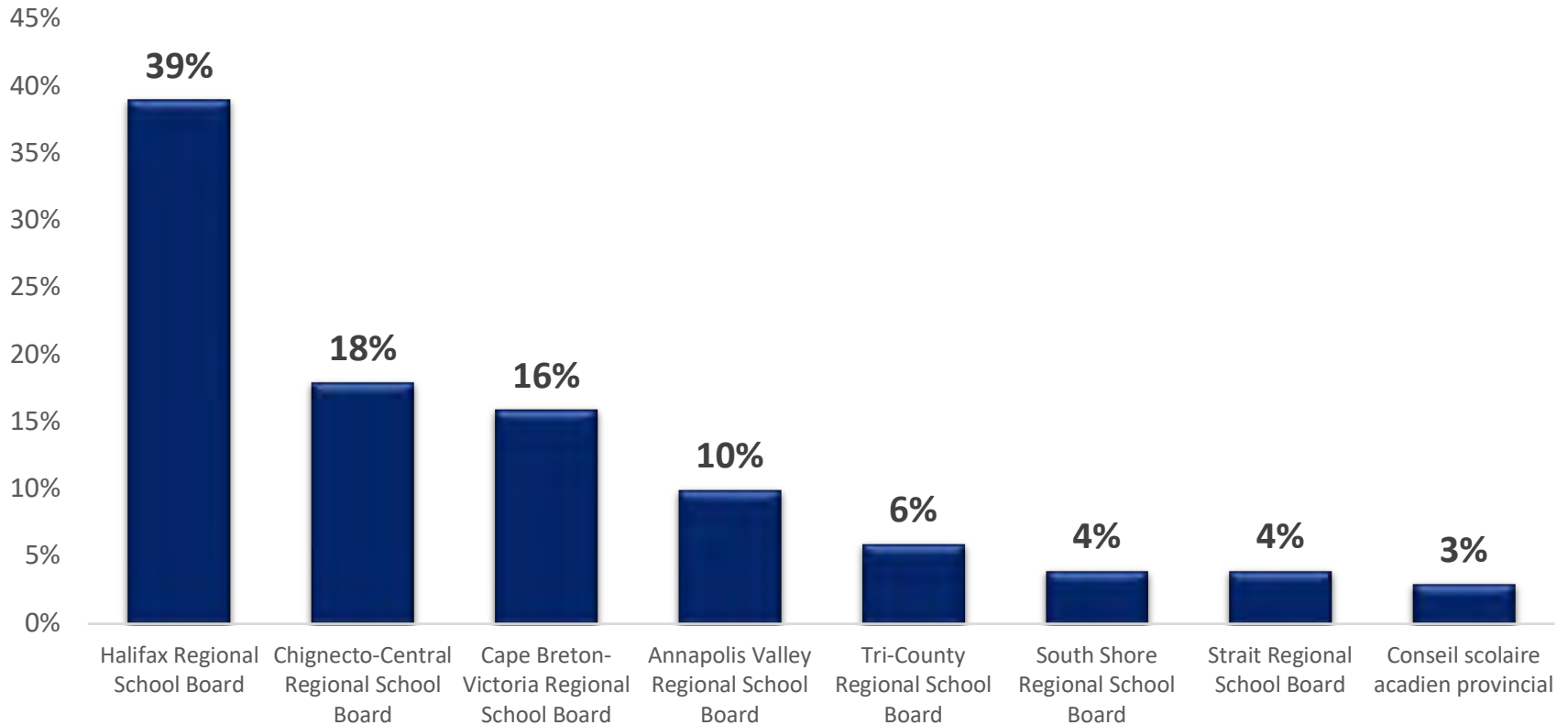
*Please indicate which of the following educator categories applies to you.*





# School Board

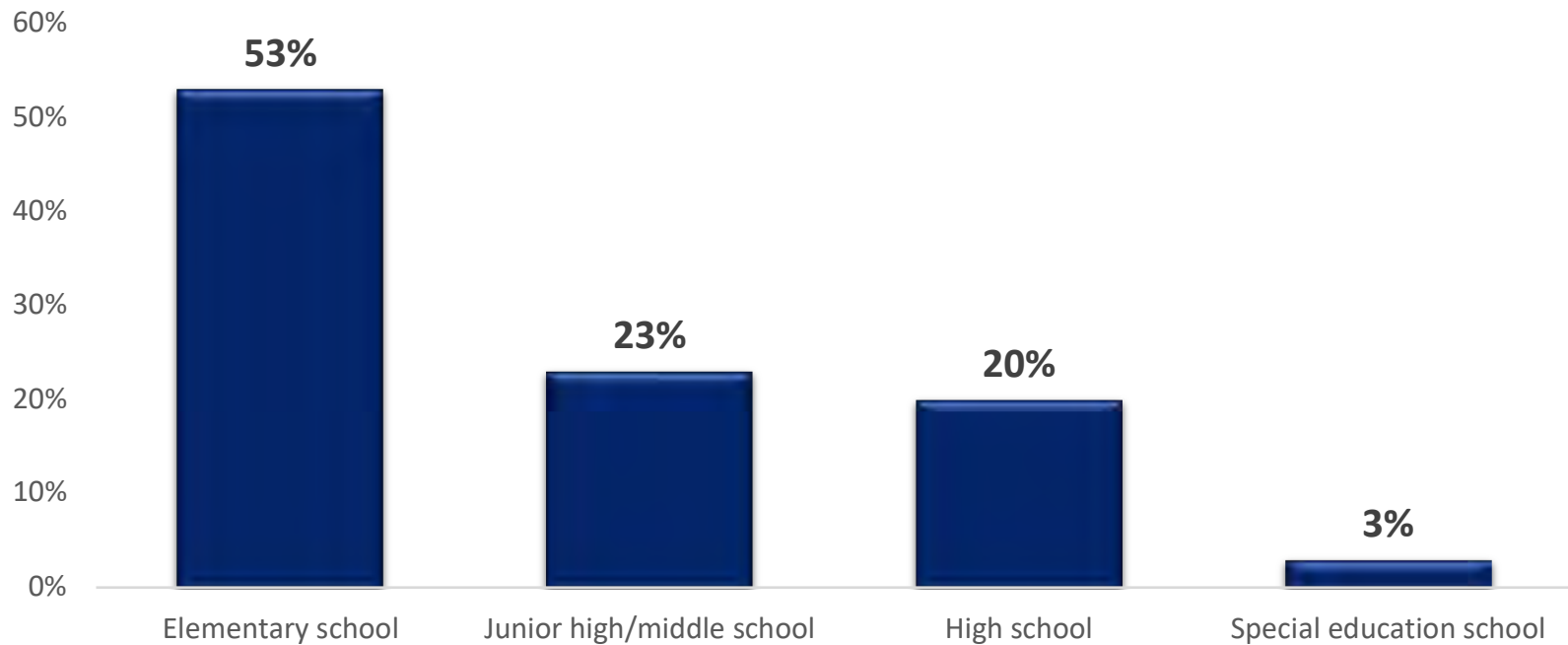
 *In which school board do you work?*



# Type of School

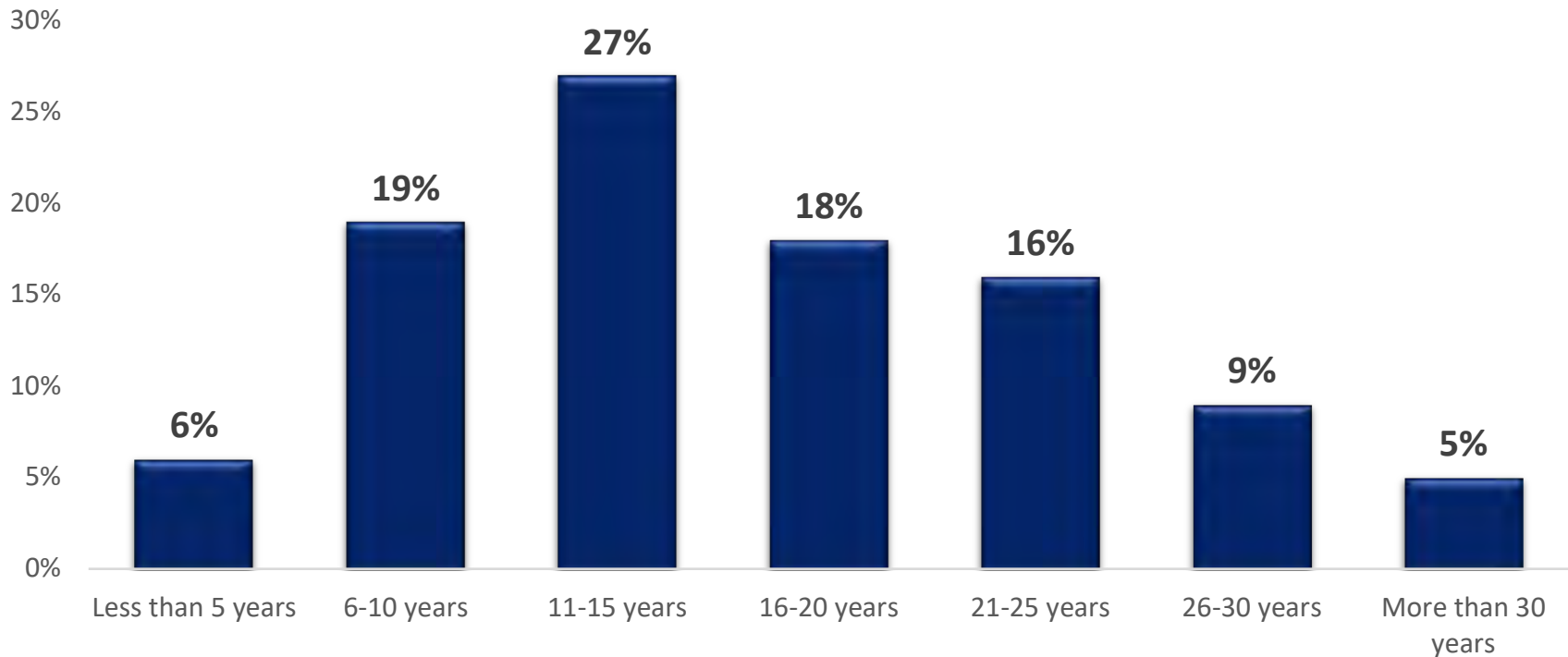


*Do you currently teach:*



# Years Working

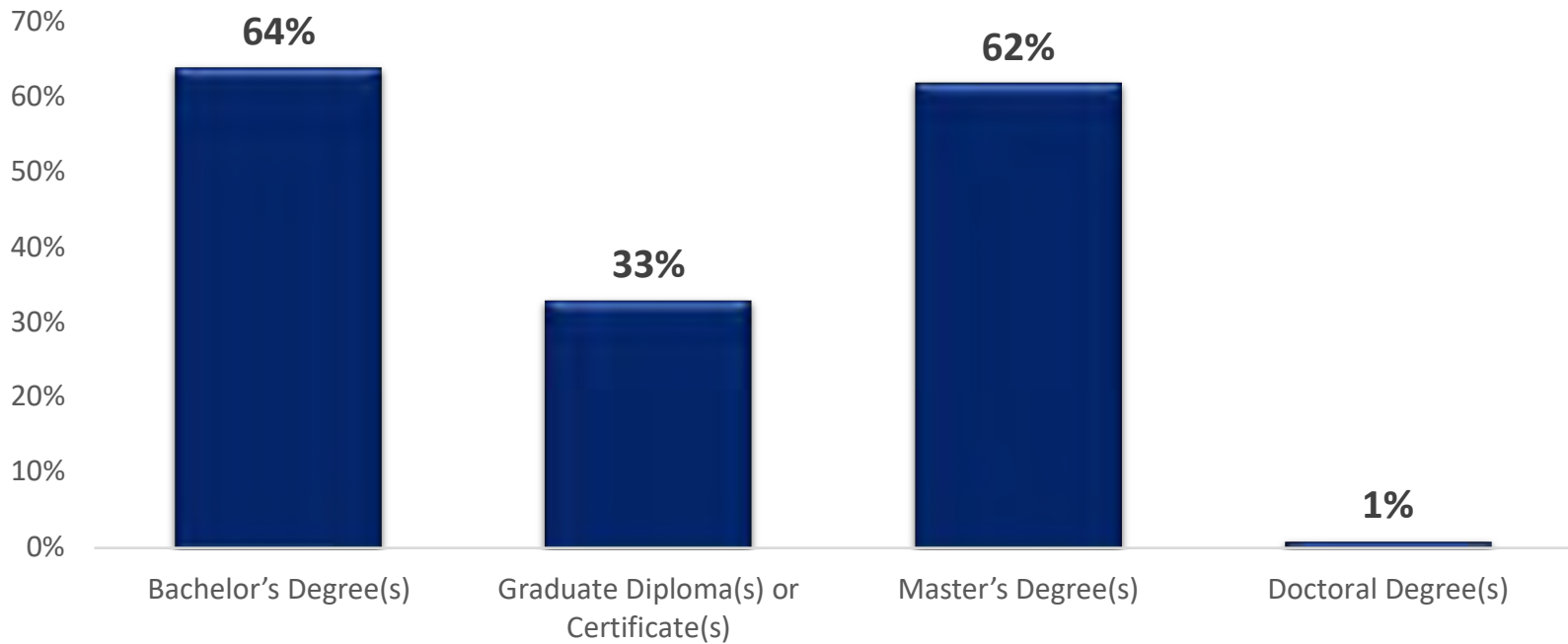
 *How long have you been working as an educator?*



# Educational Background



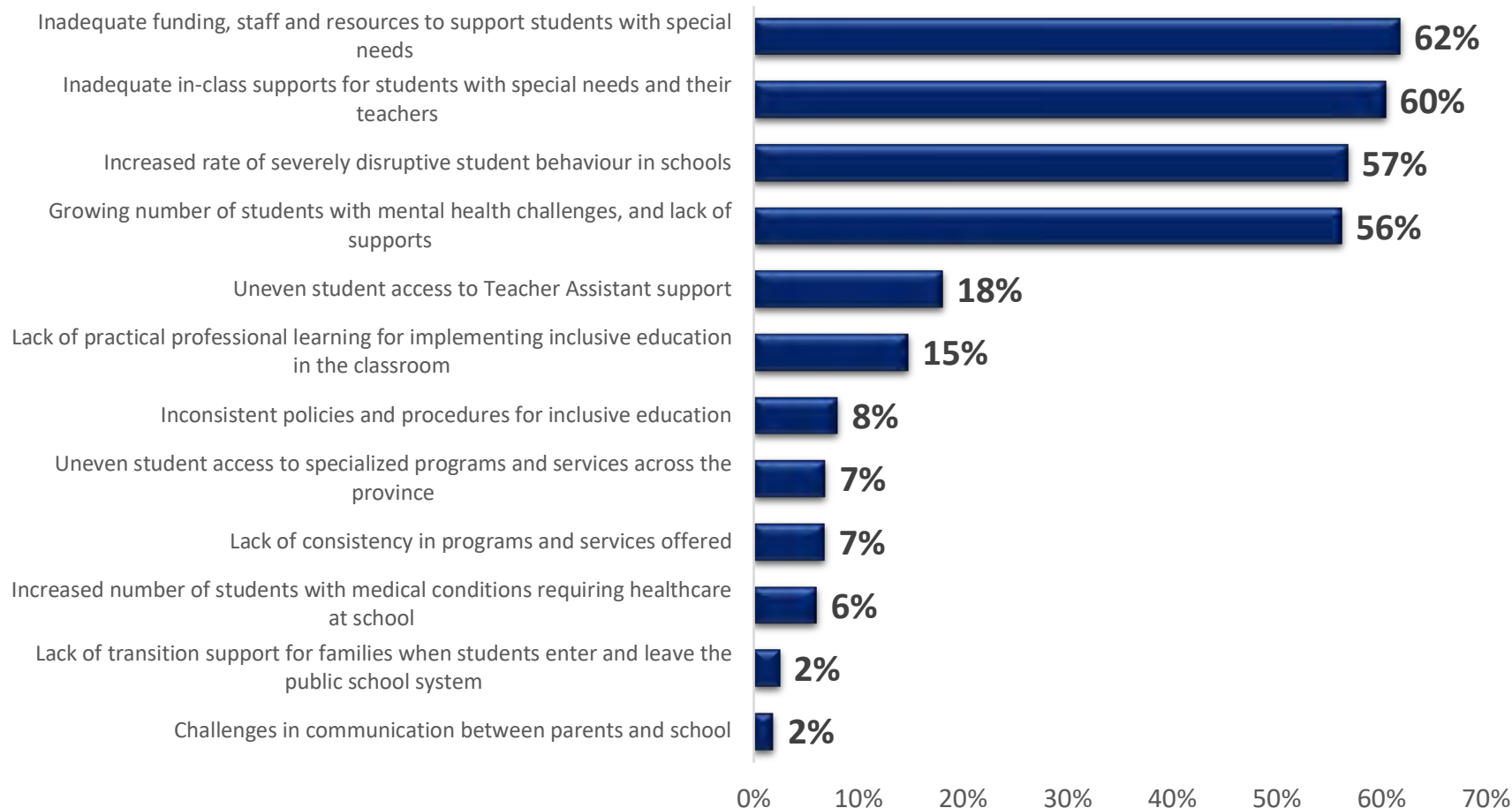
*What is your educational background? Check all that apply, including current studies and completed programs.*



# Challenges Facing Inclusive Education



*In your opinion, what are the most important issues or challenges facing the current system of inclusive education in Nova Scotia?*



# BEd Program/Professional Education

 *Please indicate the extent to which you agree or disagree with the following statements...*

	Agree	Disagree	Not Sure
Overall, my BEd program, or other university or professional education, prepared me well for the realities of inclusive education.	29%	<b>71%</b>	0%
My BEd program, or other university or professional education, helped me learn how to design and implement inclusive learning in the classroom.	33%	<b>67%</b>	0%
Professional development opportunities are available to me that will increase my ability and confidence in supporting inclusive education.	33%	<b>65%</b>	2%
Professional development opportunities are available to me that will help me learn how to implement individualized student programs.	33%	<b>65%</b>	2%

# BEd Program/Professional Education – By Experience



*Please indicate the extent to which you agree or disagree with the following statements...*

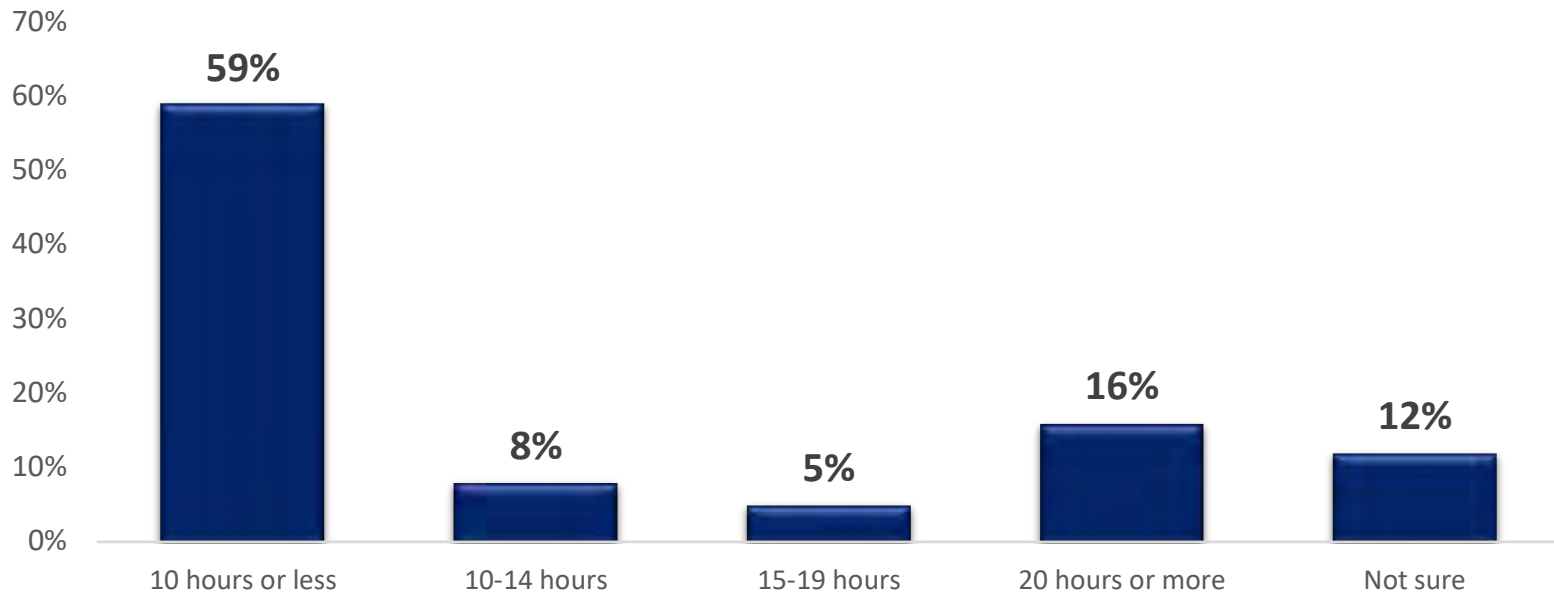
***-% AGREE-***

	Time Working as Educator		
	1-10 Years	11-20 Years	21+ Years
Overall, my BEd program, or other university or professional education, prepared me well for the realities of inclusive education.	28%	30%	30%
My BEd program, or other university or professional education, helped me learn how to design and implement inclusive learning in the classroom.	33%	34%	33%
Professional development opportunities are available to me that will increase my ability and confidence in supporting inclusive education.	31%	30%	38%
Professional development opportunities are available to me that will help me learn how to implement individualized student programs.	30%	30%	39%

# Hours of Professional Development



*How many hours of professional development have you received on Inclusive Education in the past 5 years?*





# Overall Supply Assessment

 Please assess the Nova Scotia public education system in terms of the overall supply (are there enough) of the following....

	Too many	About right	Too few	Not sure
Teacher Assistants	2%	5%	<b>92%</b>	1%
Speech Language Pathologist	1%	10%	<b>81%</b>	8%
Resource Teachers	2%	13%	<b>83%</b>	2%
School Psychologists	1%	6%	<b>90%</b>	3%
Guidance Counsellors	1%	14%	<b>81%</b>	4%

# Overall Supply Assessment – By School Level

 *Please assess the Nova Scotia public education system in terms of the overall supply (are there enough) of the following....% STATING TOO FEW*

	Elementary School	Junior/Middle School	High School	Special Education
Teacher Assistants	94%	89%	91%	82%
Speech Language Pathologist	88%	78%	64%	87%
Resource Teachers	86%	82%	77%	83%
School Psychologists	93%	89%	84%	83%
Guidance Counsellors	83%	86%	72%	72%

# Matching Supply with Demand

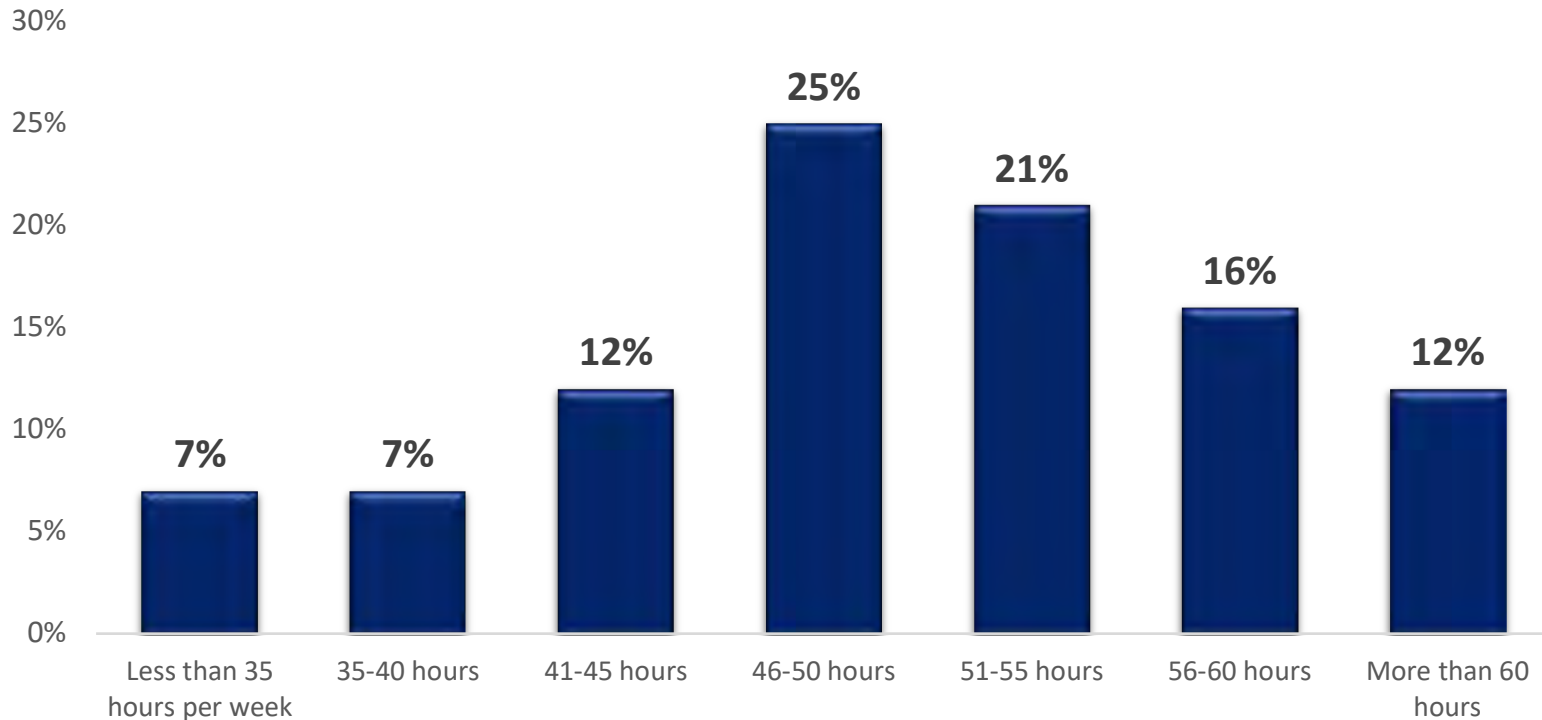


*Now, please rate the Nova Scotia public education system in terms of matching the supply of specialized teachers with demand (ensuring there are enough specialized teachers available when and where they are needed), using a scale of 1 (Poor) to 5 (Excellent).*

	Positive (4+5)	Neutral 3	Negative (1+2)	Depends/DK
Teacher Assistants	3%	11%	<b>83%</b>	3%
Speech Language Pathologist	5%	15%	<b>70%</b>	10%
Resource Teachers	7%	22%	<b>68%</b>	3%
School Psychologists	3%	10%	<b>81%</b>	6%
Guidance Counsellors	7%	18%	<b>70%</b>	5%

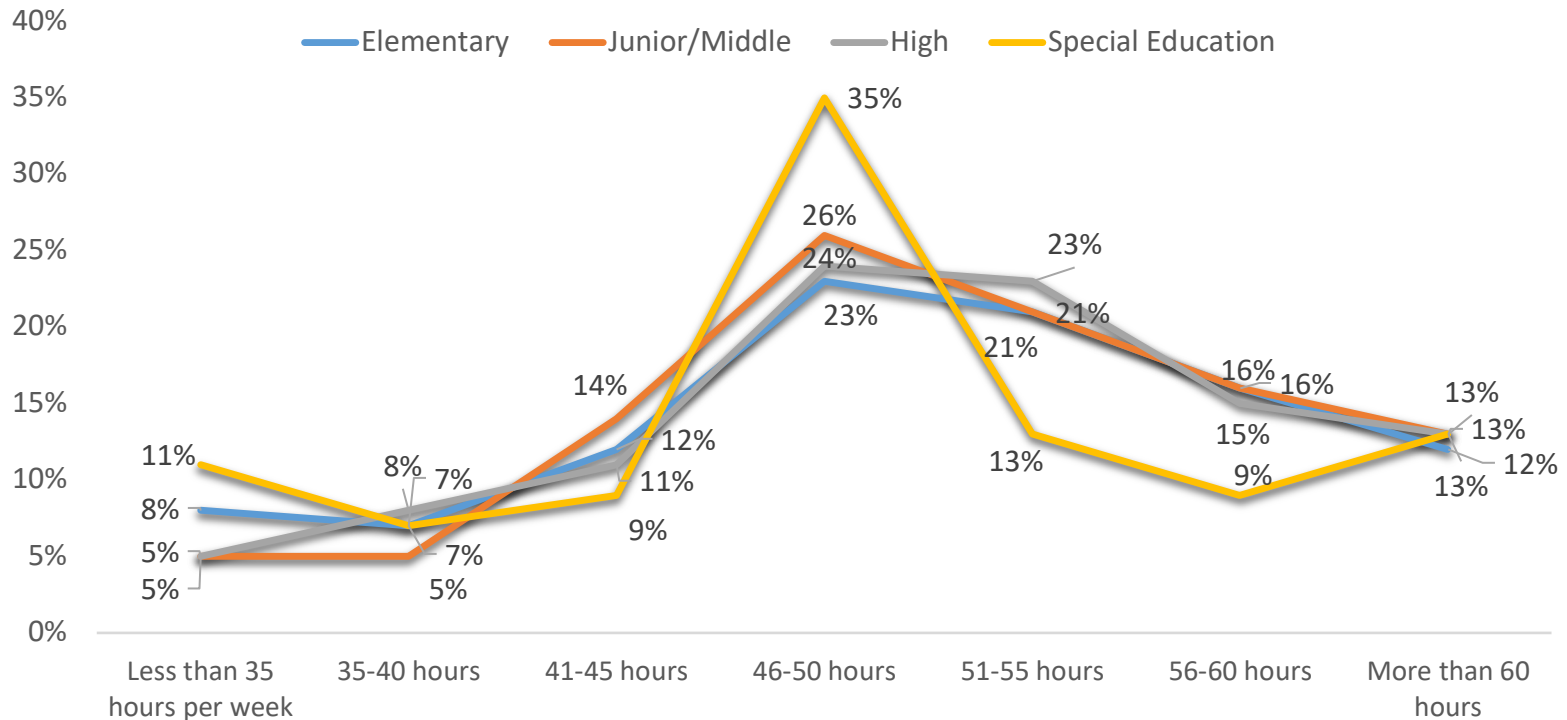
# Hours Worked per Week

**?** *In a typical week during the school year, how many hours would you estimate that you work.*



# Hours Worked per Week

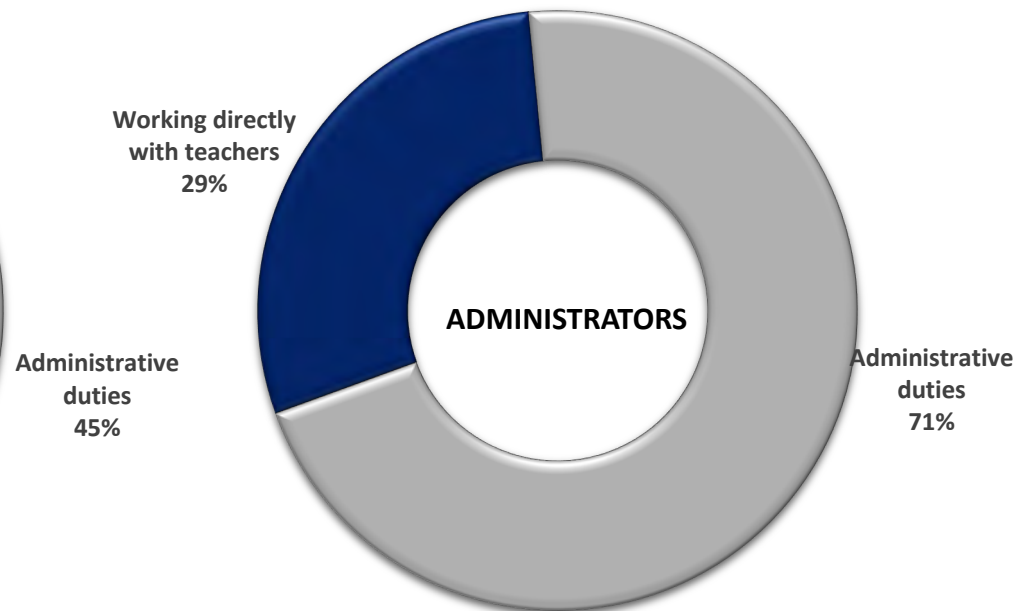
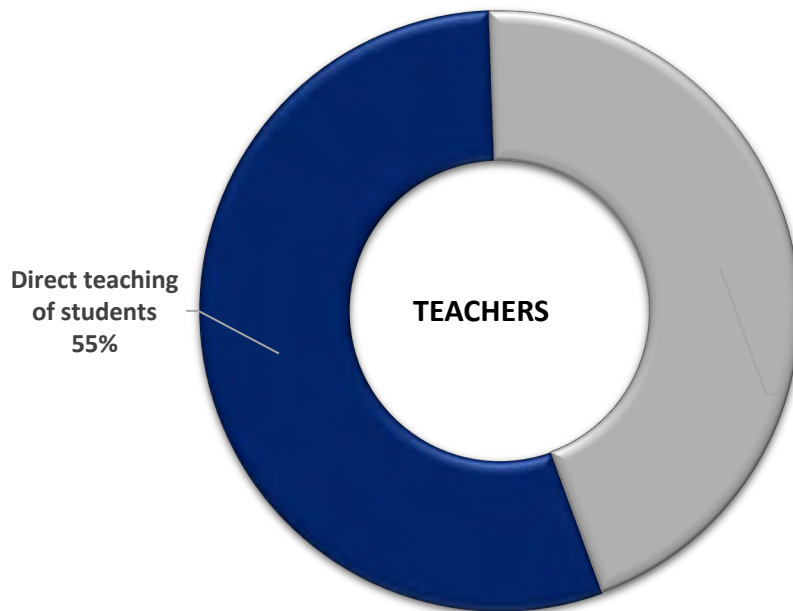
**?** *In a typical week during the school year, how many hours would you estimate that you work.*



# Time Allocation



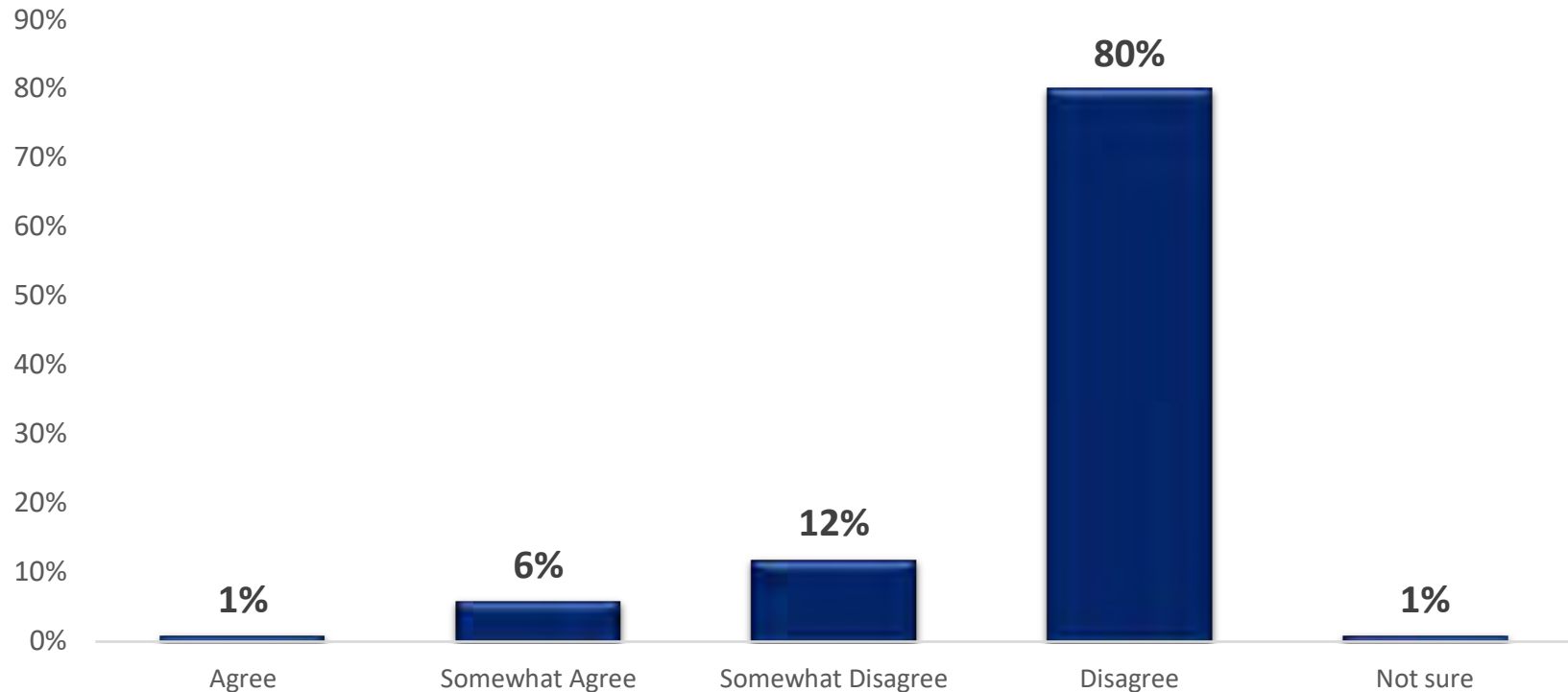
*Please indicate the percentage of your time you spend in a typical week (during the school year) on each of the following.*



# Availability of Time



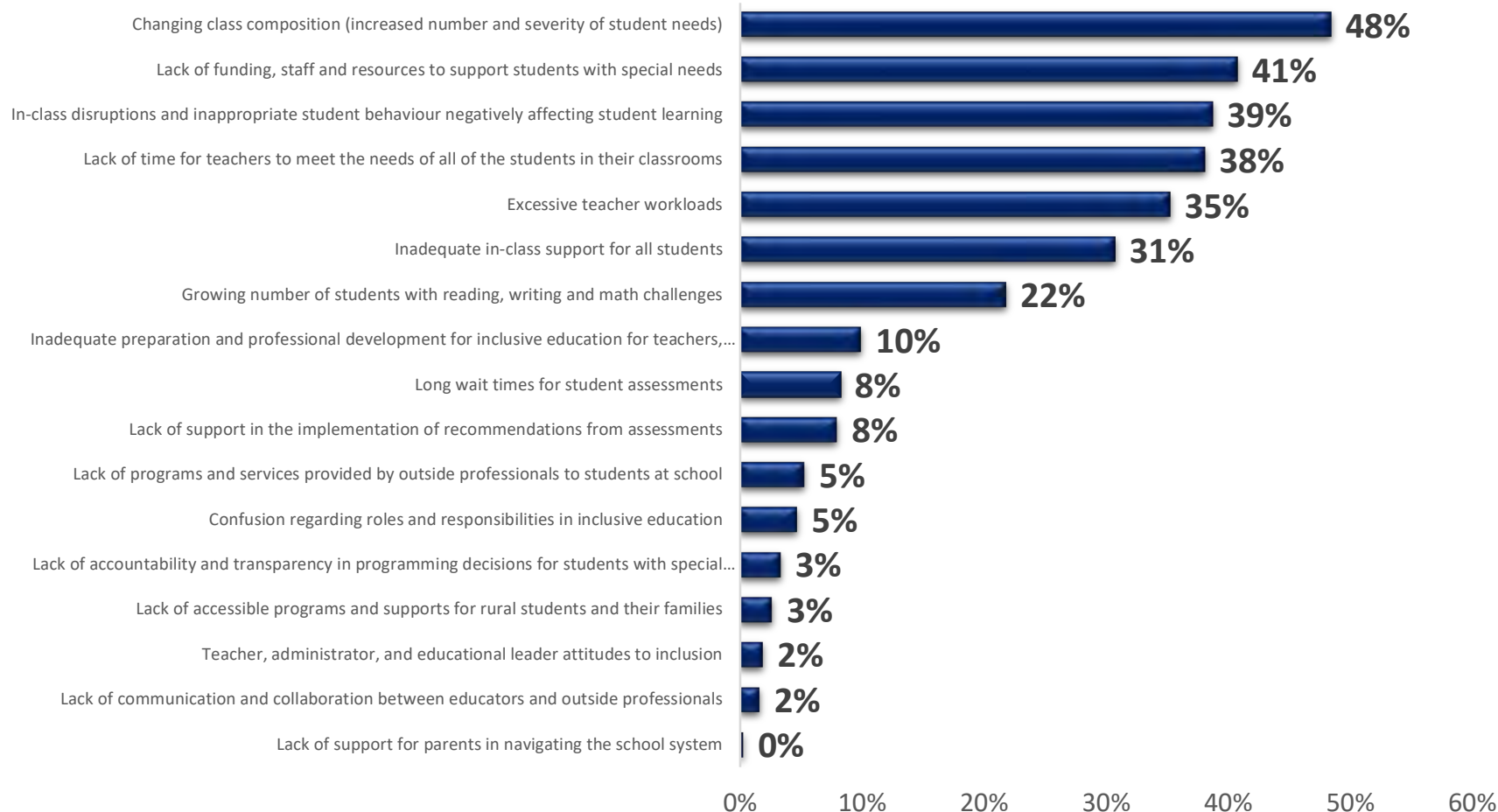
*Please indicate the extent to which you agree or disagree with the following statement: I usually have enough time to meet with other professionals (teachers, teacher assistants, school psychologists, speech-language pathologists, healthcare providers, etc.) when necessary during the school day.*



# Barriers to Quality Inclusive Education



***In your opinion, what are the biggest barriers to providing quality inclusive public education in Nova Scotia? Please select what you think are the TOP THREE barriers from the list below.***





# Barriers to Quality Inclusive Education – By School Level



***In your opinion, what are the biggest barriers to providing quality inclusive public education in Nova Scotia? Please select what you think are the TOP THREE barriers from the list below.***

	Elementary School	Junior/Middle School	High School	Special Education
• Changing class composition (increased number and severity of student needs)	48%	49%	48%	35%
• Lack of funding, staff and resources to support students with special needs	46%	36%	30%	57%
• In-class disruptions and inappropriate student behaviour negatively affecting student learning	45%	40%	26%	26%
• Lack of time for teachers to meet the needs of all of the students in their classrooms	33%	44%	47%	32%
• Excessive teacher workloads	29%	41%	47%	17%
• Inadequate in-class support for all students	36%	24%	25%	22%
• Growing number of students with reading, writing and math challenges	19%	27%	22%	15%
• Inadequate preparation and professional development for inclusive education for teachers, guidance counsellors, principals, etc.	9%	8%	14%	20%
• Long wait times for student assessments	9%	6%	9%	7%

# Barriers to Quality Inclusive Education – By School Level



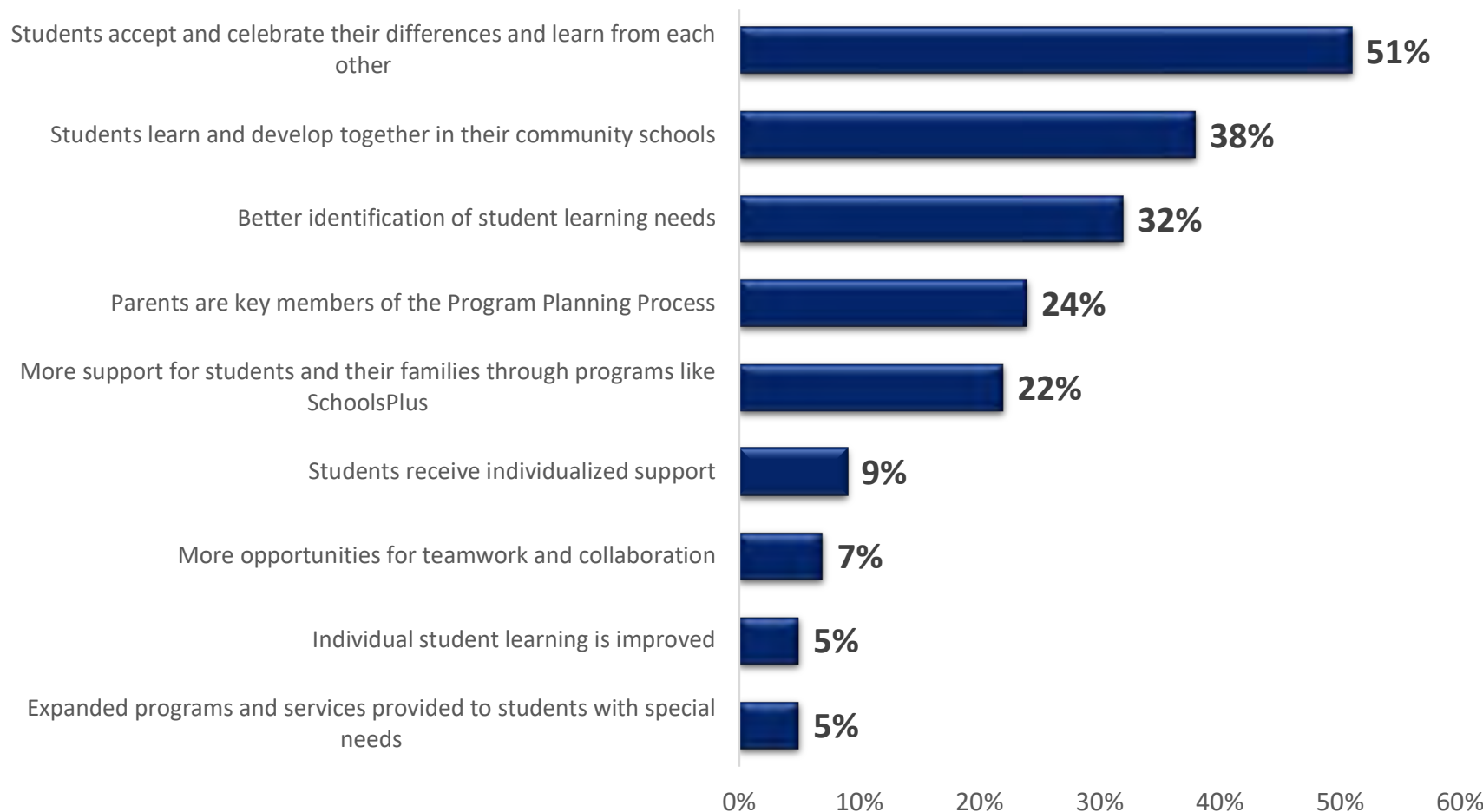
*In your opinion, what are the biggest barriers to providing quality inclusive public education in Nova Scotia? Please select what you think are the TOP THREE barriers from the list below.*

	Elementary School	Junior/Middle School	High School	Special Education
• Lack of support in the implementation of recommendations from assessments	9%	7%	5%	13%
• Lack of programs and services provided by outside professionals to students at school	6%	5%	6%	7%
• Confusion regarding roles and responsibilities in inclusive education	4%	5%	6%	6%
• Lack of accountability and transparency in programming decisions for students with special needs	3%	3%	4%	9%
• Lack of accessible programs and supports for rural students and their families	2%	2%	4%	11%
• Teacher, administrator, and educational leader attitudes to inclusion	1%	2%	3%	9%
• Lack of communication and collaboration between educators and outside professionals	1%	0.5%	3%	9%
• Lack of support for parents in navigating the school system	0.2%	0.3%	0.6%	4%

# Positives of the Current Model



*In your opinion, what is working well with the current model of inclusive education in Nova Scotia?*



# Positives of the Current Model – By School Level

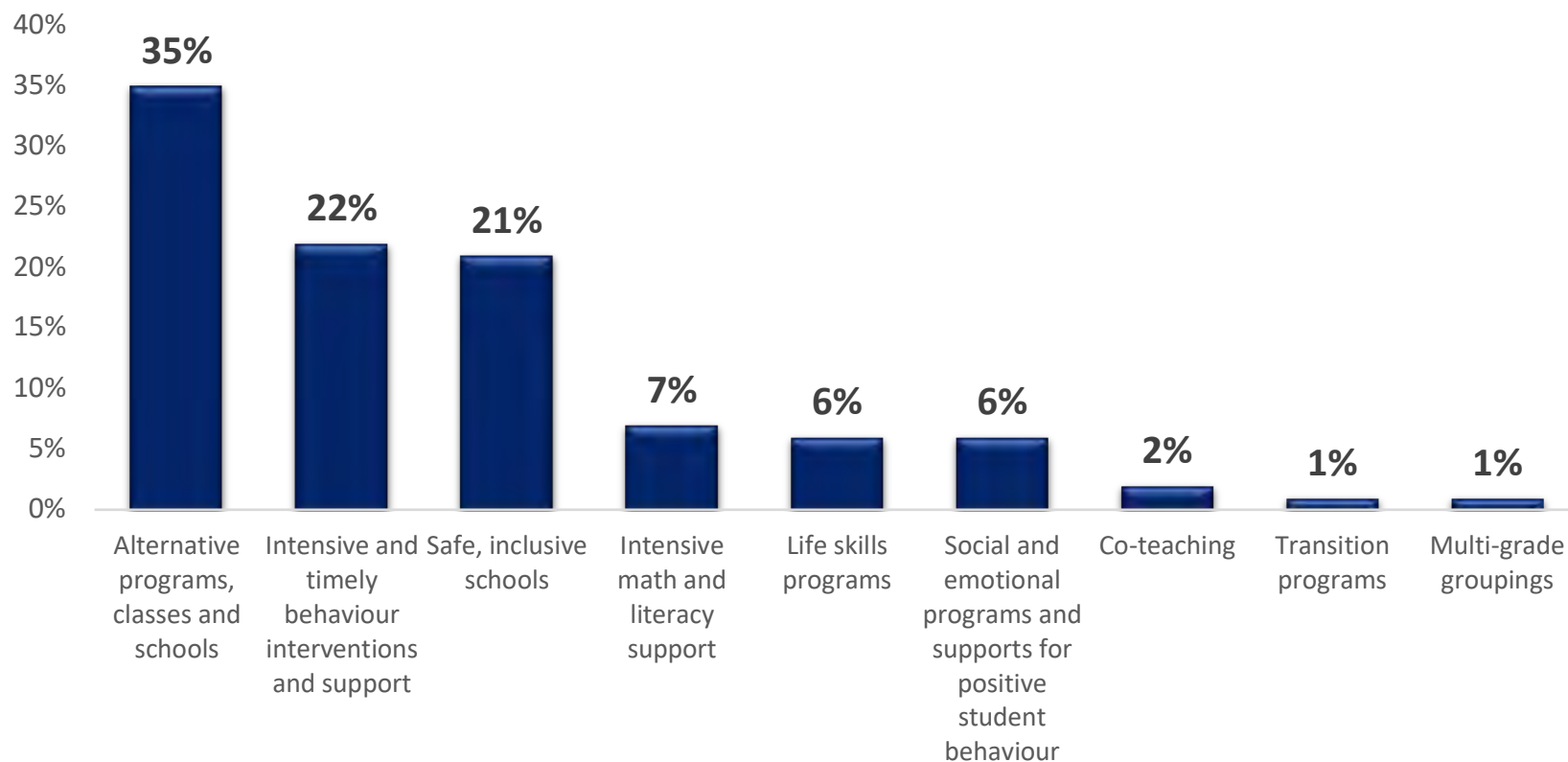
 *In your opinion, what is working well with the current model of inclusive education in Nova Scotia?*

	Elementary School	Junior/Middle School	High School	Special Education
• Students accept and celebrate their differences and learn from each other	59%	42%	44%	50%
• Students learn and develop together in their community schools	41%	35%	37%	33%
• Better identification of student learning needs	24%	35%	37%	43%
• Parents are key members of the Program Planning Process	26%	23%	19%	28%
• More support for students and their families through programs like SchoolsPlus	17%	25%	19%	24%
• Students receive individualized support	6%	8%	10%	11%
• More opportunities for teamwork and collaboration	6%	5%	7%	13%
• Expanded programs and services provided to students with special needs	4%	5%	7%	7%
• Individual student learning is improved	4%	4%	4%	11%

# Learning Environment Priorities



*Thinking about the learning environment in schools, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (9). 1<sup>ST</sup> CHOICE*



# Learning Environment Priorities – By School Level



*Thinking about the learning environment in schools, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (9). 1<sup>ST</sup> CHOICE*

	Elementary School	Junior/Middle School	High School	Special Education
• Alternative programs, classes and schools	30%	42%	39%	28%
• Intensive and timely behaviour interventions and support	29%	14%	13%	11%
• Safe, inclusive schools	21%	21%	20%	32%
• Intensive math and literacy support	7%	8%	4%	2%
• Life skills programs	2%	6%	15%	11%
• Social and emotional programs and supports for positive student behaviour	7%	6%	5%	13%
• Co-teaching	1%	2%	2%	2%
• Transition programs	1%	0.3%	2%	2%
• Multi-grade groupings	2%	15	0.3%	0%

# Learning Environment Priorities



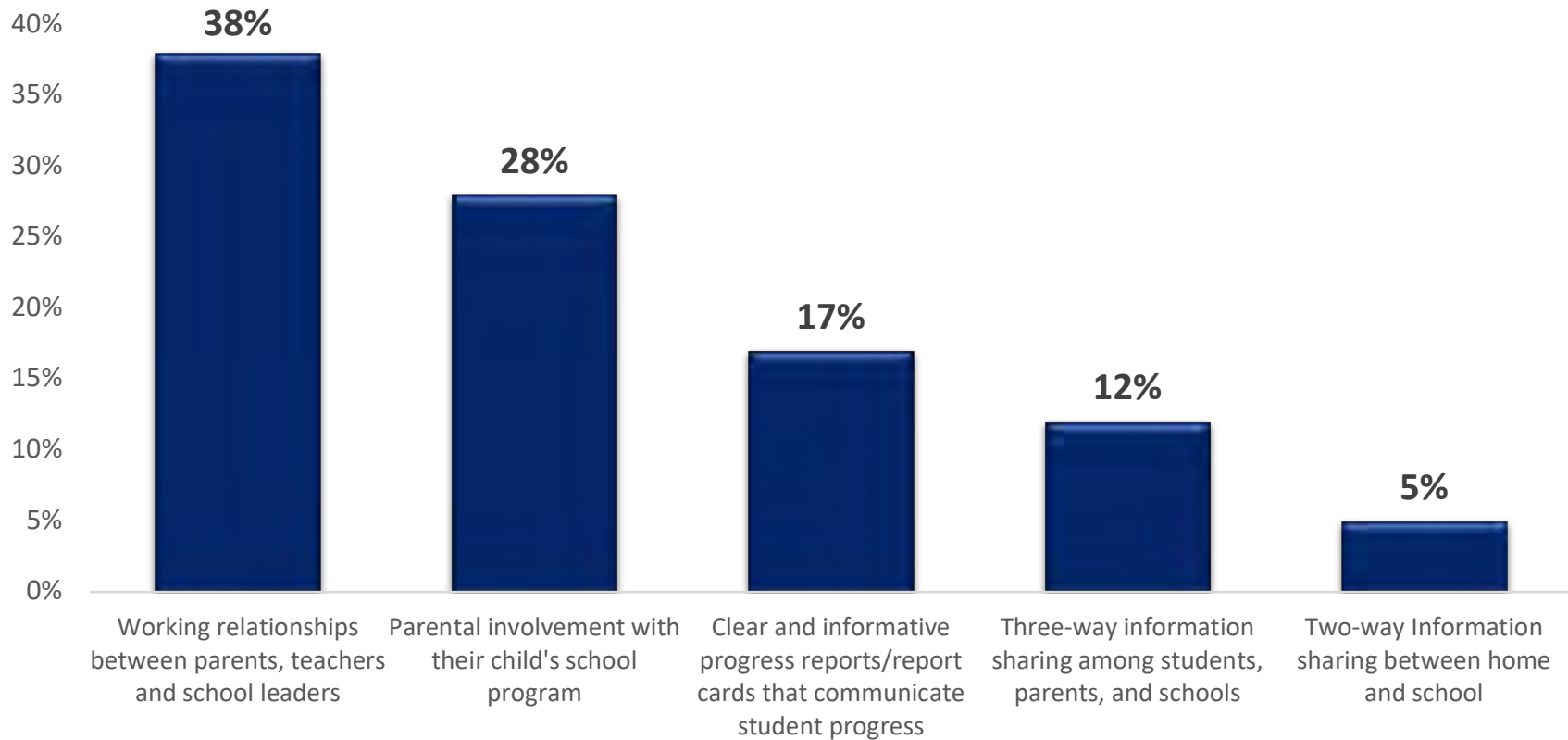
*Thinking about the learning environment in schools, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (9). AVERAGE RANKING (1=highest possible ranking; 9=lowest).*

	AVERAGE RANK
• Intensive and timely behaviour interventions and support	3.0
• Alternative programs, classes and schools	3.5
• Social and emotional programs and supports for positive student behaviour	4.0
• Safe, inclusive schools	4.4
• Life skills programs	4.5
• Intensive math and literacy support	5.0
• Transition programs	6.2
• Co-teaching	6.8
• Multi-grade groupings	7.6

# Communication & Collaboration Priorities



*Thinking about communication and collaboration in the school system, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (5). 1<sup>ST</sup> CHOICE*





# Communication & Collaboration Priorities – By School Level



*Thinking about communication and collaboration in the school system, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (5). 1<sup>ST</sup> CHOICE*

	Elementary School	Junior/Middle School	High School	Special Education
• Working relationships between parents, teachers and school leaders	39%	39%	38%	43%
• Parental involvement with their child's school program	28%	31%	25%	28%
• Clear and informative progress reports/report cards that communicate student progress	18%	16%	16%	13%
• Three-way information sharing among students, parents, and schools	10%	12%	16%	9%
• Two-way Information sharing between home and school	5%	3%	5%	7%

# Communication & Collaboration Priorities



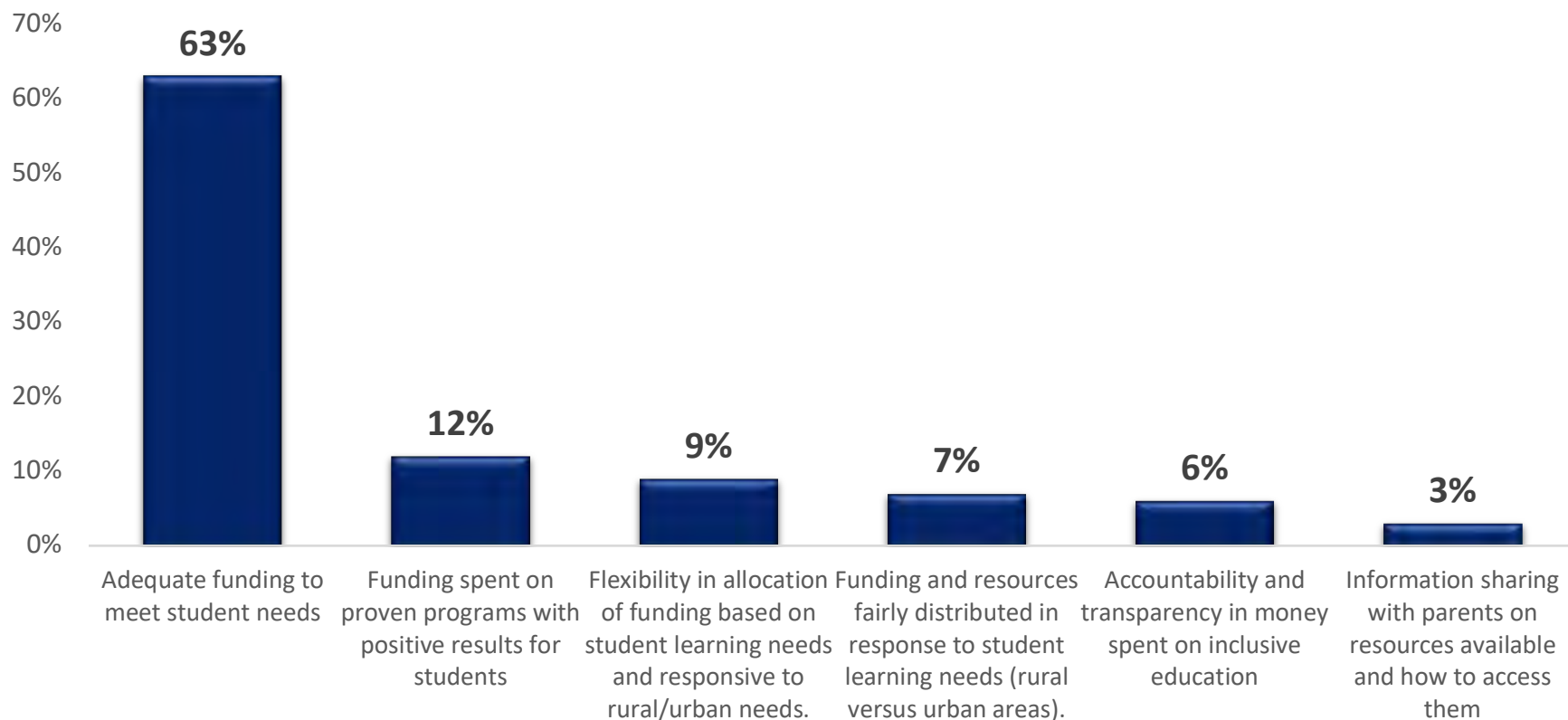
*Thinking about communication and collaboration in the school system, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (5). AVERAGE RANK (1=highest possible ranking; 5=lowest)*

	AVERAGE RANK
• Working relationships between parents, teachers and school leaders	2.1
• Parental involvement with their child's school program	2.5
• Three-way information sharing among students, parents, and schools	3.3
• Clear and informative progress reports/report cards that communicate student progress	3.4
• Two-way Information sharing between home and school	3.7

# Resource Priorities



*Thinking about the resources in the school system, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (6). 1<sup>ST</sup> CHOICE*



# Resource Priorities – By School Level



*Thinking about the resources in the school system, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (6). 1<sup>ST</sup> CHOICE*

	Elementary School	Junior/Middle School	High School	Special Education
• Adequate funding to meet student needs	67%	61%	57%	72%
• Funding spent on proven programs with positive results for students	11%	12%	13%	11%
• Flexibility in allocation of funding based on student learning needs and responsive to rural/urban needs.	8%	9%	11%	2%
• Funding and resources fairly distributed in response to student learning needs (rural versus urban areas).	7%	7%	7%	6%
• Accountability and transparency in money spent on inclusive education	5%	7%	7%	7%
• Information sharing with parents on resources available and how to access them	2%	4%	4%	2%

# Resource Priorities

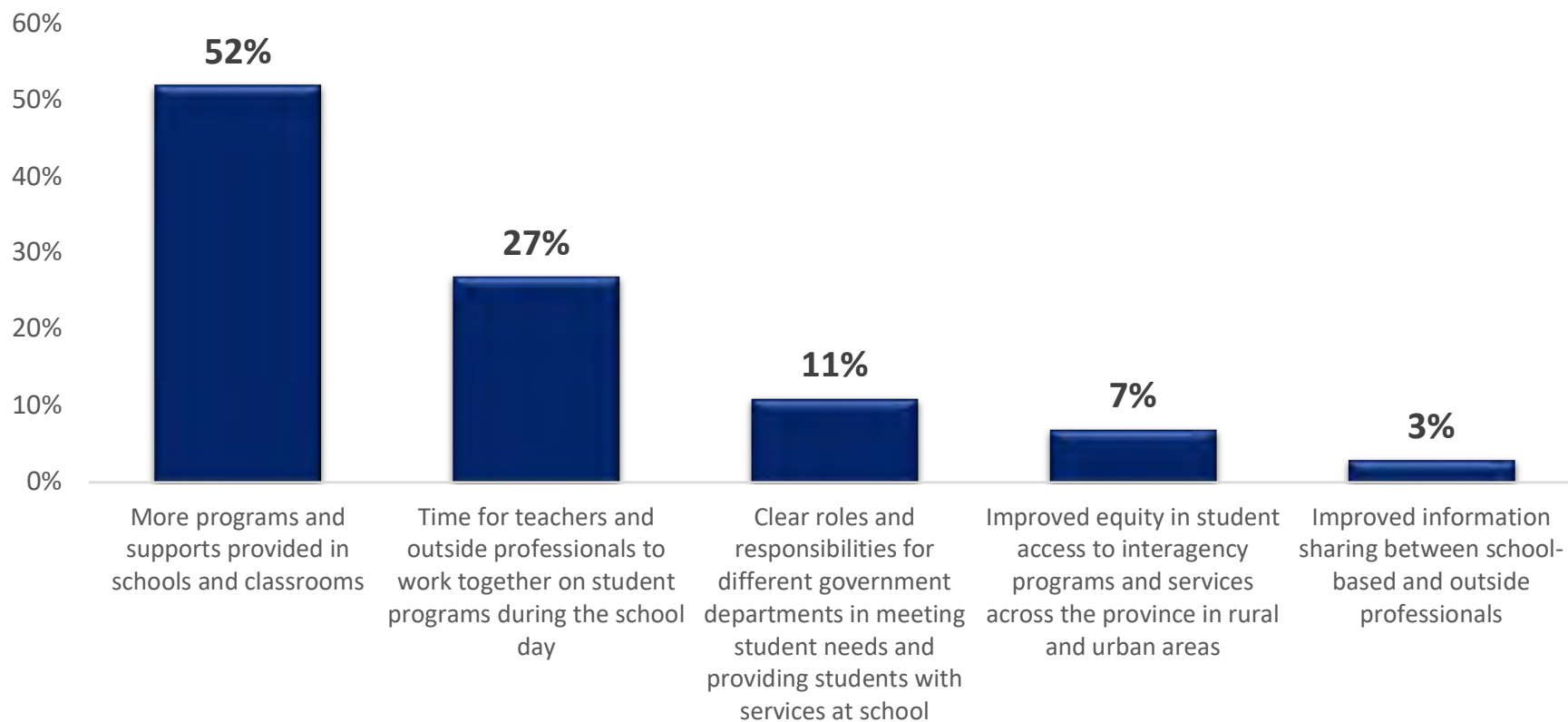


*Thinking about the resources in the school system, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (6). AVERAGE RANKING (1=highest possible ranking; 6=lowest)*


	AVERAGE RANK
• Adequate funding to meet student needs	1.7
• Funding spent on proven programs with positive results for students	3.0
• Flexibility in allocation of funding based on student learning needs and responsive to rural/urban needs.	3.6
• Funding and resources fairly distributed in response to student learning needs (rural versus urban areas).	3.7
• Accountability and transparency in money spent on inclusive education	4.2
• Information sharing with parents on resources available and how to access them	4.9

# Interagency Collaboration Priorities

**?** *Thinking about interagency collaboration, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (5). 1<sup>ST</sup> CHOICE*




# Interagency Collaboration Priorities – By School Level

 ***Thinking about interagency collaboration, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (5). 1<sup>ST</sup> CHOICE***

	Elementary School	Junior/Middle School	High School	Special Education
• More programs and supports provided in schools and classrooms	57%	46%	46%	39%
• Time for teachers and outside professionals to work together on student programs during the school day	22%	32%	32%	28%
• Clear roles and responsibilities for different government departments in meeting student needs and providing students with services at school	10%	11%	14%	13%
• Improved equity in student access to interagency programs and services across the province in rural and urban areas	8%	8%	4%	18%
• Improved information sharing between school-based and outside professionals	3%	4%	4%	2%

# Interagency Collaboration Priorities

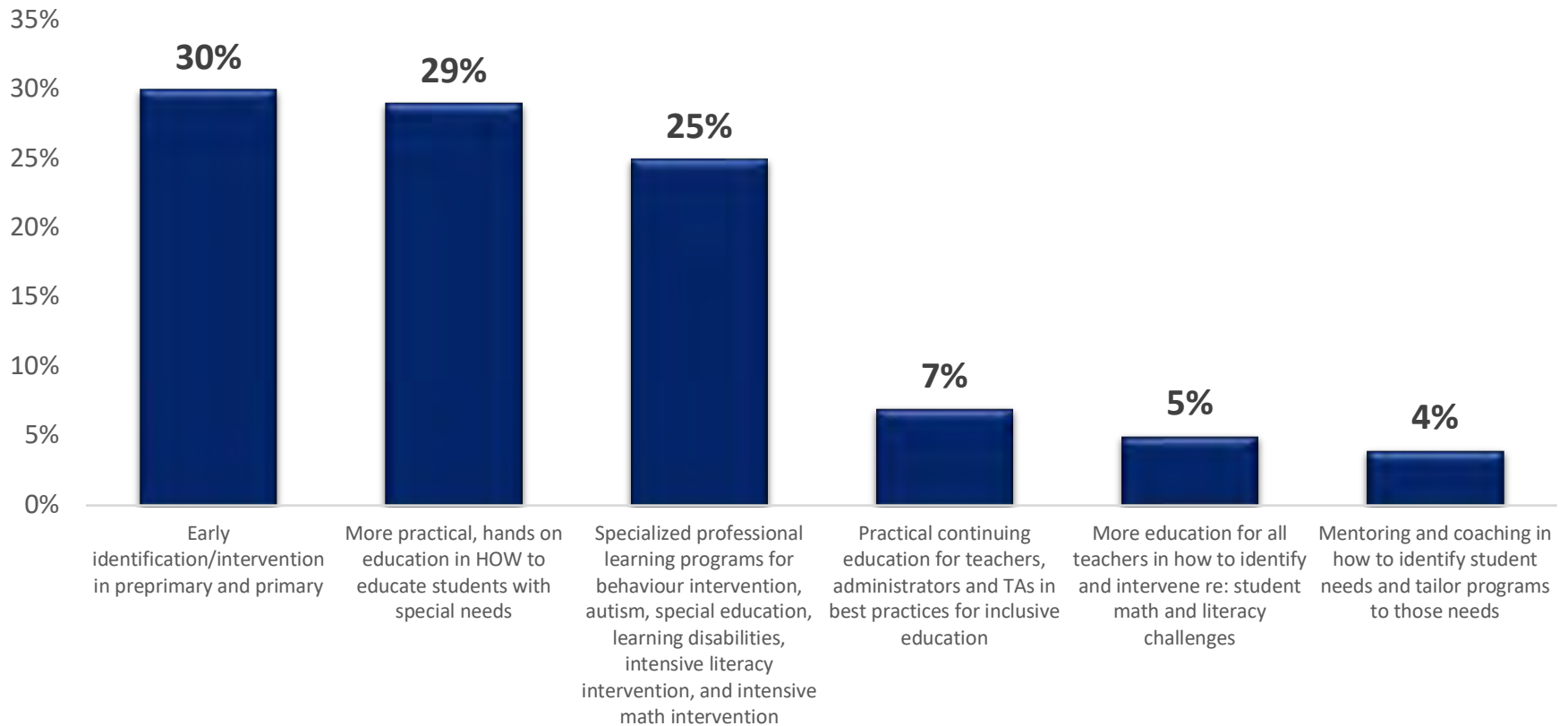
 *Thinking about interagency collaboration, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (5). AVERAGE RANKING (1=highest possible ranking; 5=lowest)*

	AVERAGE RANK
• More programs and supports provided in schools and classrooms	1.9
• Time for teachers and outside professionals to work together on student programs during the school day	2.4
• Clear roles and responsibilities for different government departments in meeting student needs and providing students with services at school	3.5
• Improved equity in student access to interagency programs and services across the province in rural and urban areas	3.5
• Improved information sharing between school-based and outside professionals	3.7




# Teacher, Administrator & TA Education Priorities

**?** *Thinking about Teacher, Administrator and TA education, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (6). 1<sup>ST</sup> CHOICE*




# Teacher, Administrator & TA Education Priorities – By School Level

 ***Thinking about Teacher, Administrator and TA education, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (6). 1<sup>ST</sup> CHOICE***


	Elementary School	Junior/Middle School	High School	Special Education
• Early identification/intervention in preprimary and primary	37%	22%	25%	15%
• More practical, hands on education in HOW to educate students with special needs	25%	31%	33%	41%
• Specialized professional learning programs for behaviour intervention, autism, special education, learning disabilities, intensive literacy intervention, and intensive math intervention	25%	25%	22%	32%
• Practical continuing education for teachers, administrators and TAs in best practices for inclusive education	5%	11%	9%	4%
• More education for all teachers in how to identify and intervene re: student math and literacy challenges	4%	7%	5%	4%
• Mentoring and coaching in how to identify student needs and tailor programs to those needs	4%	4%	6%	5%

# Teacher, Administrator & TA Education Priorities – By Experience

 ***Thinking about Teacher, Administrator and TA education, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (6). 1<sup>ST</sup> CHOICE***

	<10 years	11-20 years	21+ years
• Early identification/intervention in pre-primary and primary	22%	32%	36%
• More practical, hands on education in HOW to educate students with special needs	36%	28%	23%
• Specialized professional learning programs for behaviour intervention, autism, special education, learning disabilities, intensive literacy intervention, and intensive math intervention	25%	23%	27%
• Practical continuing education for teachers, administrators and TAs in best practices for inclusive education	6%	8%	6%
• More education for all teachers in how to identify and intervene re: student math and literacy challenges	5%	6%	5%
• Mentoring and coaching in how to identify student needs and tailor programs to those needs	7%	4%	3%

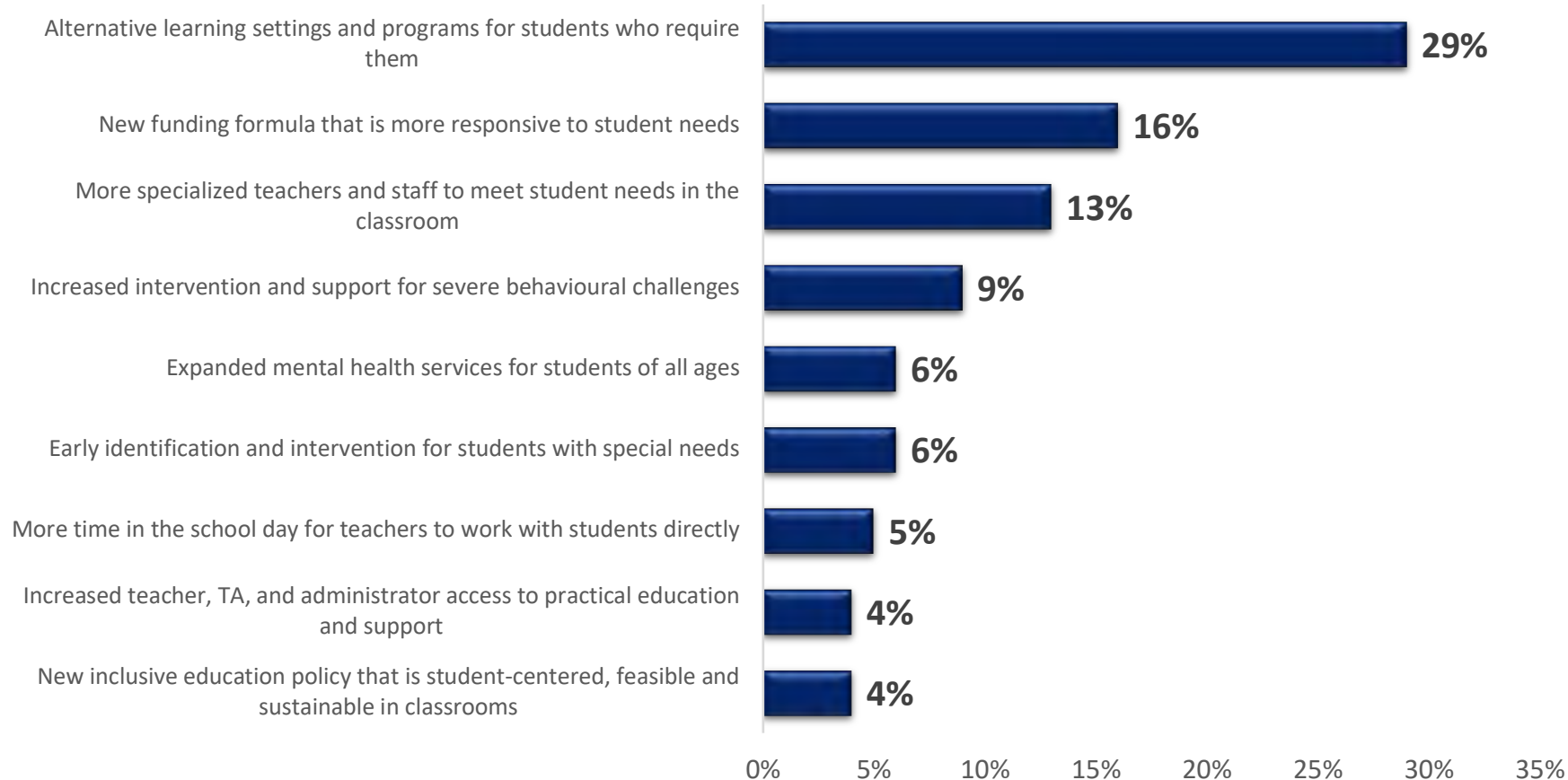
# Teacher, Administrator & TA Education Priorities

 ***Thinking about Teacher, Administrator and TA education, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (6). AVERAGE RANKING (1=highest possible ranking; 6=lowest).***

	AVERAGE RANK
• More practical, hands on education in HOW to educate students with special needs	2.6
• Specialized professional learning programs for behaviour intervention, autism, special education, learning disabilities, intensive literacy intervention, and intensive math intervention	2.6
• Early identification/intervention in pre-primary and primary	3.3
• Practical continuing education for teachers, administrators and TAs in best practices for inclusive education	3.7
• Mentoring and coaching in how to identify student needs and tailor programs to those needs	4.2
• More education for all teachers in how to identify and intervene re: student math and literacy challenges	4.3

# First Phase Priorities

**?** *A new model for inclusive education will likely be implemented in phases. Thinking about the first phase of a new model, what would you say should be the TOP FIVE priorities (from top priority #1 to priority #5) from the list below? In other words, what five areas should be targeted first for implementation? 1<sup>ST</sup> CHOICE. ONLY CATEGORIES 4% OR MORE SHOWN.*




# First Phase Priorities – By School Level

**?** *A new model for inclusive education will likely be implemented in phases. Thinking about the first phase of a new model, what would you say should be the TOP FIVE priorities (from top priority #1 to priority #5) from the list below? In other words, what five areas should be targeted first for implementation? 1<sup>ST</sup> CHOICE. ONLY CATEGORIES 5% OR MORE SHOWN.*

	Elementary School	Junior/Middle School	High School	Special Education
• Alternative learning settings and programs for students who require them	27%	35%	29%	22%
• New funding formula that is more responsive to student needs	16%	15%	17%	22%
• More specialized teachers and staff to meet student needs in the classroom	15%	11%	9%	18%
• Increased intervention and support for severe behavioural challenges	12%	6%	4%	11%
• Early identification and intervention for students with special needs	7%	4%	4%	4%
• Expanded mental health services for students of all ages	6%	7%	6%	2%
• More time in the school day for teachers to work with students directly	4%	4%	6%	6%
• New inclusive education policy that is student-centered, feasible and sustainable in classrooms	3%	5%	6%	4%
• Increased teacher, TA, and administrator access to practical education and support	4%	3%	4%	4%

# First Phase Priorities

 ***A new model for inclusive education will likely be implemented in phases. Thinking about the first phase of a new model, what would you say should be the TOP FIVE priorities (from top priority #1 to priority #5) from the list below? In other words, what five areas should be targeted first for implementation? AVERAGE RANKING (1=highest possible ranking; 5=lowest).***

	Ranking
• Alternative learning settings and programs for students who require them	2.4
• More specialized teachers and staff to meet student needs in the classroom	2.8
• Increased intervention and support for severe behavioural challenges	2.8
• New funding formula that is more responsive to student needs	3.6
• Expanded mental health services for students of all ages	3.6
• Early identification and intervention for students with special needs	3.9
• More time in the school day for teachers to work with students directly	3.9
• Increased teacher, TA, and administrator access to practical education and support	4.1
• New inclusive education policy that is student-centered, feasible and sustainable in classrooms	4.2

# School Experience Ratings



*Now we'd like you to rate your level of agreement with each of the following statements.*

	Agree	Disagree	Not Sure/N/A
The needs of some students with special needs are best met in instructional settings tailored to their needs.	96%	4%	0%
Parents have opportunities to engage in meaningful dialogue with school teachers and leaders including face-to-face conversations, emails, phone calls, letters.	88%	9%	3%
Inclusion sounds good in theory but does not work well in practice.	85%	14%	1%
My school values and encourages parent engagement and collaboration to support student success	83%	12%	5%
My school provides opportunities for students to engage and interact with a variety of peers to promote multiple perspectives and build relationships.	82%	14%	4%
Children with severe special needs should be educated in separate instructional settings.	78%	19%	3%



# School Experience Ratings – By School Level



*Now we'd like you to rate your level of agreement with each of the following statements.*

***-% AGREE-***

	Elementary School	Junior/ Middle School	High School	Special Education
The needs of some students with special needs are best met in instructional settings tailored to their needs.	<b>97%</b>	95%	94%	94%
Parents have opportunities to engage in meaningful dialogue with school teachers and leaders including face-to-face conversations, emails, phone calls, letters.	<b>92%</b>	89%	87%	75%
Inclusion sounds good in theory but does not work well in practice.	<b>84%</b>	87%	85%	74%
My school values and encourages parent engagement and collaboration to support student success	<b>87%</b>	85%	85%	83%
My school provides opportunities for students to engage and interact with a variety of peers to promote multiple perspectives and build relationships.	<b>87%</b>	83%	80%	70%
Children with severe special needs should be educated in separate instructional settings.	<b>76%</b>	81%	81%	65%

# School Experience Ratings



*Now we'd like you to rate your level of agreement with each of the following statements.*

	Agree	Disagree	Not Sure
Inclusive education programs provide different students with opportunities for mutual communication, thus helping students to understand and accept individual diversity.	77%	20%	3%
My school ensures practices and routines provide a consistent framework that promotes a safe, supportive and positive learning environment for all students and their families.	76%	20%	4%
Special education teachers are educated to use different assessment and teaching methods with students who require them.	75%	17%	8%
I feel comfortable working with students with special needs and their parents.	73%	25%	2%
My school provides opportunities for all students to participate in extra-curricular activities.	70%	22%	8%
My school physical building is comfortable, welcoming and barrier free to all.	69%	28%	3%

# School Experience Ratings – By School Level



*Now we'd like you to rate your level of agreement with each of the following statements.*

***-% AGREE-***

	Elementary School	Junior/ Middle School	High School	Special Education
Inclusive education programs provide different students with opportunities for mutual communication, thus helping students to understand and accept individual diversity.	<b>81%</b>	75%	73%	80%
My school ensures practices and routines provide a consistent framework that promotes a safe, supportive and positive learning environment for all students and their families.	<b>77%</b>	76%	81%	72%
Special education teachers are educated to use different assessment and teaching methods with students who require them.	<b>74%</b>	79%	78%	80%
I feel comfortable working with students with special needs and their parents.	<b>74%</b>	71%	70%	98%
My school provides opportunities for all students to participate in extra-curricular activities.	<b>73%</b>	76%	72%	51%
My school physical building is comfortable, welcoming and barrier free to all.	<b>70%</b>	72%	75%	61%

# School Experience Ratings



*Now we'd like you to rate your level of agreement with each of the following statements.*

	Agree	Disagree	Not Sure
My school provides information about school and community resources, supports and services available to parents to obtain assistance on special education supports	<b>68%</b>	19%	13%
Inclusive education is likely to have a positive effect on the social and emotional development of students with special needs.	<b>67%</b>	31%	2%
Both students with and without special needs benefit academically from inclusive education.	<b>52%</b>	47%	1%
I have the knowledge and skills required to educate students with special needs.	47%	<b>51%</b>	2%
Children who communicate in different ways (e.g., sign language) should be educated in special, separate settings	29%	<b>68%</b>	3%
All children should be educated in grade level classrooms.	28%	<b>70%</b>	2%

# School Experience Ratings – By School Level



*Now we'd like you to rate your level of agreement with each of the following statements.*

***-% AGREE-***

	Elementary School	Junior/ Middle School	High School	Special Education
My school provides information about school and community resources, supports and services available to parents to obtain assistance on special education supports	<b>71%</b>	71%	70%	67%
Inclusive education is likely to have a positive effect on the social and emotional development of students with special needs.	<b>69%</b>	64%	68%	82%
Both students with and without special needs benefit academically from inclusive education.	<b>56%</b>	46%	49%	68%
I have the knowledge and skills required to educate students with special needs.	<b>48%</b>	45%	43%	90%
Children who communicate in different ways (e.g., sign language) should be educated in special, separate settings	<b>29%</b>	35%	23%	20%
All children should be educated in grade level classrooms.	<b>31%</b>	27%	21%	33%

# School Experience Ratings

 *Now we'd like you to rate your level of agreement with each of the following statements.*

	Agree	Disagree	Not Sure
Classroom teachers' instructional effectiveness will be enhanced by having students with special needs included in their classes.	27%	<b>68%</b>	5%
My Bachelor of Education and professional development prepared me well for the realities of inclusive education.	19%	<b>74%</b>	7%
I am able to fully meet the needs of the students in my classroom.	17%	<b>73%</b>	10%
There are sufficient supportive resources and professional services to support inclusive education in our schools and classrooms.	4%	<b>95%</b>	1%

# School Experience Ratings – By School Level



*Now we'd like you to rate your level of agreement with each of the following statements.*

***-% AGREE-***

	Elementary School	Junior/ Middle School	High School	Special Education
Classroom teachers' instructional effectiveness will be enhanced by having students with special needs included in their classes.	<b>28%</b>	25%	26%	44%
My Bachelor of Education and professional development prepared me well for the realities of inclusive education.	<b>20%</b>	20%	20%	33%
I am able to fully meet the needs of the students in my classroom.	<b>16%</b>	20%	25%	40%
There are sufficient supportive resources and professional services to support inclusive education in our schools and classrooms.	<b>3%</b>	6%	6%	11%



## ***Parent Survey Results***

December 2017





# Key Highlights

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- About one-third (36%) of parent respondents indicated they have a child with special needs in the Nova Scotia public education system
- The top *challenges* facing inclusive education identified by parents are (1) inadequate funding/staff/resources, (2) inadequate in-class supports, (3) a growing number of students with mental health challenges, and (4) the increased rate of severely disruptive student behaviour in school.
- The top *barriers* to providing inclusive education identified by parents are (1) a lack of funding/staff/resources, and (2) in-class disruptions and inappropriate student behaviour. These are followed closely by (3) a lack of time for teachers to meet the needs of all students, (4) changing class composition (increased number and severity of student needs), and (5) excessive teacher workloads.
- When asked to identify what is working well with the current model of inclusive education, (1) students accepting and celebrating their differences and learning from each other is identified as the top positive outcome, followed by (2) students learning and developing together in their community schools.
- In terms of priorities for changing the *learning environment*, (1) classrooms and schools that are safe and quiet learning spaces for all students is identified as the top priority, followed closely by (2) special learning spaces in schools and alternative programs/classes/schools for students who require them.
- The top *communication and collaboration* priorities are (1) working relationships between parents, teachers and school leaders, and (2) parental involvement with their child's school program.

# Key Highlights (continued)

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- The top *resource* priority is (1) adequate funding to meet student needs.
- The top *interagency collaboration* priority is (1) more programs and supports provided in schools and classrooms by outside agencies.
- The top *teacher, administrator and TA education* priorities are (1) specialized professional learning programs for behaviour intervention, autism, special education, etc., (2) more practical hands on professional learning in how to educate students with special needs, and (3) more practical, hand on professional learning in how to educate ALL students.
- For the first phase of a new model of inclusive education, the top priorities for parents are (1) alternative learning settings and programs for students who require them, followed by (2) a new funding formula that is more responsive to student needs, and (3) more specialized teachers and staff to meet student needs in the classroom.
- When asked to rate various elements of their school experience, parents express the highest level of agreement (>80%, when 'not applicable' responses are removed) with the following statements: *My child is an accepted member of the school community; I am welcome in my child's school; I am comfortable asking questions/discussing my child's progress/expressing concerns about my child's especial education program; my child's school communicates with me in a variety of ways; and I receive timely notice of meetings regarding my child's educational needs.*

# Key Highlights (continued)

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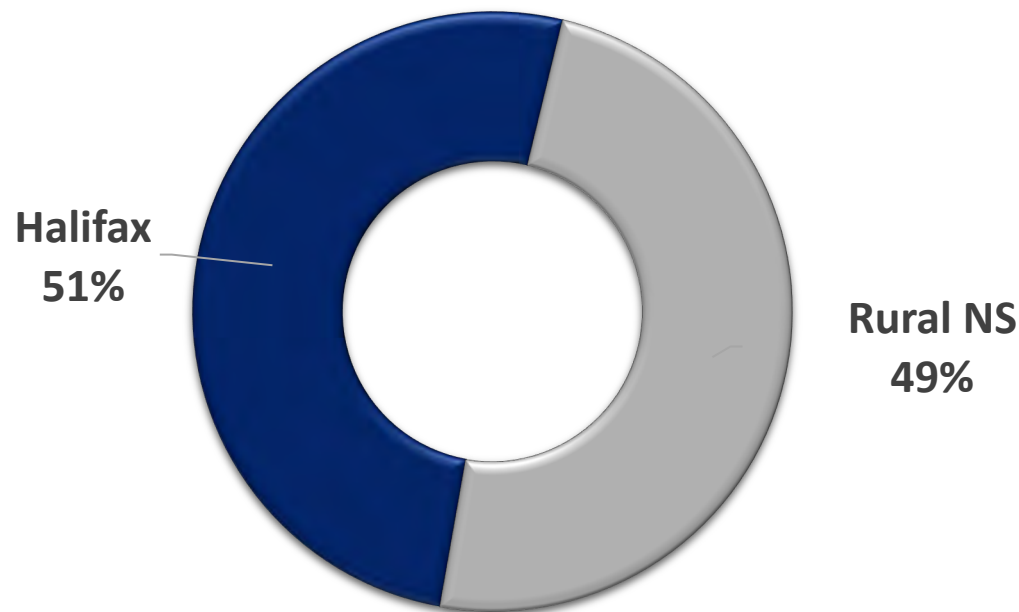
- Less than one-half of parents agreed with two statements (when 'not applicable' responses are removed): *My child's adaptations/IPP are being implemented in the classroom as written* (49% agree); and *I was offered the opportunity to participate in professional learning, workshops, webinars, etc. and special education* (20%).

# Location of Residence

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A total of 1,106 parents participated in the survey.

? *Location of respondent*

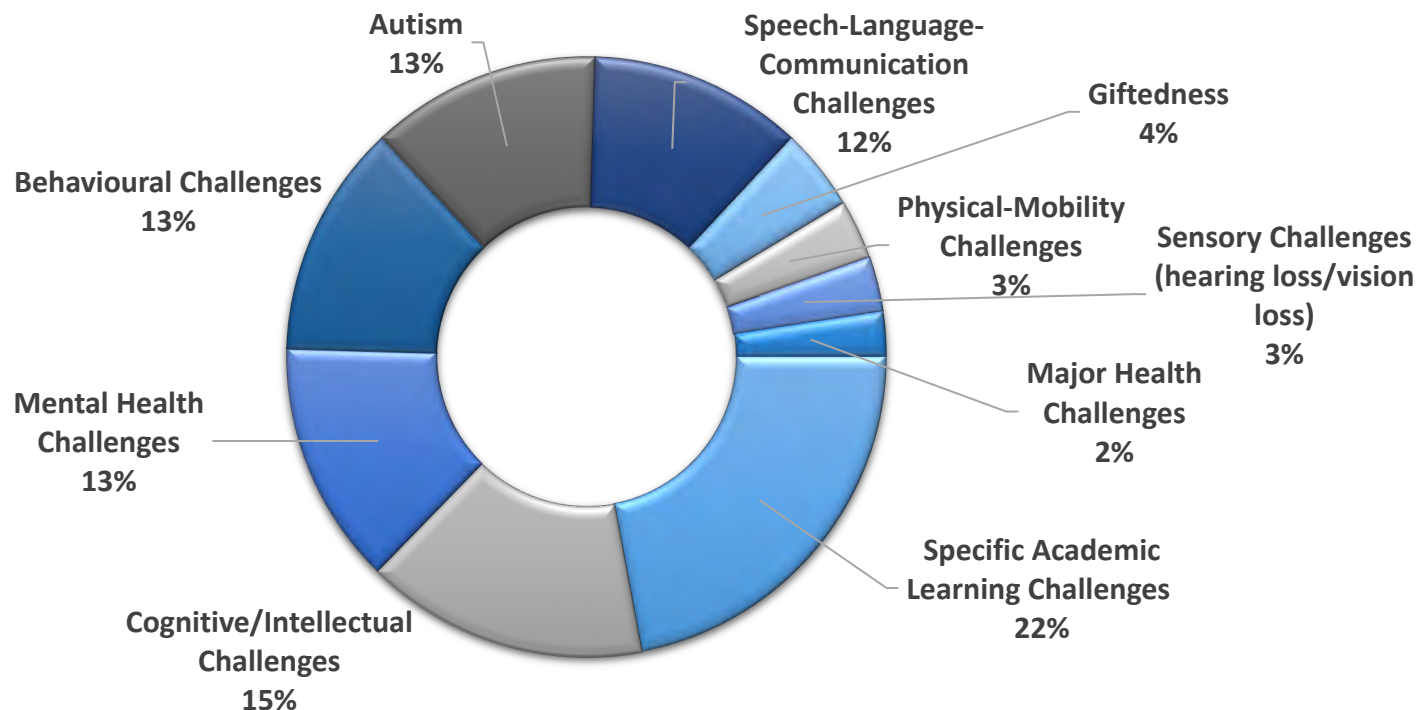


# Children with Special Needs

One third (36%) of parents indicated they have a child with special needs in the Nova Scotia public education system.



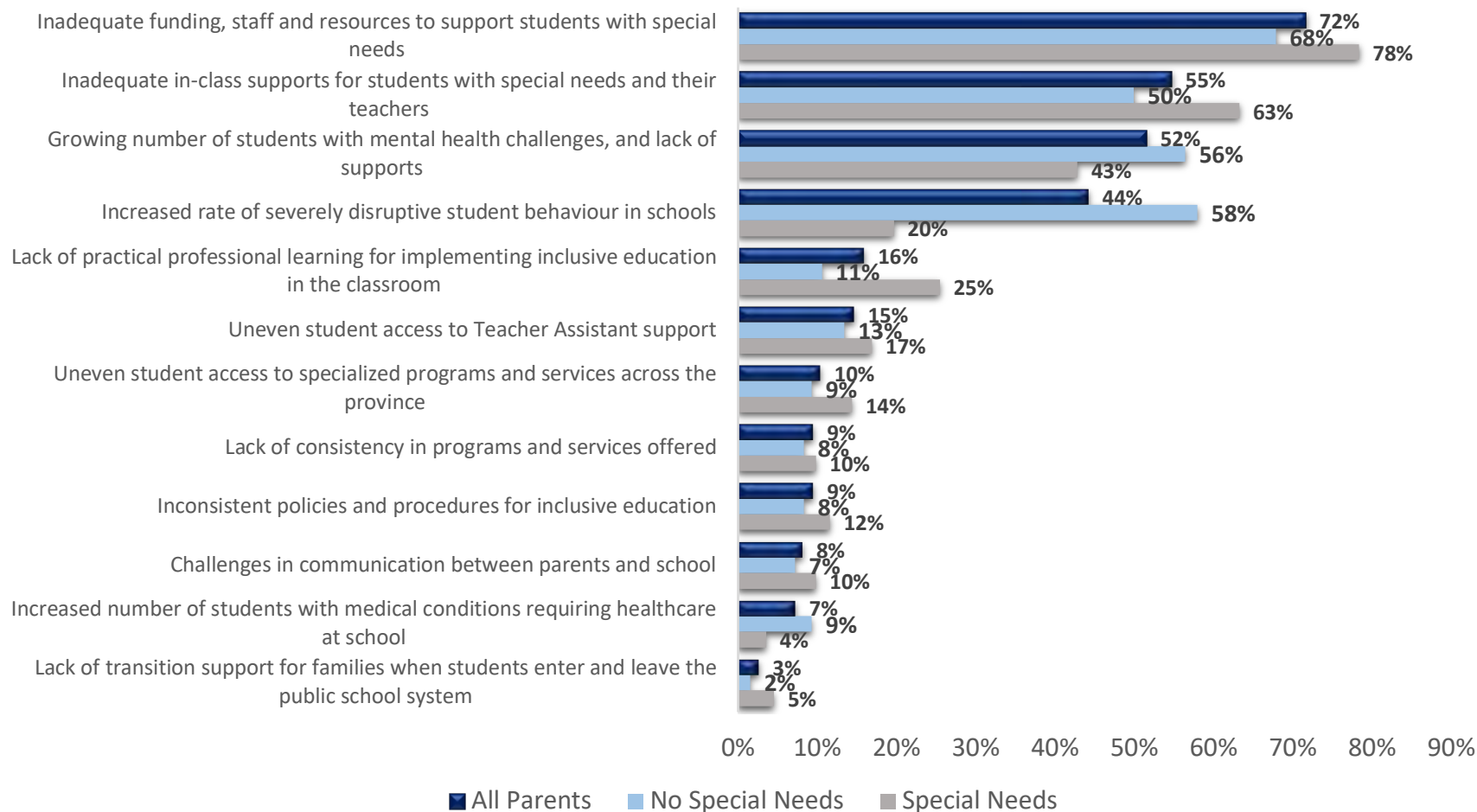
*What special need(s) does your child have?*



# Issues/Challenges Facing Inclusive Education

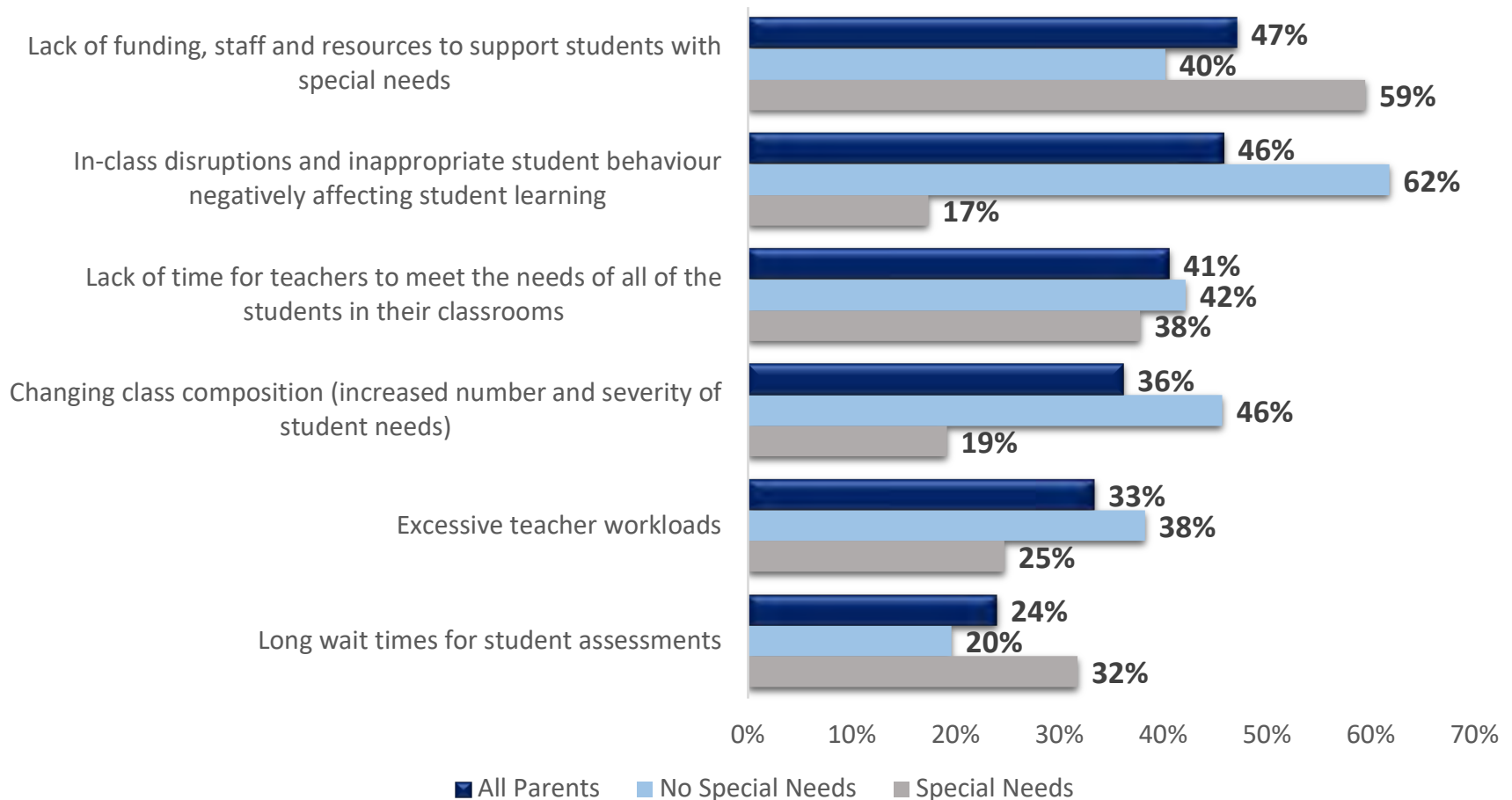


***In your opinion, what are the most important issues or challenges facing the current system of inclusive education in Nova Scotia?***



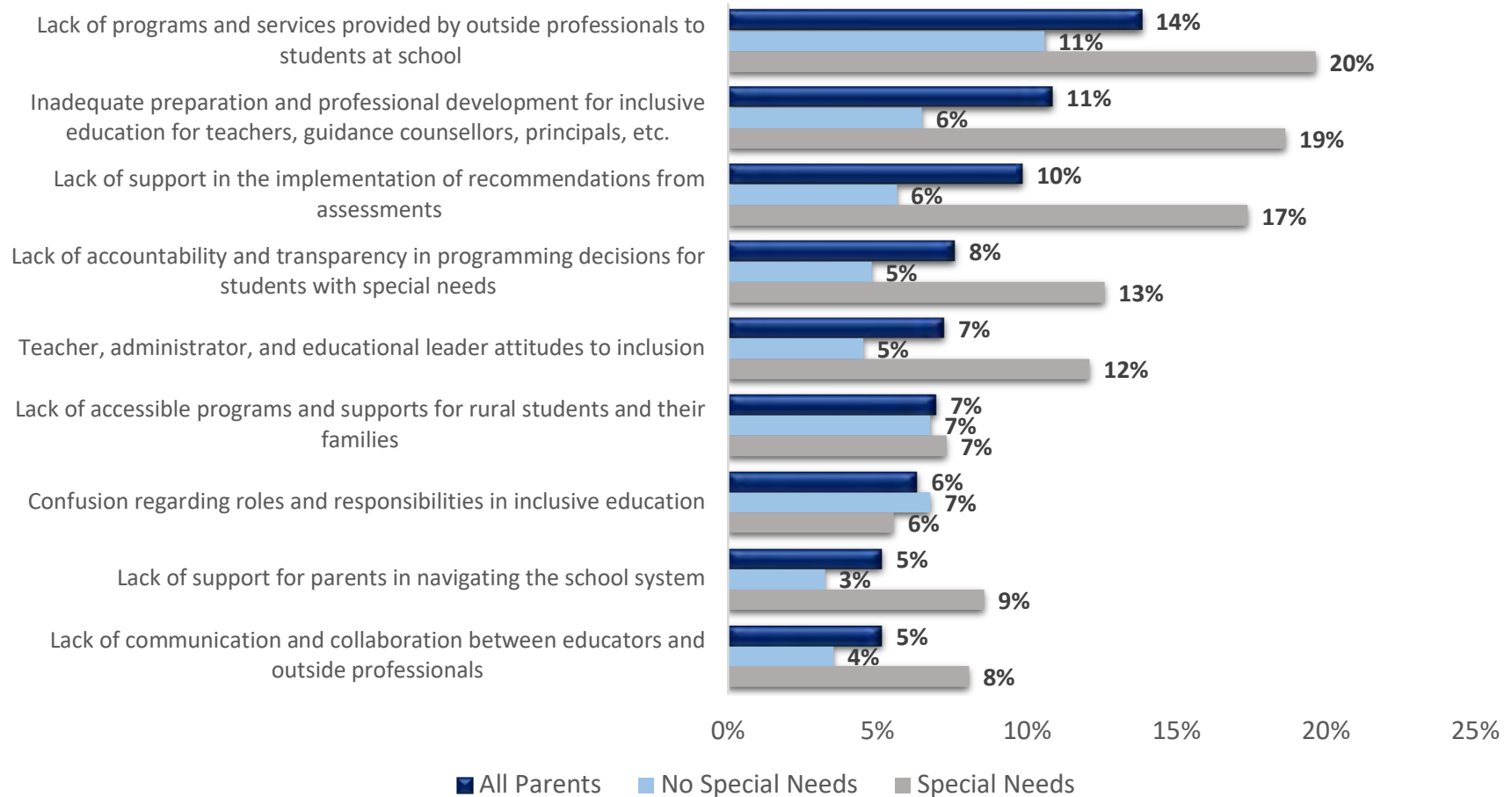
# Barriers to Providing Inclusive Education

**?** *In your opinion, what are the biggest barriers to providing quality inclusive public education in Nova Scotia? TOP RANKED CHALLENGES*



# Barriers to Providing Inclusive Education

**?** *In your opinion, what are the biggest barriers to providing quality inclusive public education in Nova Scotia? OTHER CHALLENGES*

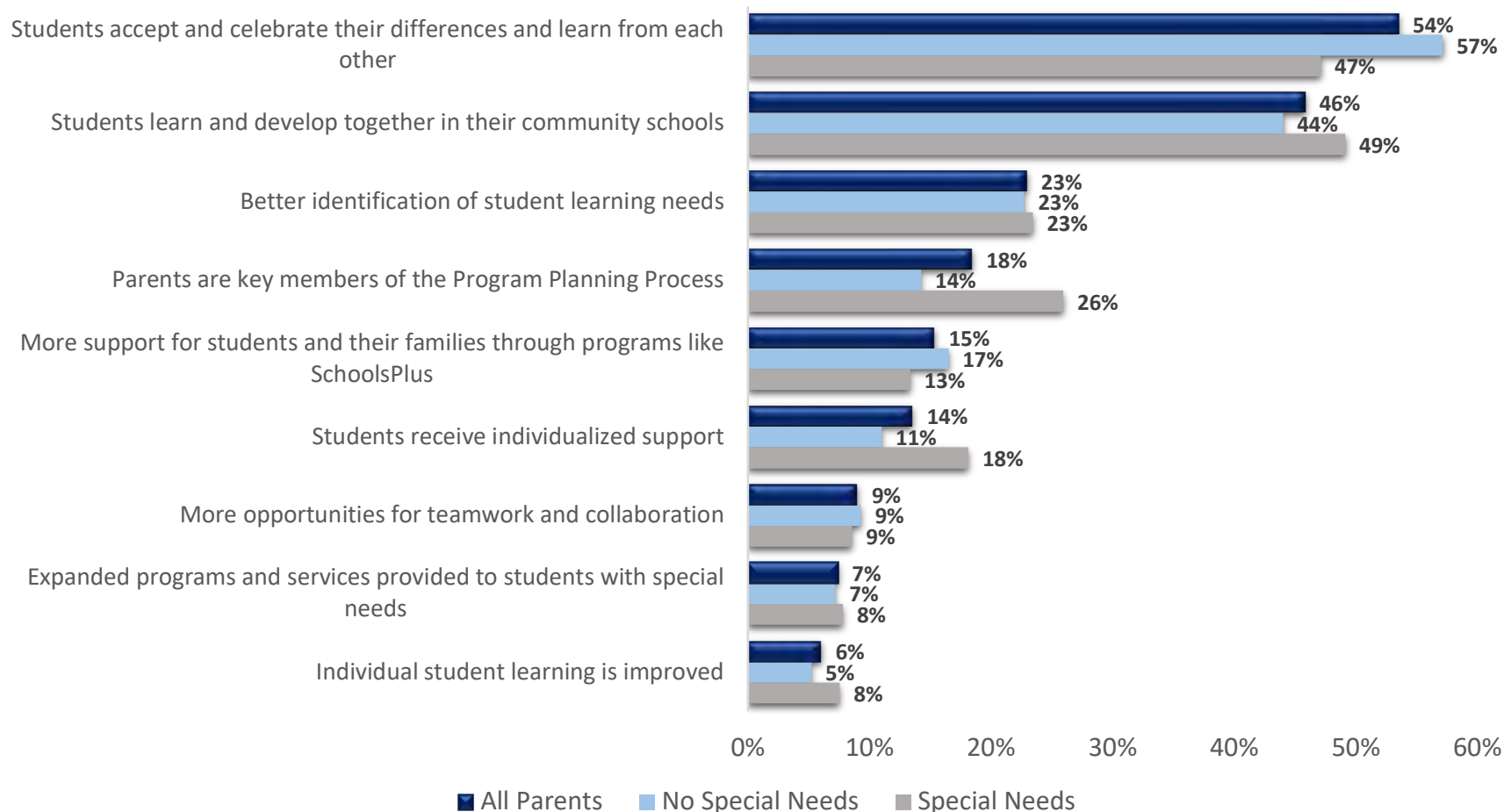




# Positives of the Current Model



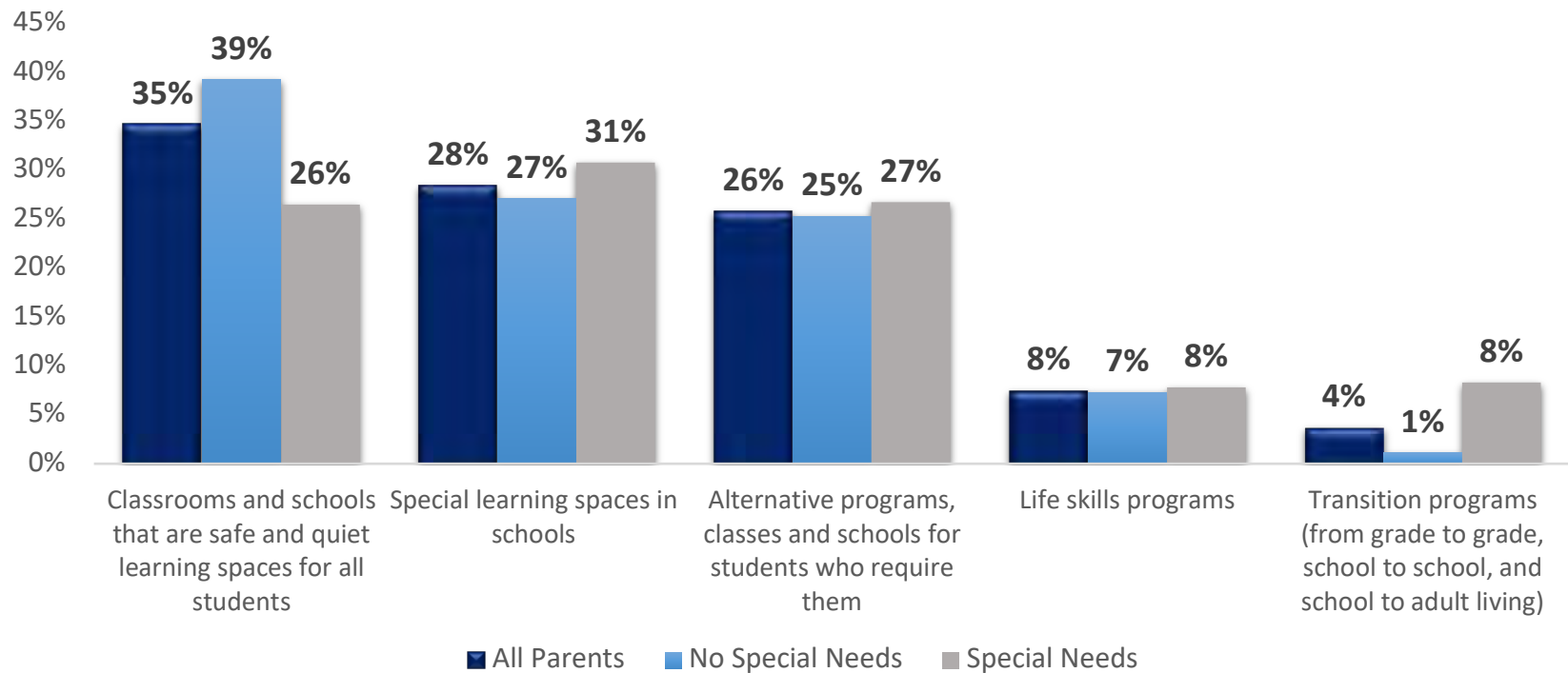
***In your opinion, what is working well with the current model of inclusive education in Nova Scotia?***  
**Multi-response. Total can exceed 100%**



# Learning Environment Priorities



*Thinking about the learning environment in schools, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (5). 1<sup>ST</sup> CHOICE*



# Learning Environment Priorities



*Thinking about the learning environment in schools, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (5)*

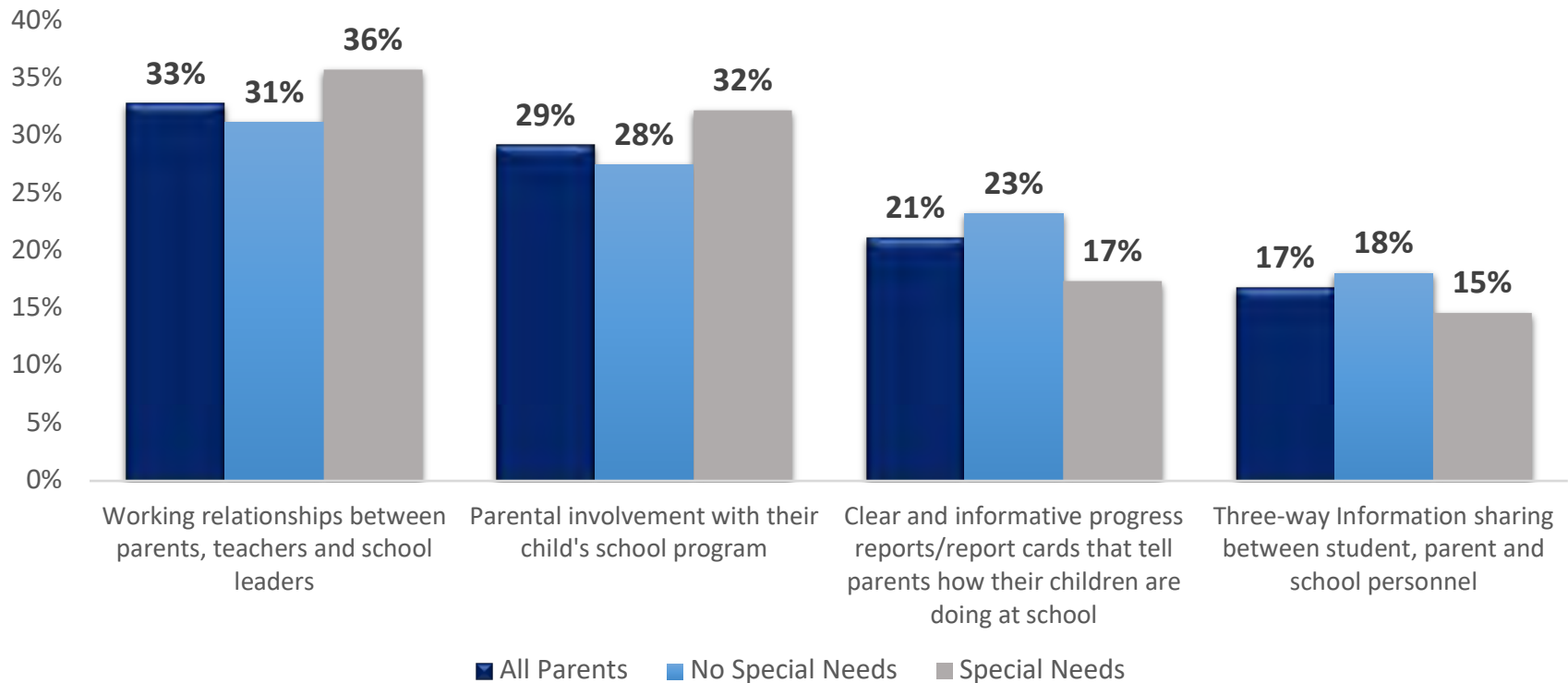
**AVERAGE RANKING (1=highest possible ranking; 5=lowest)**

	All Parents	No Special Needs	Special Needs
• Special learning spaces in schools for students who require behaviour intervention, sensory support, counselling, help with math and reading, and other special programs that are best provided outside the classroom	2.3	2.3	2.3
• Classrooms and schools that are safe and quiet learning spaces for all students	2.5	2.3	2.8
• Alternative programs, classes and schools for students who require them	2.8	2.7	2.9
• Life skills programs	3.4	3.4	3.4
• Transition programs (from grade to grade, school to school, and school to adult living)	4.0	4.2	3.6

# Communication & Collaboration Priorities



*Thinking about communication and collaboration in the school system, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (4). 1<sup>ST</sup> CHOICE*



# Communication & Collaboration Priorities



*Thinking about communication and collaboration in the school system, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (4).*

*AVERAGE RANKING (1=highest possible ranking, 4=lowest).*

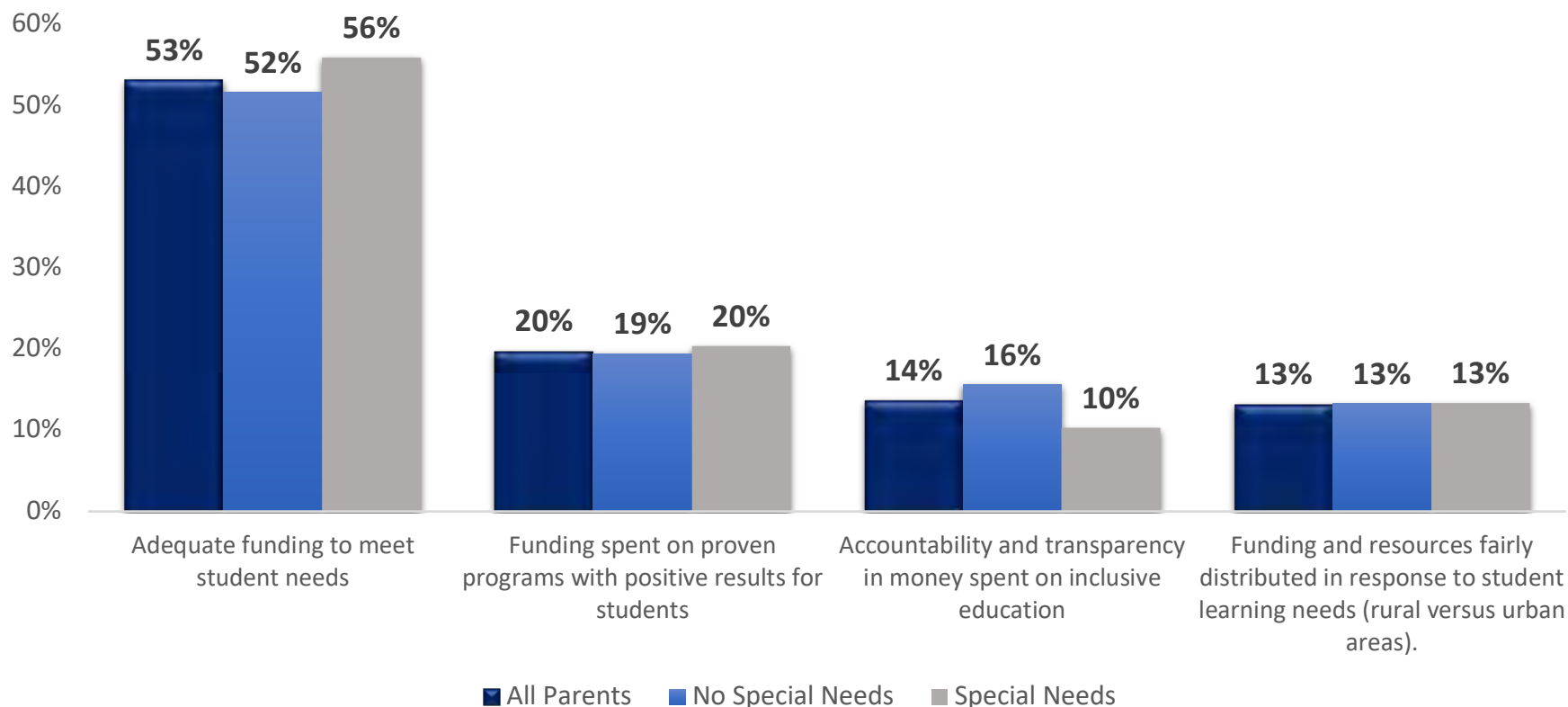
	All Parents	No Special Needs	Special Needs
• Working relationships between parents, teachers and school leaders	2.1	1.8	2.0
• Parental involvement with their child's school program	2.2	2.1	2.2
• Three-way Information sharing between student, parent and school personnel	2.7	2.5	2.8
• Clear and informative progress reports/report cards that tell parents how their children are doing at school	2.8	2.6	2.9

# Resource Priorities



*Thinking about the resources in the school system, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (4).*

**1<sup>ST</sup> CHOICE**



# Resource Priorities



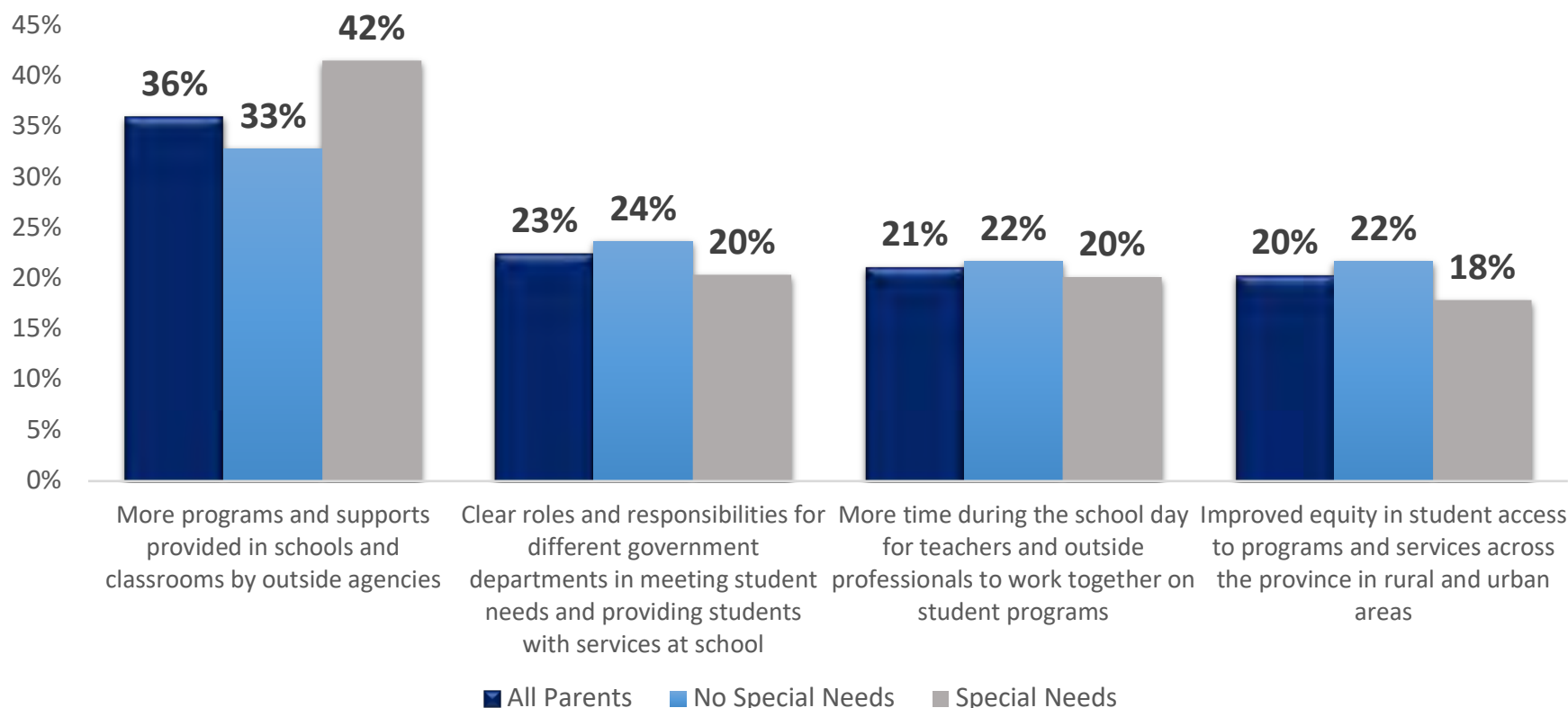
*Thinking about the resources in the school system, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (4).*

*AVERAGE RANKING (1=highest possible ranking; 4=lowest).*

	All Parents	No Special Needs	Special Needs
• Adequate funding to meet student needs	1.8	1.8	1.7
• Funding spent on proven programs with positive results for students	2.4	2.4	2.4
• Funding and resources fairly distributed in response to student learning needs (rural versus urban areas).	2.8	2.8	2.8
• Accountability and transparency in money spent on inclusive education	3.0	3.0	3.1


# Interagency Collaboration Priorities

**?** *Thinking about collaboration between schools and agencies, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (4). 1<sup>ST</sup> CHOICE*





# Interagency Collaboration Priorities

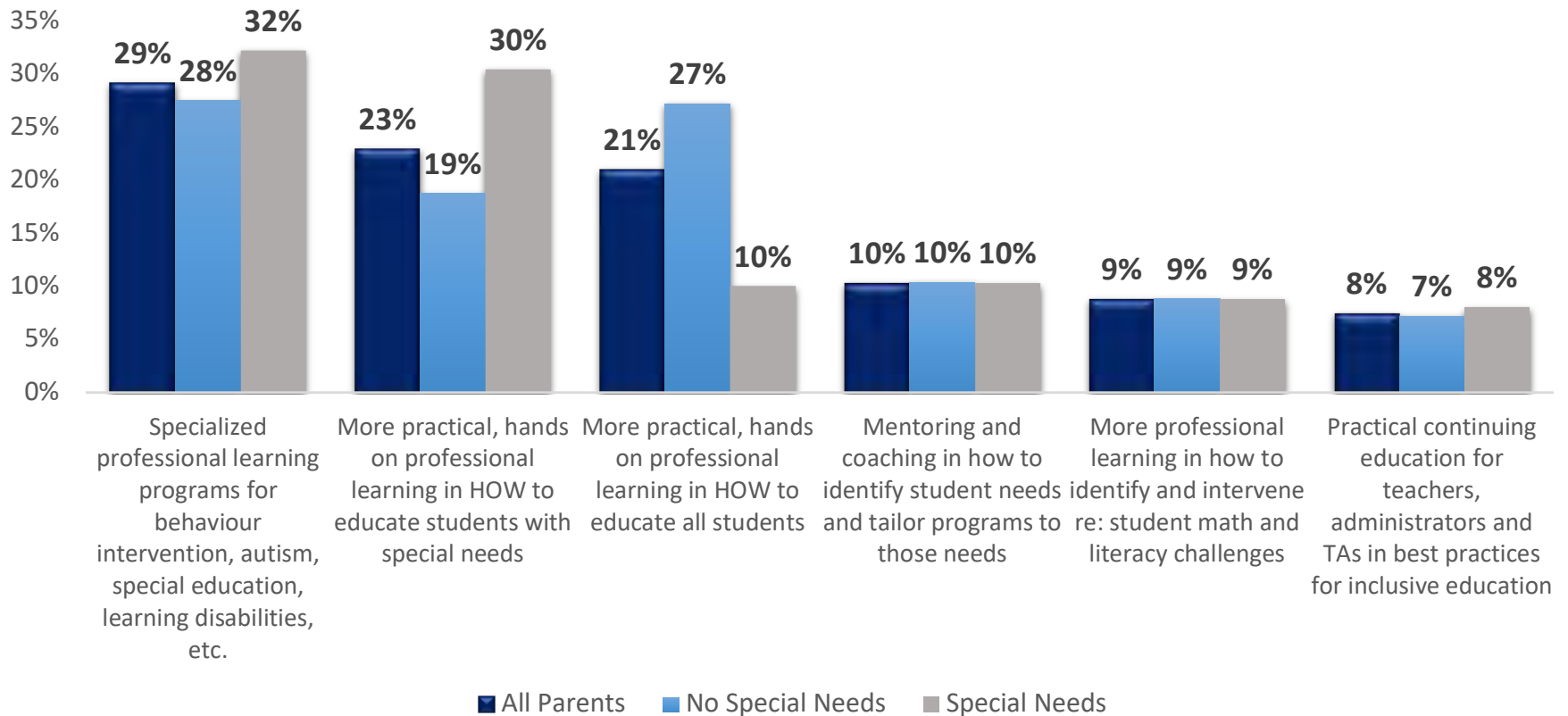
 ***Thinking about collaboration between schools and agencies, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (4).***

***AVERAGE RANKING (1=highest possible ranking; 4=lowest)***


	All Parents	No Special Needs	Special Needs
• More programs and supports provided in schools and classrooms by outside agencies	2.2	2.2	2.1
• Clear roles and responsibilities for different government departments in meeting student needs and providing students with services at school	2.5	2.5	2.5
• Improved equity in student access to programs and services across the province in rural and urban areas	2.6	2.6	2.8
• More time during the school day for teachers and outside professionals to work together on student programs	2.7	2.7	2.6

# Teacher, Administrator & TA Education Priorities

**?** *Thinking about Teacher, Administrator and TA education, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (6). 1<sup>ST</sup> CHOICE*



# Teacher, Administrator & TA Education Priorities

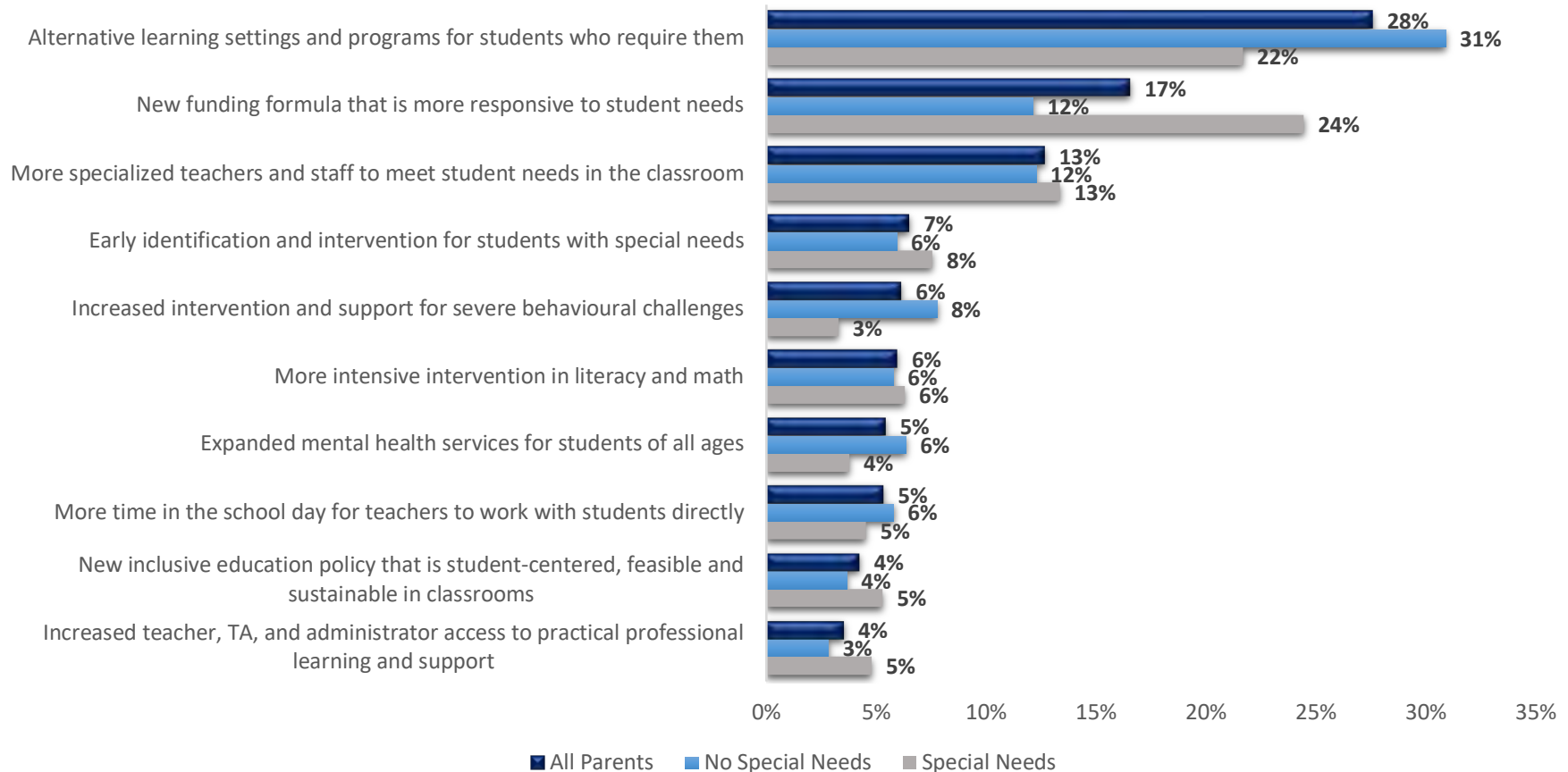
 ***Thinking about Teacher, Administrator and TA education, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (6).***

***AVERAGE RANKING (1=highest possible ranking; 6=lowest).***


	All Parents	No Special Needs	Special Needs
• Specialized professional learning programs for behaviour intervention, autism, special education, learning disabilities, etc.	2.9	3.0	2.7
• More practical, hands on professional learning in HOW to educate students with special needs	3.0	3.2	2.5
• More practical, hands on professional learning in HOW to educate all students	3.6	3.3	4.2
• Mentoring and coaching in how to identify student needs and tailor programs to those needs	3.6	3.7	3.6
• Practical continuing education for teachers, administrators and TAs in best practices for inclusive education	3.9	3.9	4.0
• More professional learning in how to identify and intervene re: student math and literacy challenges	3.9	3.9	4.1

# First Phase Priorities

**? A new model for inclusive education will likely be implemented in phases. Thinking about the first phase of a new model, what would you say should be the TOP FIVE priorities (from top priority #1 to priority #5) from the list below? In other words, what five areas should be targeted first for implementation? 1<sup>ST</sup> CHOICE. CATEGORIES WITH 4% OR MORE SUPPORT.**



# First Phase Priorities

 ***Thinking about Teacher, Administrator and TA education, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (5). AVERAGE RANKING (1=highest possible ranking; 5=lowest)***

	All Parents	No Special Needs	Special Needs
• Alternative learning settings and programs for students who require them	2.7	2.5	3.0
• More specialized teachers and staff to meet student needs in the classroom	3.1	3.2	2.9
• Increased intervention and support for severe behavioural challenges	3.5	3.2	4.1
• New funding formula that is more responsive to student needs	3.5	3.7	3.2
• Early identification and intervention for students with special needs	3.8	3.8	3.8
• Expanded mental health services for students of all ages	3.9	3.9	4.0
• More intensive intervention in literacy and math	4.0	4.0	3.9
• More time in the school day for teachers to work with students directly	4.0	4.1	4.0

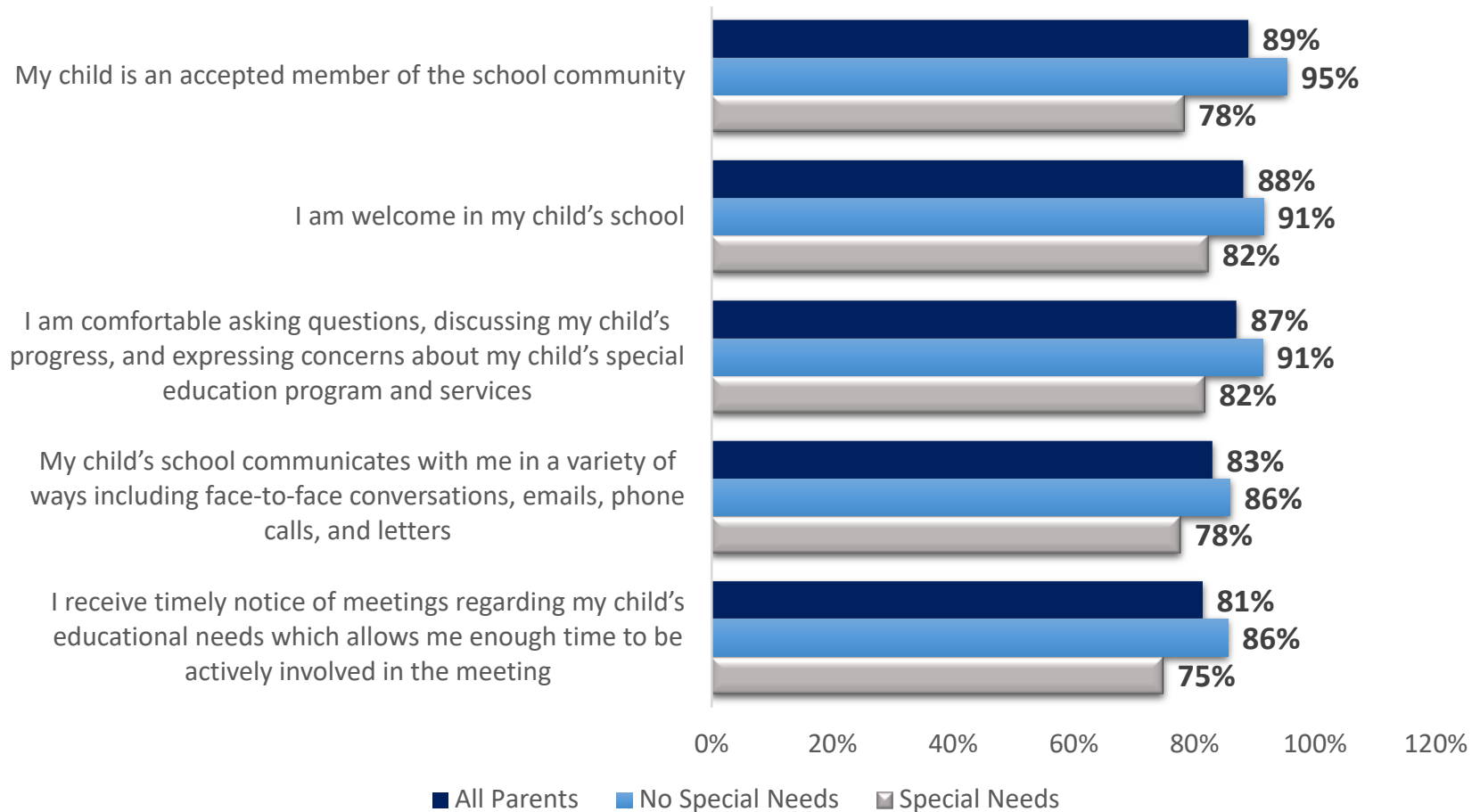
# First Phase Priorities

**? Thinking about Teacher, Administrator and TA education, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (5). AVERAGE RANKING (1=highest possible ranking; 5=lowest)**

	All Parents	No Special Needs	Special Needs
• Increased teacher, TA, and administrator access to practical professional learning and support	4.2	4.4	4.0
• New inclusive education policy that is student-centered, feasible and sustainable in classrooms	4.3	4.4	4.2
• Different high school pathways to graduation	4.6	4.5	4.7
• Streamlined program planning process with reduced paperwork and meeting requirements for teachers and administrators	4.6	4.5	4.7
• Equity in access to educational programming and supports for rural and urban students	4.6	4.6	4.7
• Stronger interagency collaboration in providing students with services at school	4.7	4.7	4.6
• Department of health and wellness provision of medical services and supports in school including clinical nursing services	4.7	4.7	4.8
• Consistent transition support for students and families throughout school (all stages)	4.7	4.8	4.6
• Consolidated inclusive education policies and guidelines to provide one-stop shopping for students, parents and teachers	4.9	4.9	4.8

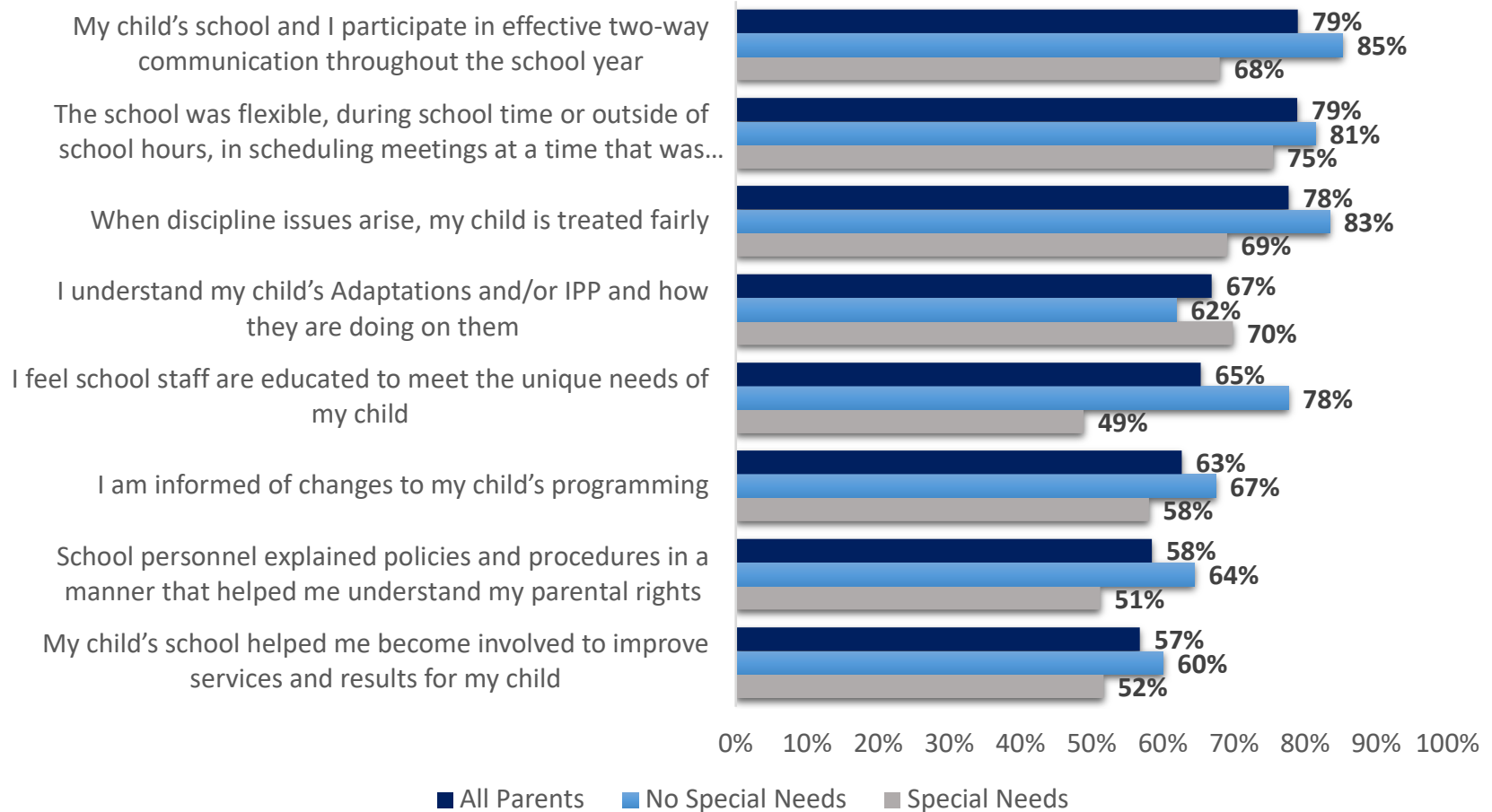
# School Experience Ratings

**?** Now we'd like you to tell us if you agree or disagree with each of the statements below. **AGREE + SOMEWHAT AGREE (%)**



# School Experience Ratings

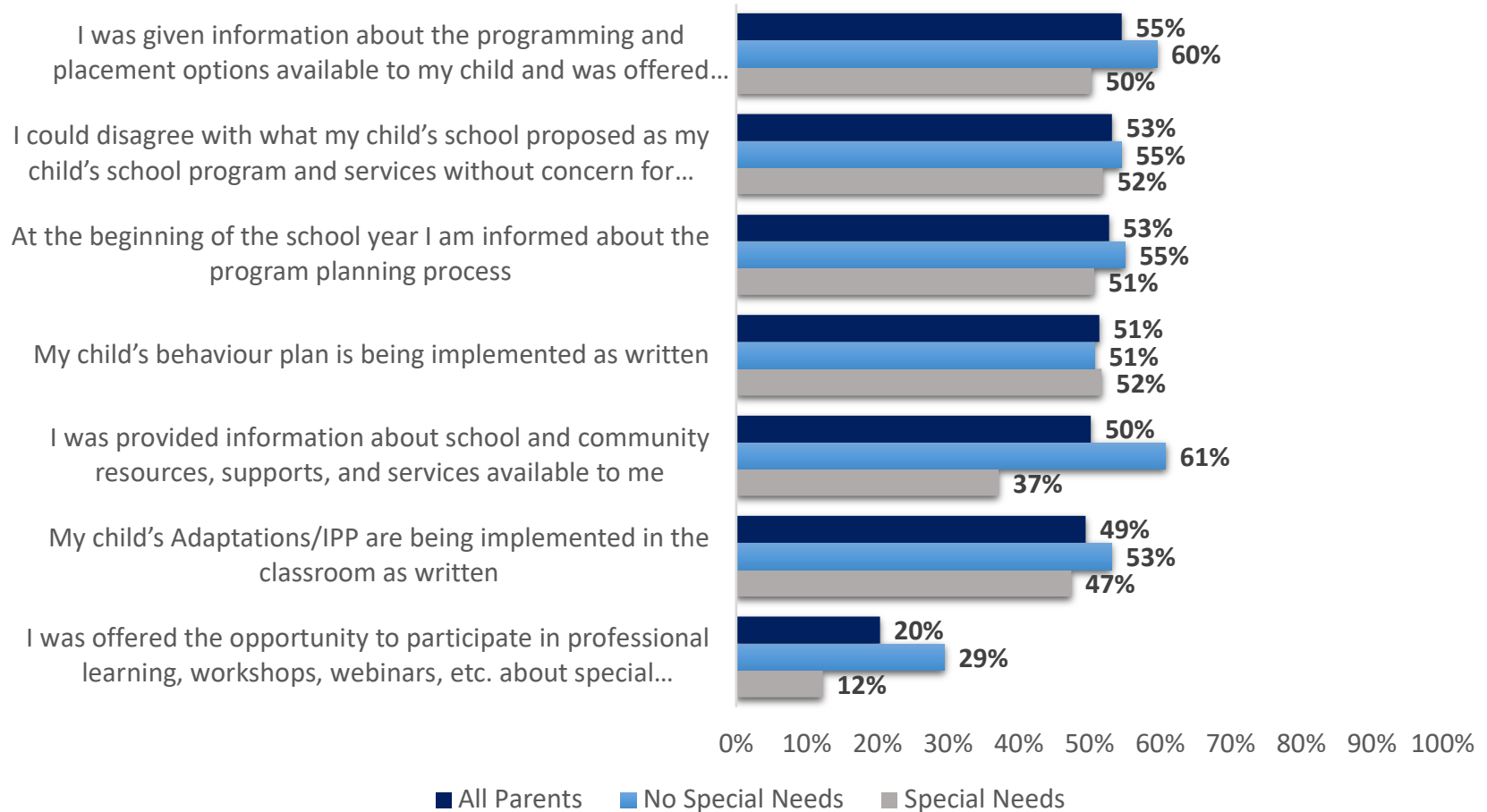
**?** Now we'd like you to tell us if you agree or disagree with each of the statements below. **AGREE + SOMEWHAT AGREE (%)**





# School Experience Ratings

**?** Now we'd like you to tell us if you agree or disagree with each of the statements below. **AGREE + SOMEWHAT AGREE (%)**





## ***Public Survey Results***

December 2017



# Key Highlights

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- Members of the public who completed the survey identified the health and wellness of students (including mental health) and excessive workload demands on teachers as the top two most important issues facing the Nova Scotia public education system today (other than inclusive education).
- The top challenges facing *inclusive education* identified by respondents are (1) inadequate funding/staff/resources, (2) an increased rate of severely disruptive student behaviour in school, (2-tied) inadequate in-class supports, and (3) a growing number of students with mental health challenges.
- Regarding funding for inclusive education, majorities of respondents either somewhat disagree or disagree that there is adequate funding to support inclusive education in the public education system, or that the funding that exists is spent wisely.
- In terms of priorities for changing the *learning environment*, (1) social and emotional programs and supports, (2) safe, inclusive schools, and (3) alternative programs, classes and schools are identified as the most important.
- The top *communication and collaboration* priority is (1) working relationships between parents, teachers and school leaders.
- The top *resource* priority is (1) adequate funding to meet student needs.

# Key Highlights (continued)


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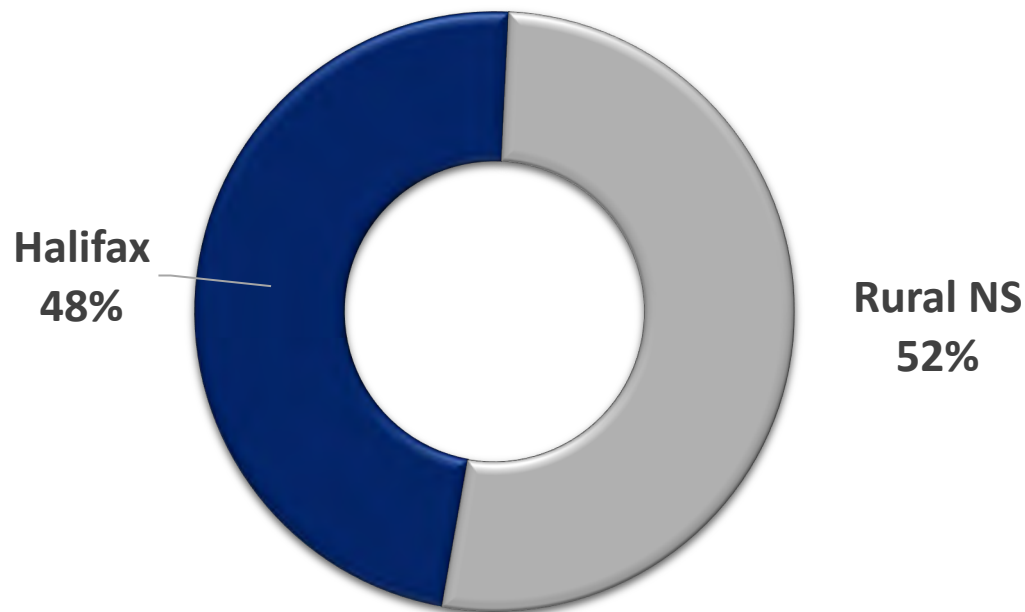
- The top *interagency collaboration* priority is (1) more programs and supports provided in schools and classrooms by outside agencies.
- The top *teacher, administrator and TA education* priority is (1) specialized professional learning programs for behaviour intervention, autism, special education, learning disabilities, etc.
- For the first phase of a new model of inclusive education, the top priorities for public survey respondents are (1) more specialized teachers and staff to meet student needs in the classroom, (2) alternative learning settings and programs for students who require them, (3) early identification and intervention for students with special needs, and (4) a new inclusive education policy that is student-centered, feasible and sustainable in classrooms.
- When asked for their general perceptions regarding inclusive related topics, the highest level of agreement (>80%, when 'not applicable' responses are removed) was recorded for the following statement: *Children with special needs are at risk of being bullied by other children.*
- The lowest level of agreement was for the statement: *Nova Scotia is an inclusive society* (50% agree).
- About one-third (34%) of respondents believe that all children benefit when typically developing children with special needs attend the same school; 13% believe that typically children benefit more; and 21% believe that special needs children derive the most benefit. Another one-third (32%) are unsure.

# Location of Residence

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A total of 377 members of the public participated in the survey.

 *Location of respondent*



# Respondent Profile



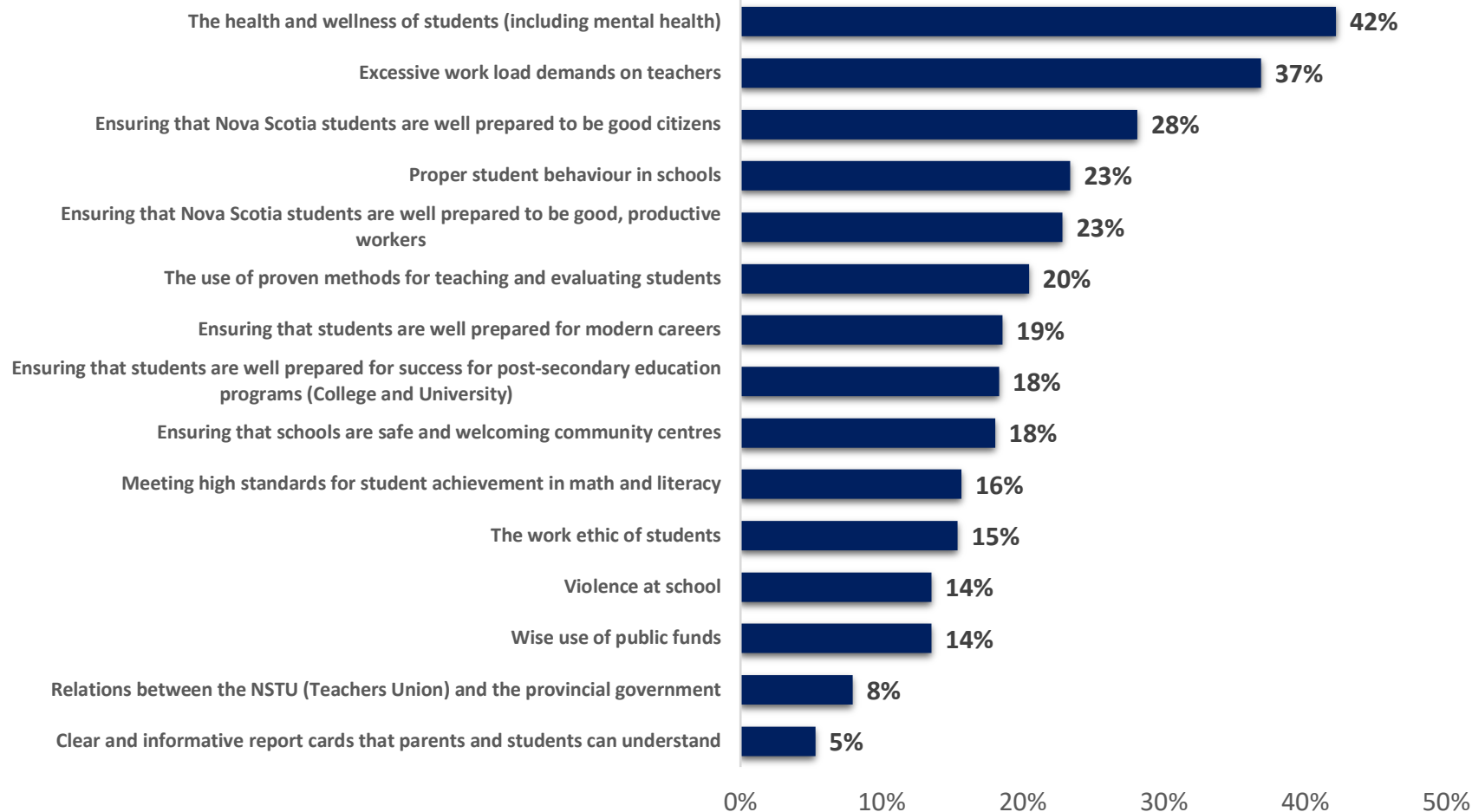
*Which of the following applies to you:*

	%
• I have children with special needs	11%
• I have friends who have children with special needs	63%
• I have volunteered with special needs children	40%
• I have family members who have children with special needs	39%
• My colleagues have children with special needs	39%
• I have neighbours who have children with special needs	31%
• None of the above	15%

# Issues Facing Public Education System



*In your opinion, other than inclusive education, what are the most important issues facing the Nova Scotia public education system today?*



# Issues Facing Public Education System - by Age



*In your opinion, other than inclusive education, what are the most important issues facing the Nova Scotia public education system today?*

	18-35	35-54	55+
• The health and wellness of students (including mental health)	64%	46%	30%
• Excessive work load demands on teachers	44%	36%	34%
• Ensuring that Nova Scotia students are well prepared to be good citizens	30%	29%	25%
• Proper student behaviour in schools	17%	22%	28%
• Ensuring that Nova Scotia students are well prepared to be good, productive workers	17%	25%	25%
• The use of proven methods for teaching and evaluating students	25%	18%	23%
• Ensuring that students are well prepared for modern careers	23%	18%	16%



# Issues Facing Public Education System - by Age



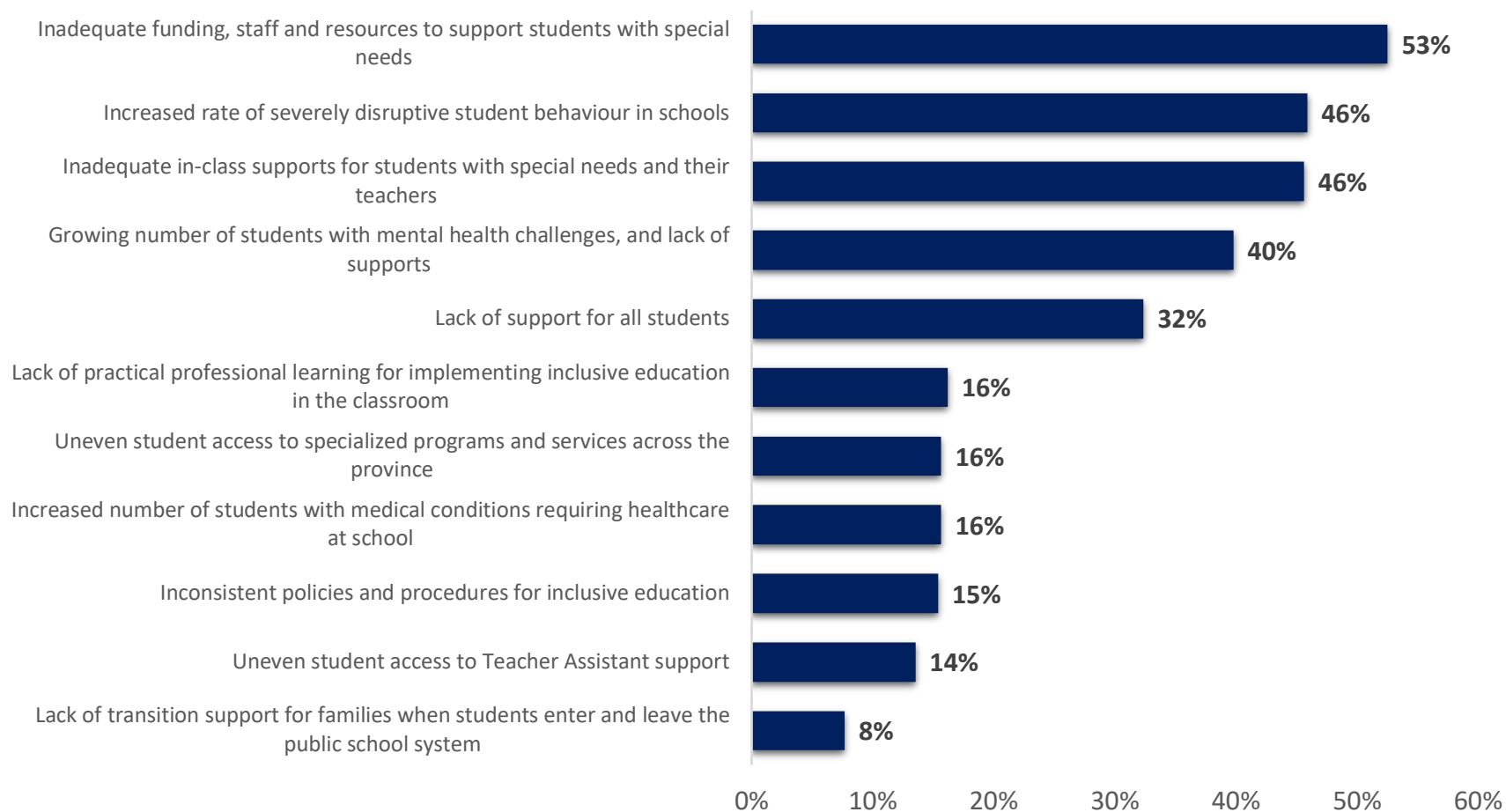
*In your opinion, other than inclusive education, what are the most important issues facing the Nova Scotia public education system today?*

	18-35	35-54	55+
• Ensuring that students are well prepared for success for post-secondary education programs (College and University)	21%	17%	19%
• Ensuring that schools are safe and welcoming community centres	21%	20%	15%
• Meeting high standards for student achievement in math and literacy	6%	14%	24%
• The work ethic of students	4%	14%	20%
• Wise use of public funds	12%	12%	13%
• Violence at school	10%	14%	12%
• Relations between the NSTU (Teachers Union) and the provincial government	6%	11%	6%
• Clear and informative report cards that parents and students can understand	0%	3%	11%

# Issues/Challenges Facing Inclusive Education



*In your opinion, what are the most important issues or challenges facing the current system of inclusive education in Nova Scotia?*



# Issues Facing Inclusive Inclusive Education - by Age

 *In your opinion, what are the most important issues or challenges facing the current system of inclusive education in Nova Scotia?*

	18-35	35-54	55+
• Inadequate funding, staff and resources to support students with special needs	65%	52%	44%
• Increased rate of severely disruptive student behaviour in schools	22%	45%	56%
• Inadequate in-class supports for students with special needs and their teachers	53%	43%	44%
• Growing number of students with mental health challenges, and lack of supports	35%	47%	37%
• Lack of support for all students	44%	38%	23%
• Lack of practical professional learning for implementing inclusive education in the classroom	18%	12%	23%
• Increased number of students with medical conditions requiring healthcare at school	6%	17%	20%
• Uneven student access to specialized programs and services across the province	19%	12%	17%
• Inconsistent policies and procedures for inclusive education	14%	10%	20%
• Uneven student access to Teacher Assistant support	9%	16%	13%
• Lack of transition support for families when students enter and leave the public school system	13%	8%	4%

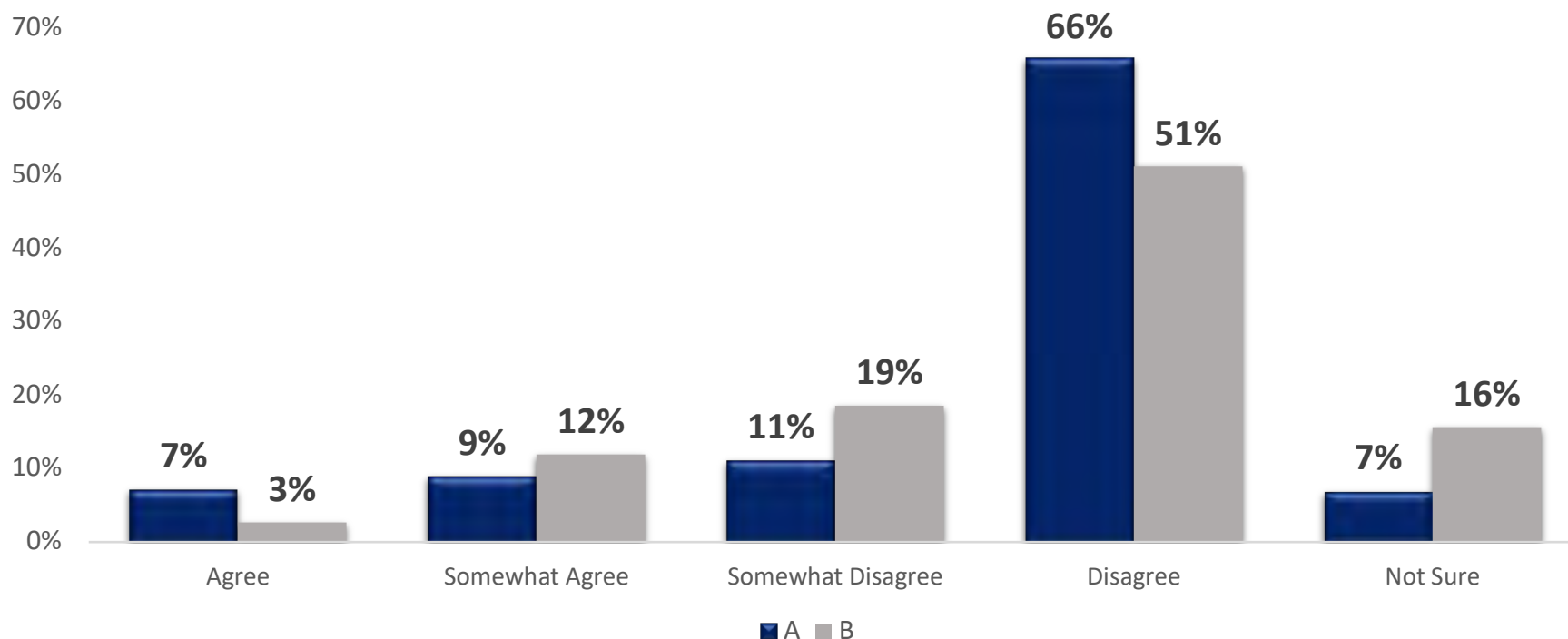
# Funding for Inclusive Education



**Please indicate the extent to which you agree or disagree with the following statements.**

*A - There is adequate funding to support inclusive education (special needs) in the public education system in Nova Scotia.*

*B - The funding that exists for inclusive education (special needs) in the public education system in Nova Scotia is spent wisely.*



# Funding for Inclusive Education - by Age



*Please indicate the extent to which you agree or disagree with the following statements.*

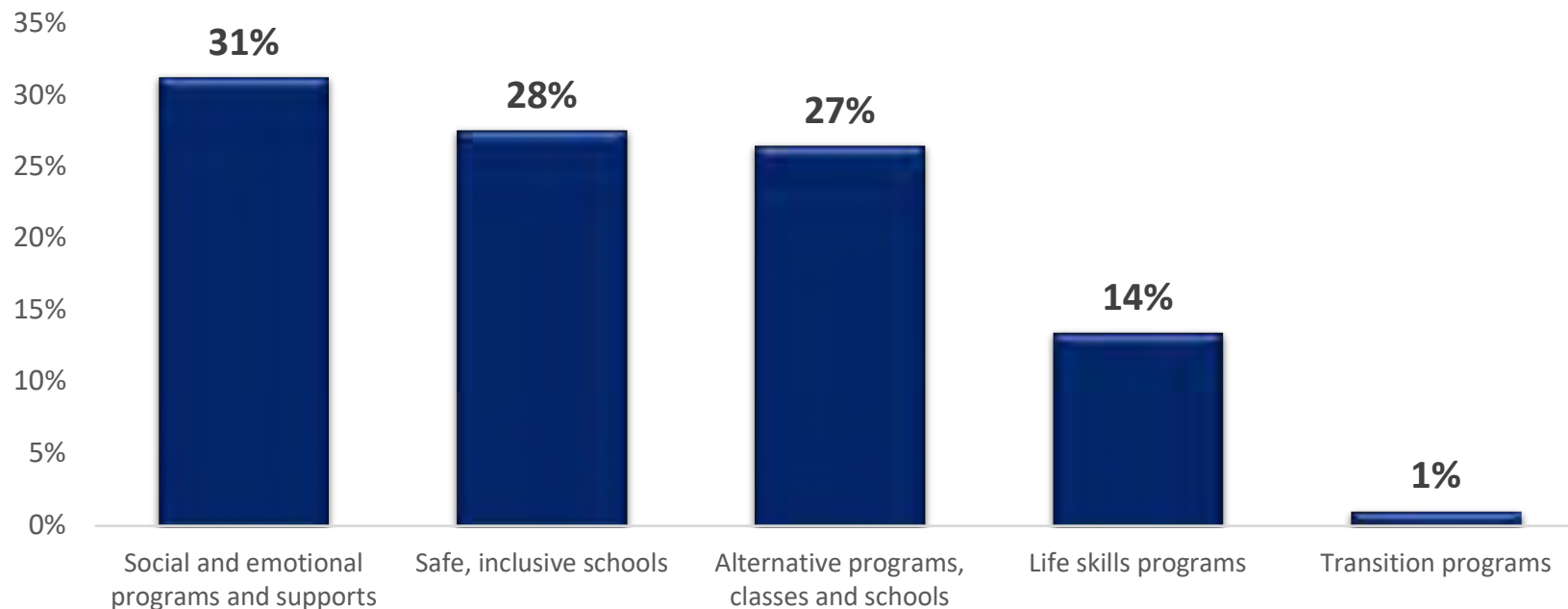
***-% AGREE-***

	18-35	35-54	55+
<i>There is adequate funding to support inclusive education (special needs) in the public education system in Nova Scotia.</i>	10%	20%	15%
<i>The funding that exists for inclusive education (special needs) in the public education system in Nova Scotia is spent wisely.</i>	9%	15%	16%

# Learning Environment Priorities



*Thinking about the learning environment in schools, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (5). 1<sup>ST</sup> CHOICE*



# Learning Environment Priorities (Average Ranking)



*Thinking about the learning environment in schools, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (5). AVERAGE RANKING (1=highest possible ranking; 5=lowest).*

	AVERAGE RANKING
• Social and emotional programs and supports	2.3
• Safe, inclusive schools	2.8
• Alternative programs, classes and schools	2.9
• Life skills programs	2.9
• Transition programs	4.1

# Learning Environment Priorities – by Age



*Thinking about the learning environment in schools, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (5). 1<sup>ST</sup> CHOICE*

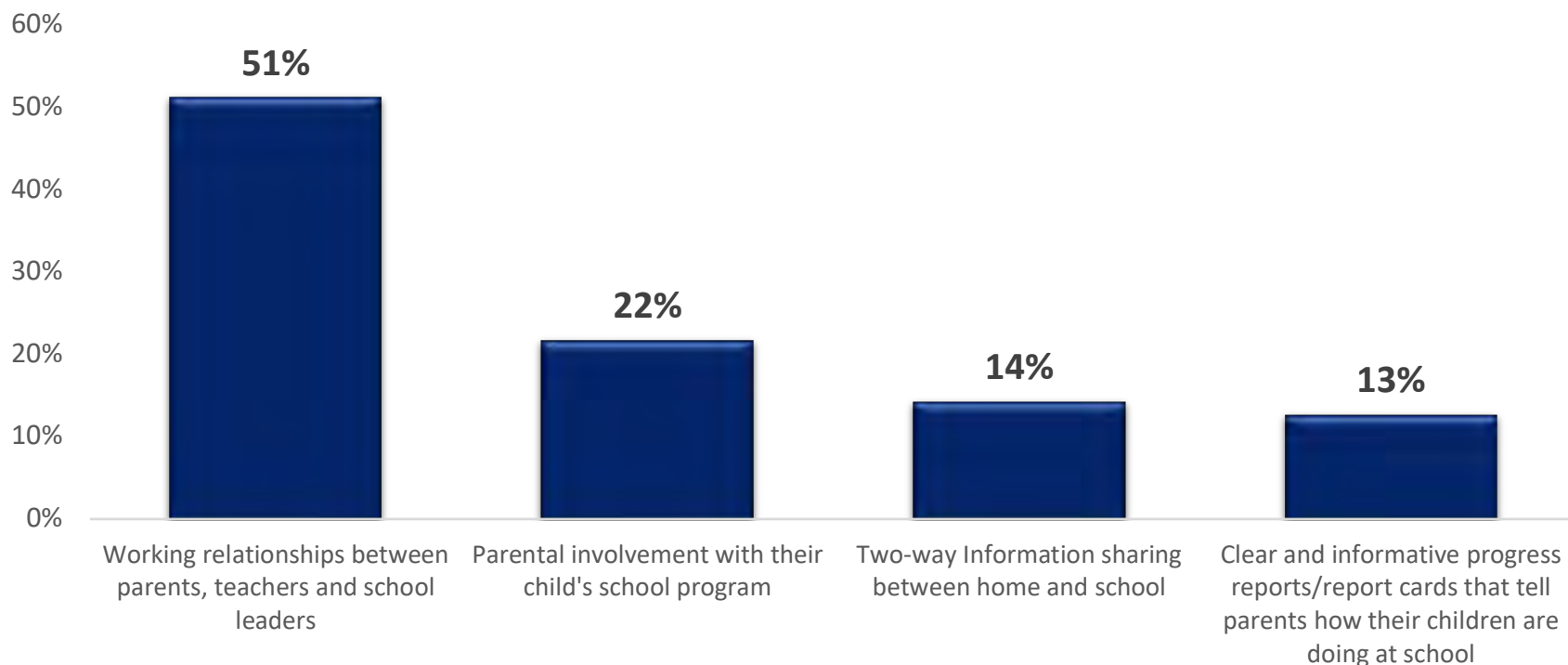
	18-35	35-54	55+
• <b>Social and emotional programs and supports</b>	38%	33%	27%
• <b>Safe, inclusive schools</b>	30%	25%	30%
• <b>Alternative programs, classes and schools</b>	16%	31%	28%
• <b>Life skills programs</b>	17%	9%	14%
• <b>Transition programs</b>	0%	2%	1%



# Communication & Collaboration Priorities



*Thinking about communication and collaboration in the school system, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (4). 1<sup>ST</sup> CHOICE*



# Communication & Collaboration Priorities (Average Ranking)



*Thinking about communication and collaboration in the school system, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (4). AVERAGE RANKING (1=highest possible ranking; 4=lowest).*

	AVERAGE RANKING
• Working relationships between parents, teachers and school leaders	1.8
• Two-way Information sharing between home and school	2.5
• Parental involvement with their child's school program	2.6
• Clear and informative progress reports/report cards that tell parents how their children are doing at school	3.1

# Communication & Collaboration Priorities - by Age



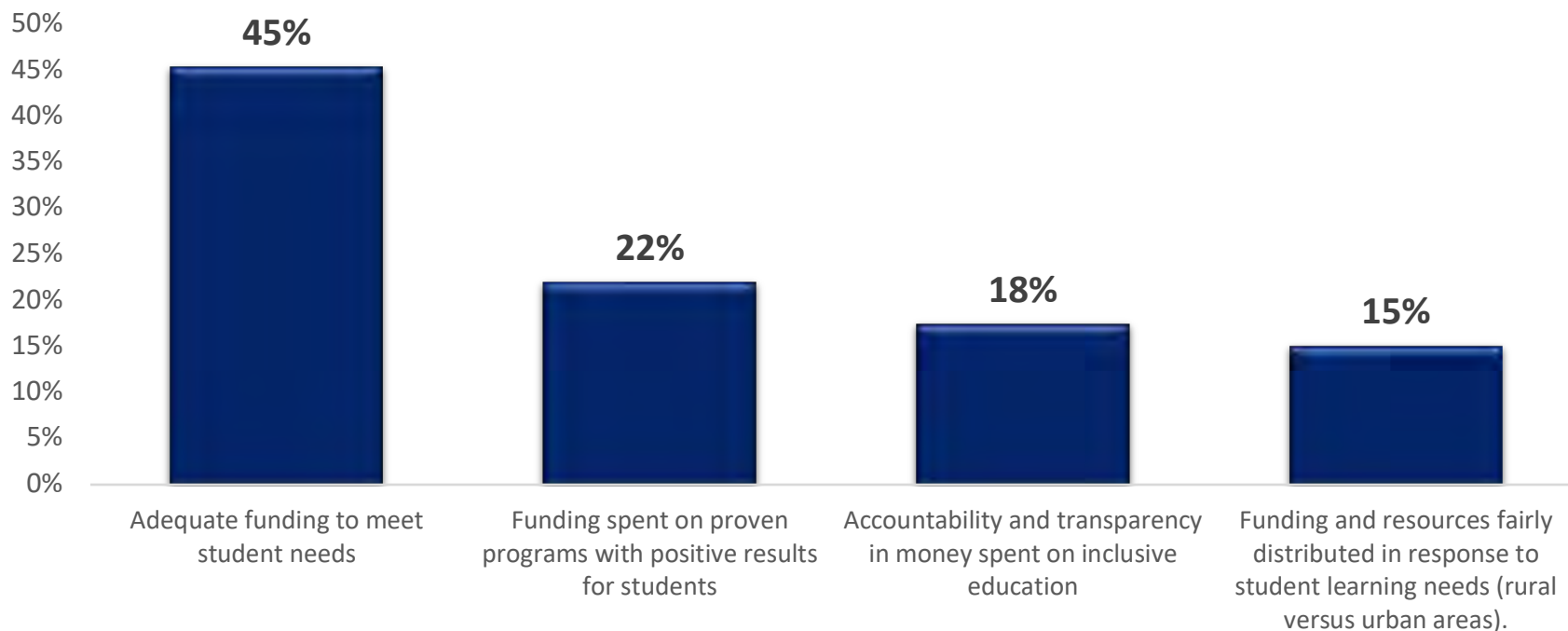
*Thinking about communication and collaboration in the school system, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (4). 1<sup>ST</sup> CHOICE*

	18-35	35-54	55+
• Working relationships between parents, teachers and school leaders	53%	45%	55%
• Parental involvement with their child's school program	19%	25%	20%
• Two-way Information sharing between home and school	18%	17%	11%
• Clear and informative progress reports/report cards that tell parents how their children are doing at school	9%	13%	13%

# Resource Priorities



*Thinking about the resources in the school system, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (4). 1<sup>st</sup> CHOICE.*



# Resource Priorities (Average Ranking)



*Thinking about the resources in the school system, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (4). AVERAGE RANKING (1=highest possible ranking; 4=lowest).*

	AVERAGE RANKING
• Adequate funding to meet student needs	2.0
• Funding spent on proven programs with positive results for students	2.5
• Funding and resources fairly distributed in response to student learning needs (rural versus urban areas).	2.7
• Accountability and transparency in money spent on inclusive education	2.9

# Resource Priorities - by Age

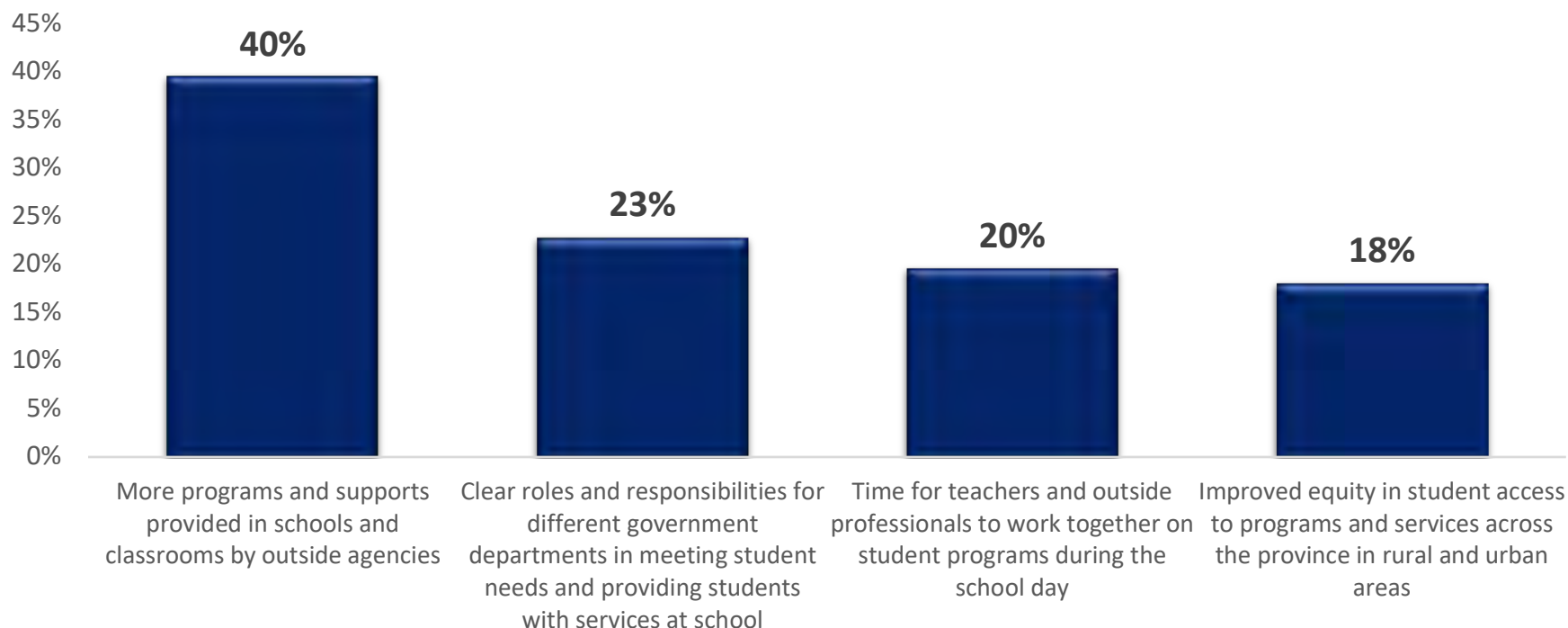


*Thinking about the resources in the school system, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (4). 1<sup>st</sup> CHOICE.*


	18-35	35-54	55+
• Adequate funding to meet student needs	43%	51%	44%
• Funding spent on proven programs with positive results for students	27%	18%	21%
• Accountability and transparency in money spent on inclusive education	16%	16%	18%
• Funding and resources fairly distributed in response to student learning needs (rural versus urban areas).	14%	15%	17%

# Interagency Collaboration Priorities

**?** *Thinking about collaboration between schools and agencies, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (4). 1<sup>ST</sup> CHOICE*




# Interagency Collaboration Priorities (Average Ranking)

 *Thinking about collaboration between schools and agencies, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (4). AVERAGE RANKING (1=highest possible ranking; 4=lowest).*

	AVERAGE RANKING
• More programs and supports provided in schools and classrooms by outside agencies	2.1
• Time for teachers and outside professionals to work together on student programs during the school day	2.6
• Clear roles and responsibilities for different government departments in meeting student needs and providing students with services at school	2.7
• Improved equity in student access to programs and services across the province in rural and urban areas	2.7



# Interagency Collaboration Priorities - by Age

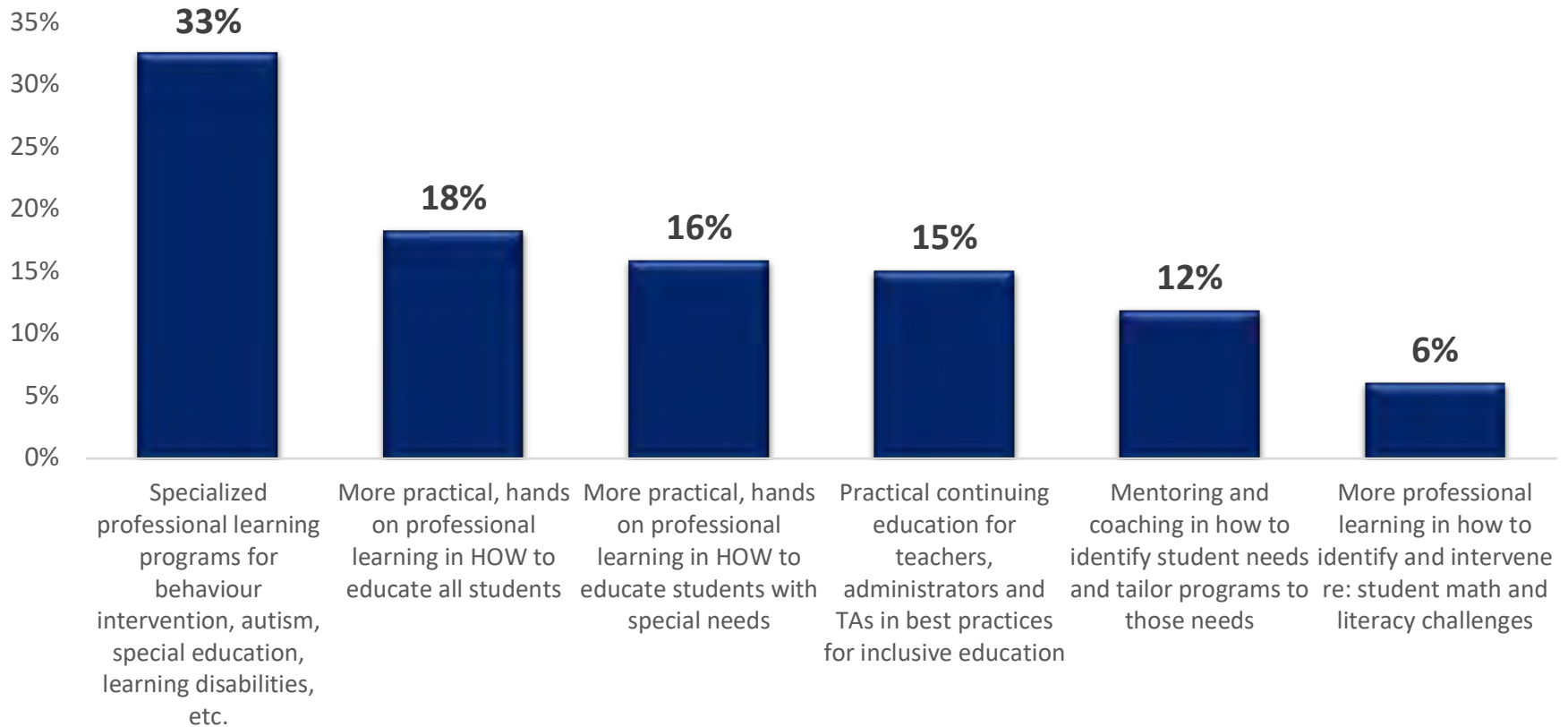
 *Thinking about collaboration between schools and agencies, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (4). 1<sup>ST</sup> CHOICE*

	18-35	35-54	55+
• <b>More programs and supports provided in schools and classrooms by outside agencies</b>	51%	40%	37%
• <b>Clear roles and responsibilities for different government departments in meeting student needs and providing students with services at school</b>	14%	26%	24%
• <b>Time for teachers and outside professionals to work together on student programs during the school day</b>	16%	22%	18%
• <b>Improved equity in student access to programs and services across the province in rural and urban areas</b>	19%	12%	22%


# Teacher, Administrator & TA Education Priorities



*Thinking about Teacher, Administrator and TA education, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (6). 1<sup>ST</sup> CHOICE*



# Teacher, Administrator & TA Education Priorities (Average Ranking)

 *Thinking about Teacher, Administrator and TA education, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (6). AVERAGE RANKING (1=highest possible ranking; 6=lowest).*

	AVERAGE RANKING
• Specialized professional learning programs for behaviour intervention, autism, special education, learning disabilities, etc.	2.8
• More practical, hands on professional learning in HOW to educate students with special needs	3.3
• More practical, hands on professional learning in HOW to educate all students	3.5
• Practical continuing education for teachers, administrators and TAs in best practices for inclusive education	3.5
• Mentoring and coaching in how to identify student needs and tailor programs to those needs	3.6
• More professional learning in how to identify and intervene re: student math and literacy challenges	4.3

# Teacher, Administrator & TA Education Priorities - by Age

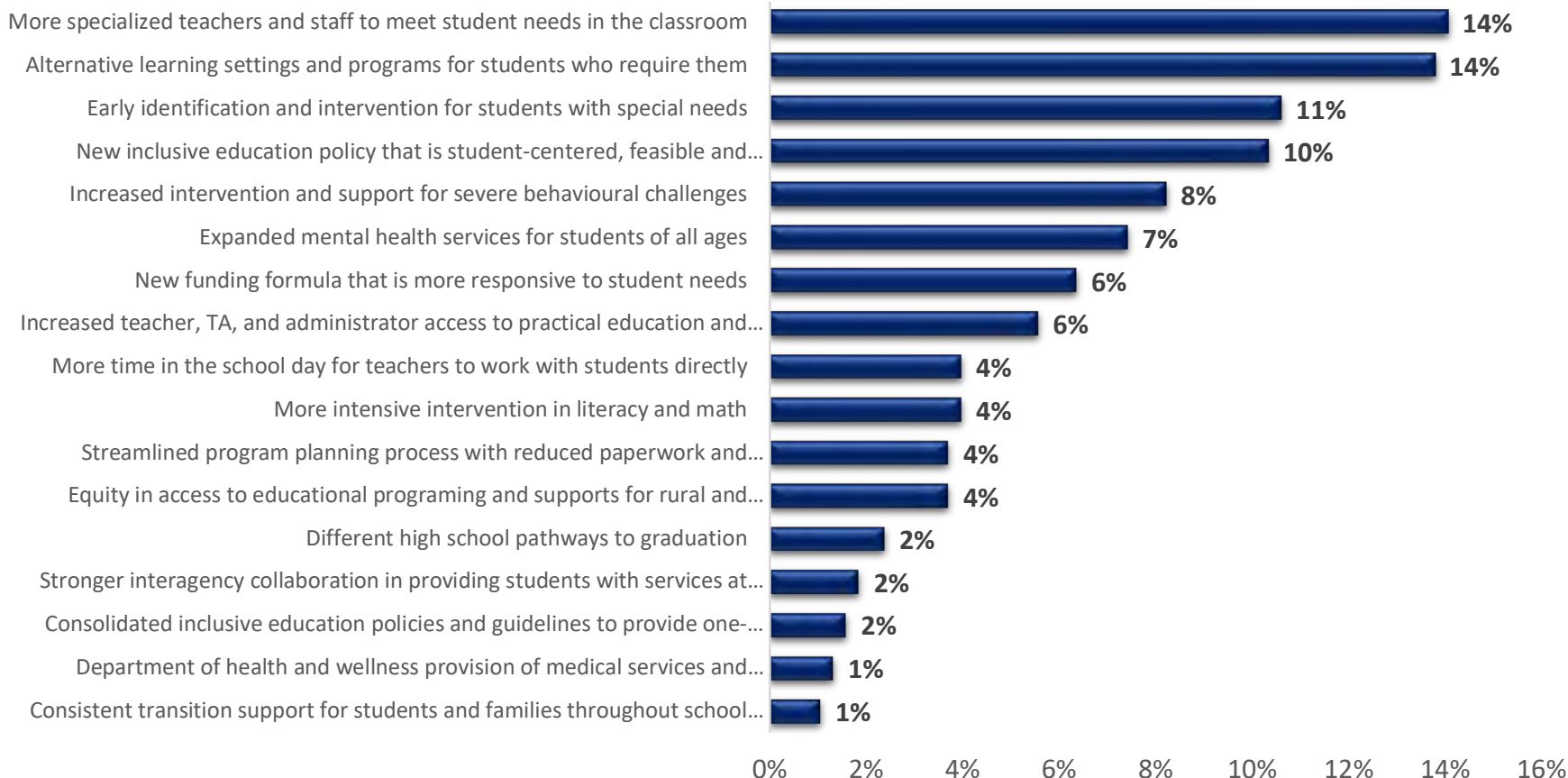


*Thinking about Teacher, Administrator and TA education, please rank the following areas in terms of their priority in a new model for inclusive education from most important (1) to least important (6). 1<sup>ST</sup> CHOICE*

	18-35	35-54	55+
• Specialized professional learning programs for behaviour intervention, autism, special education, learning disabilities, etc.	25%	39%	34%
• More practical, hands on professional learning in HOW to educate all students	22%	18%	14%
• More practical, hands on professional learning in HOW to educate students with special needs	14%	13%	19%
• Practical continuing education for teachers, administrators and TAs in best practices for inclusive education	14%	14%	18%
• Mentoring and coaching in how to identify student needs and tailor programs to those needs	17%	9%	10%
• More professional learning in how to identify and intervene re: student math and literacy challenges	8%	6%	6%

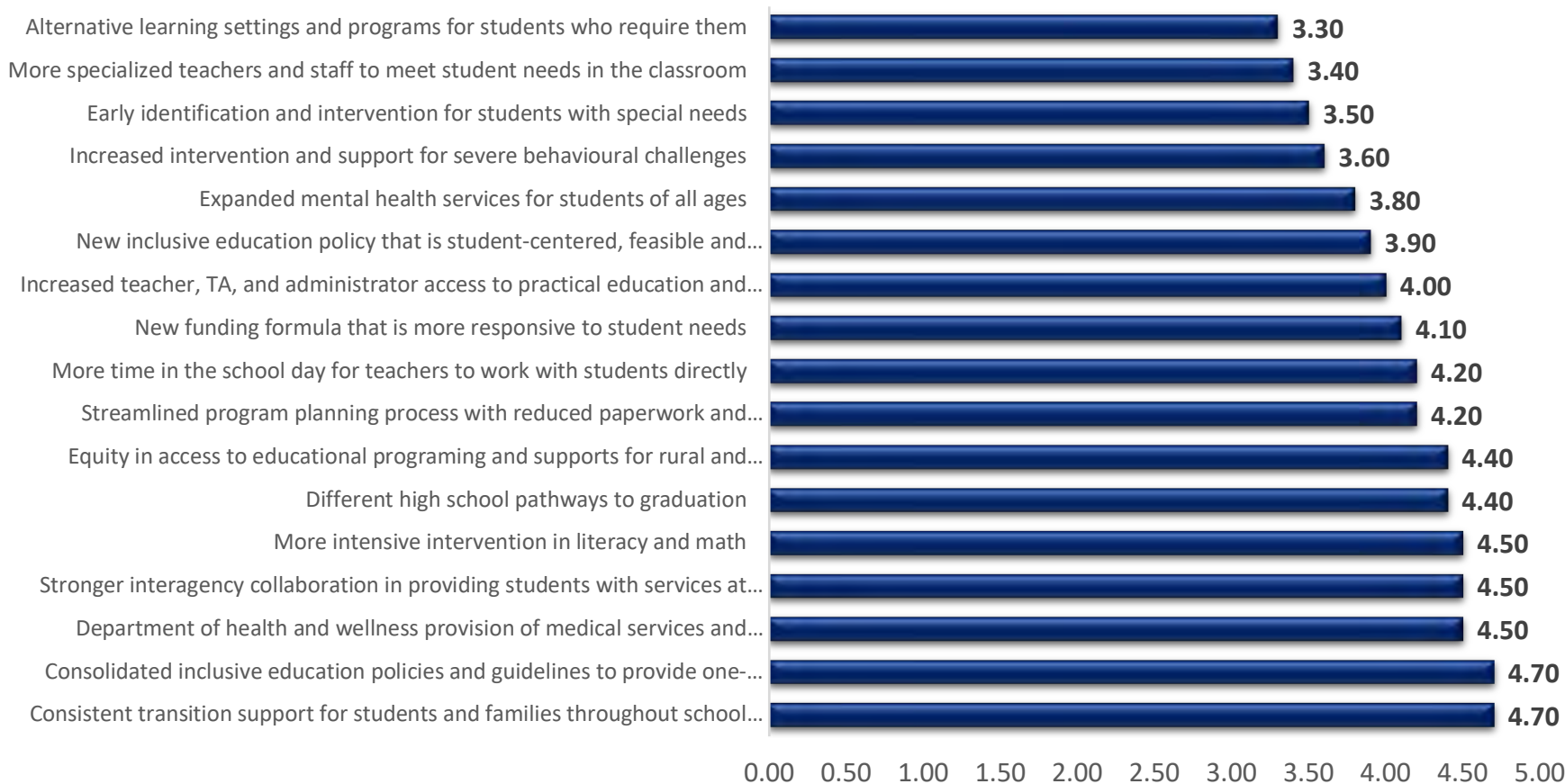
# First Phase Priorities

**?** *A new model for inclusive education will likely be implemented in phases. Thinking about the first phase of a new model, what would you say should be the TOP FIVE priorities (from top priority #1 to priority #5) from the list below? In other words, what five areas should be targeted first for implementation? 1<sup>ST</sup> CHOICE.*



# First Phase Priorities (Average Ranking)

**? A new model for inclusive education will likely be implemented in phases. Thinking about the first phase of a new model, what would you say should be the TOP FIVE priorities (from top priority #1 to priority #5) from the list below? In other words, what five areas should be targeted first for implementation? AVERAGE RANKING (1=highest possible ranking; 5=lowest).**



# First Phase Priorities - by Age

**?** *A new model for inclusive education will likely be implemented in phases. Thinking about the first phase of a new model, what would you say should be the TOP FIVE priorities (from top priority #1 to priority #5) from the list below? In other words, what five areas should be targeted first for implementation? 1<sup>ST</sup> CHOICE.*

	18-35	35-54	55+
• More specialized teachers and staff to meet student needs in the classroom	30%	11%	11%
• Alternative learning settings and programs for students who require them	9%	14%	16%
• Early identification and intervention for students with special needs	8%	10%	13%
• New inclusive education policy that is student-centered, feasible and sustainable in classrooms	10%	8%	15%
• Increased intervention and support for severe behavioural challenges	5%	10%	9%
• Expanded mental health services for students of all ages	14%	8%	3%
• New funding formula that is more responsive to student needs	4%	8%	5%
• Increased teacher, TA, and administrator access to practical education and support	3%	9%	2%


# New Model Resource Priorities - by Age

**? A new model for inclusive education will likely be implemented in phases. Thinking about the first phase of a new model, what would you say should be the TOP FIVE priorities (from top priority #1 to priority #5) from the list below? In other words, what five areas should be targeted first for implementation? 1<sup>ST</sup> CHOICE.**

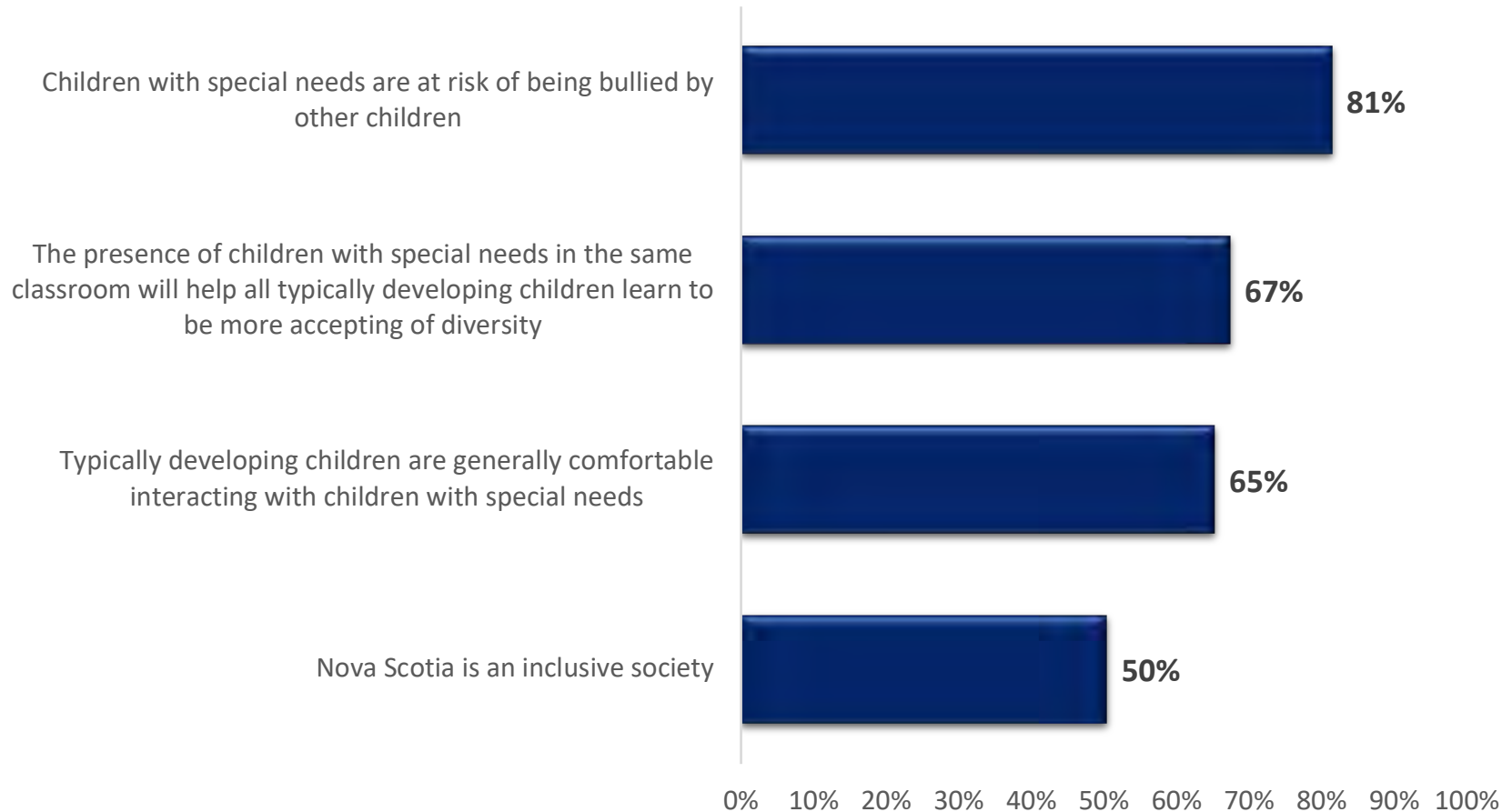
	18-35	35-54	55+
• More intensive intervention in literacy and math	0%	5%	6%
• More time in the school day for teachers to work with students directly	1%	3%	6%
• Equity in access to educational programming and supports for rural and urban students	3%	4%	4%
• Streamlined program planning process with reduced paperwork and meeting requirements for teachers and administrators	4%	4%	3%
• Different high school pathways to graduation	3%	3%	1%
• Stronger interagency collaboration in providing students with services at school	3%	0%	3%
• Consolidated inclusive education policies and guidelines to provide one-stop shopping for students, parents and teachers	3%	0%	1%
• Department of health and wellness provision of medical services and supports in school including clinical nursing services	0%	2%	1%
• Consistent transition support for students and families throughout school (all stages)	1%	1%	1%




# General Perceptions

 *Now we'd like you to tell us if you agree or disagree with each of the statements below.*

**-% AGREE-**



# General Perceptions by Age

 *Now we'd like you to tell us if you agree or disagree with each of the statements below.*

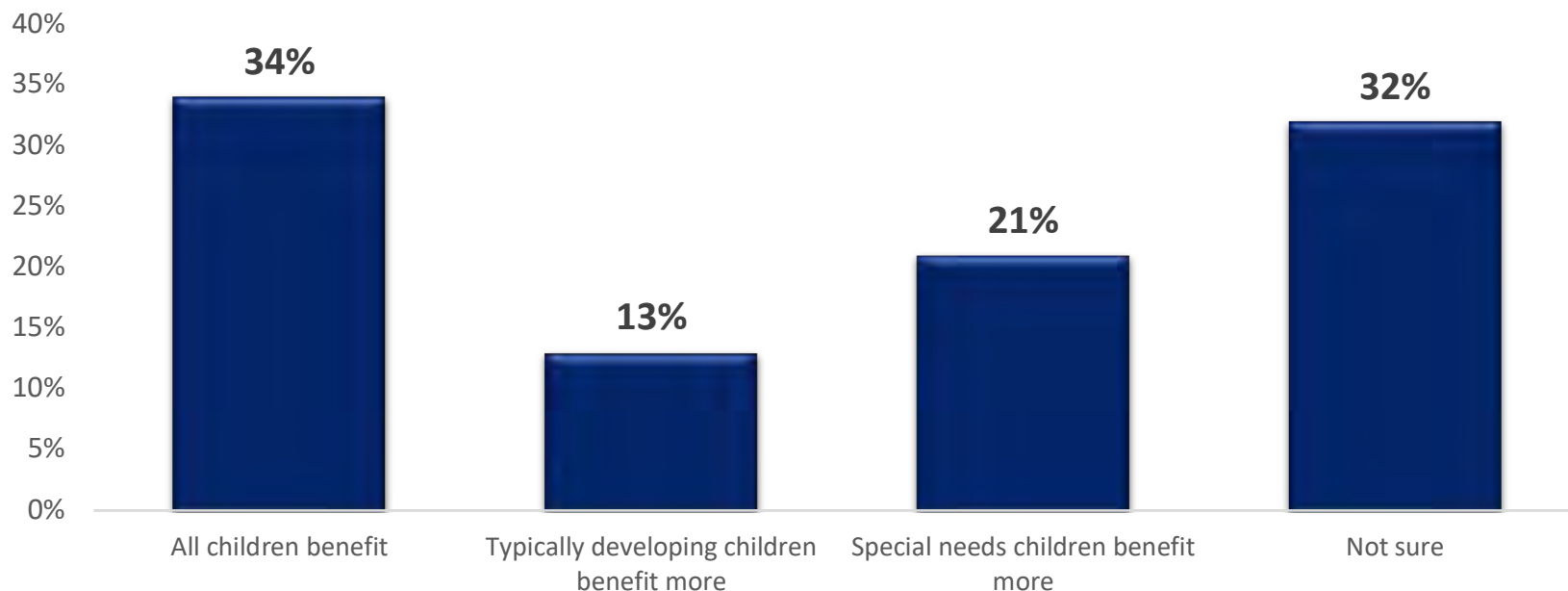
***-% AGREE-***

	18-35	35-54	55+
• <b>Children with special needs are at risk of being bullied by other children</b>	94%	77%	54%
• <b>The presence of children with special needs in the same classroom will help all typically developing children learn to be more accepting of diversity</b>	77%	67%	65%
• <b>Typically developing children are generally comfortable interacting with children with special needs</b>	57%	67%	70%
• <b>Nova Scotia is an inclusive society</b>	48%	50%	54%

# Benefits of Inclusive Education



*In your opinion, when typically developing children and children with special needs attend the same school, do....?*



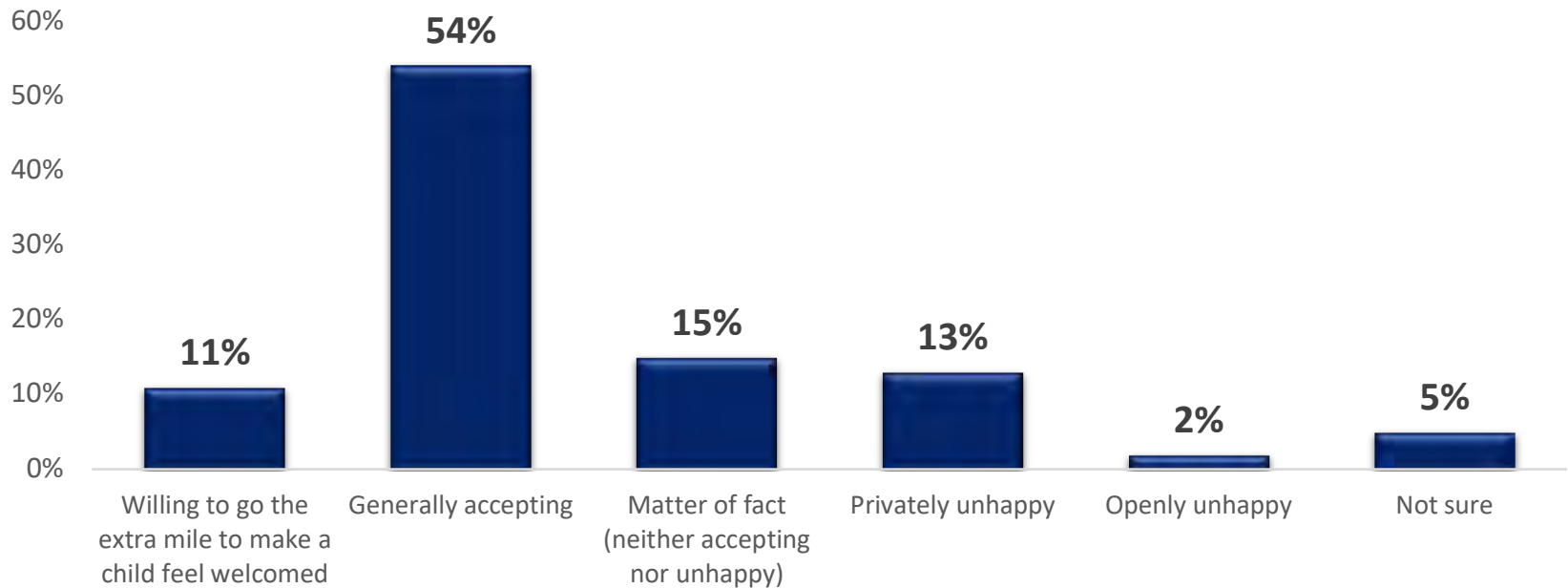
# Benefits of Inclusive Education - by Age

 *In your opinion, when typically developing children and children with special needs attend the same school, do....?*


	18-35	35-54	55+
<b>All children benefit</b>	42%	52%	44%
<b>Typically developing children benefit more</b>	17%	10%	13%
<b>Special needs children benefit more</b>	19%	13%	24%
<b>Not sure</b>	22%	25%	19%

# Attitudes Towards Special Needs

**?** Which of the following best describes the attitudes of Nova Scotians towards children with special needs they encounter. In your opinion, are Nova Scotians typically...?



# Attitudes Towards Special Needs - by Age

 Which of the following best describes the attitudes of Nova Scotians towards children with special needs they encounter. In your opinion, are Nova Scotians typically...?

	18-35	35-54	55+
• Willing to go the extra mile to make a child feel welcomed	10%	12%	10%
• Generally accepting	58%	48%	58%
• Matter of fact (neither accepting nor unhappy)	9%	16%	18%
• Privately unhappy	14%	16%	10%
• Openly unhappy	3%	2%	2%
• Not sure	5%	6%	1%



## ***Student Survey Results***

December 2017



# Key Findings

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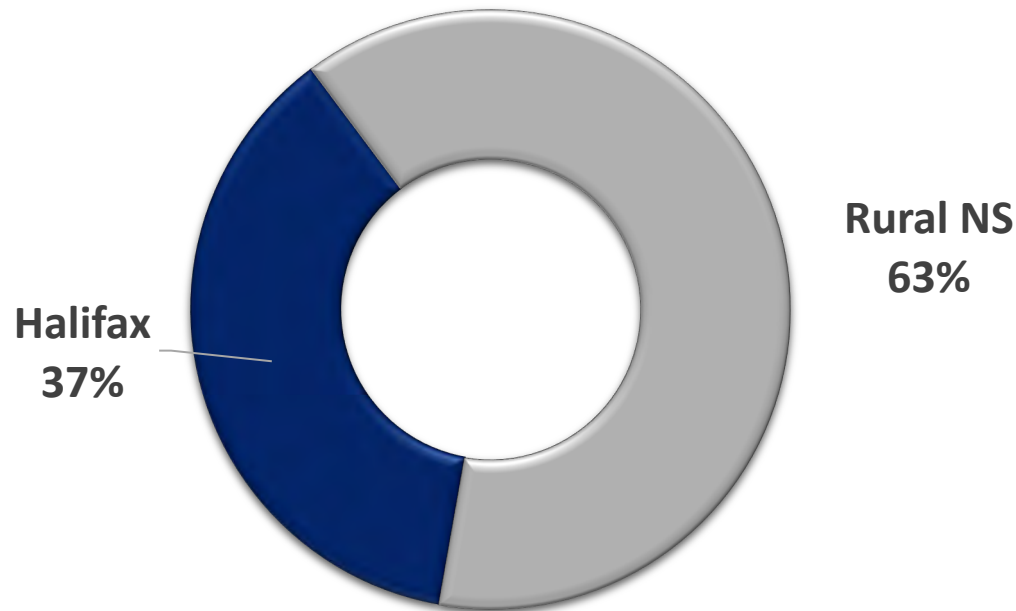
- One-quarter (24%) of student respondents indicate they get extra help at school because of a difference in their learning.
- When asked to rate their student experiences, students express the highest level of agreement (>80%, when 'not applicable' responses are removed) with the following statements: *at my school all students are welcome; all of the adults at my school want me to do well; at my school I get to learn from and work with other students in my class; at my school it is okay if I have different views than others; I feel safe and welcome in my school and classroom; and my school has lots of programs and activities for me to participate in outside of regular classroom time.*
- The top *learning* priorities identified by students are (1) offering different programs, classes and schools for students with extra needs; (2) helping students learn life skills, and (3) making sure school are safe and classrooms are quiet places to learn.
- The top *parent and school collaboration* priorities identified by student respondents are (1) ensuring that parents are involved with their learning in school, and (2) ensuring that their report card makes it easy for them and their parents to know how well they are doing in school.



# Location of Residence

A total of 1,108 students participated in the survey.

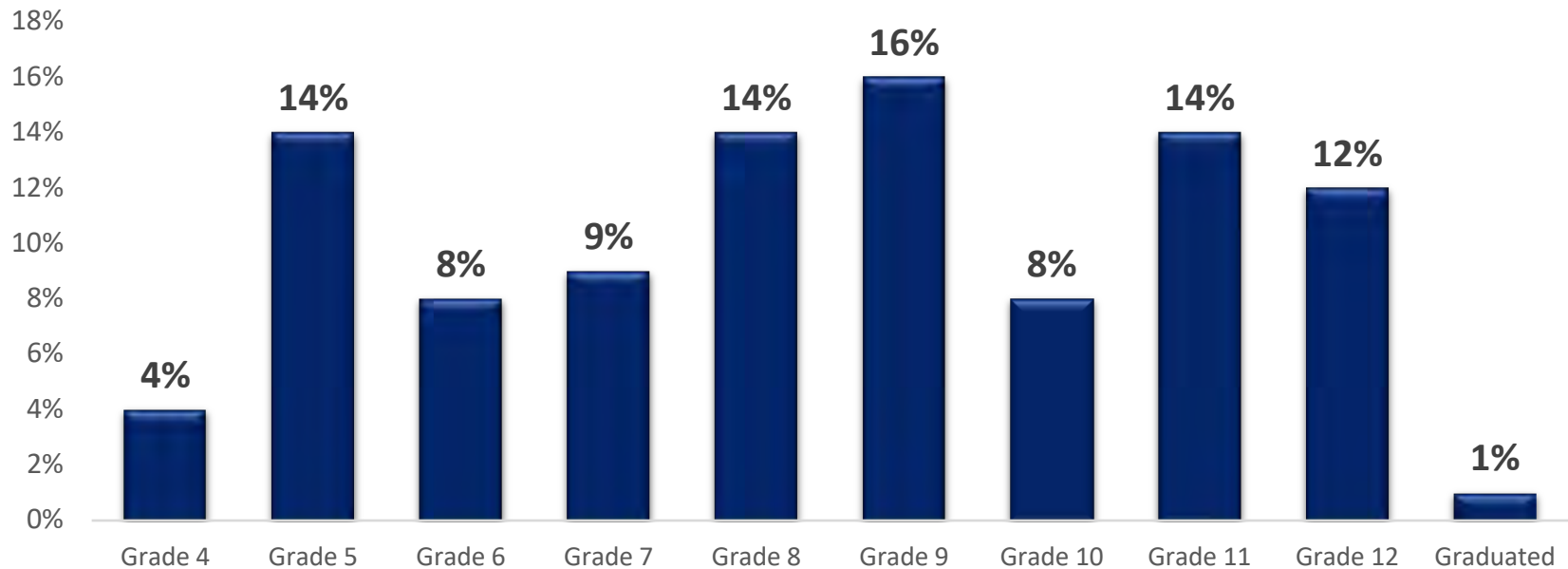
? *Location of respondent*



21% was from Shelburne County.

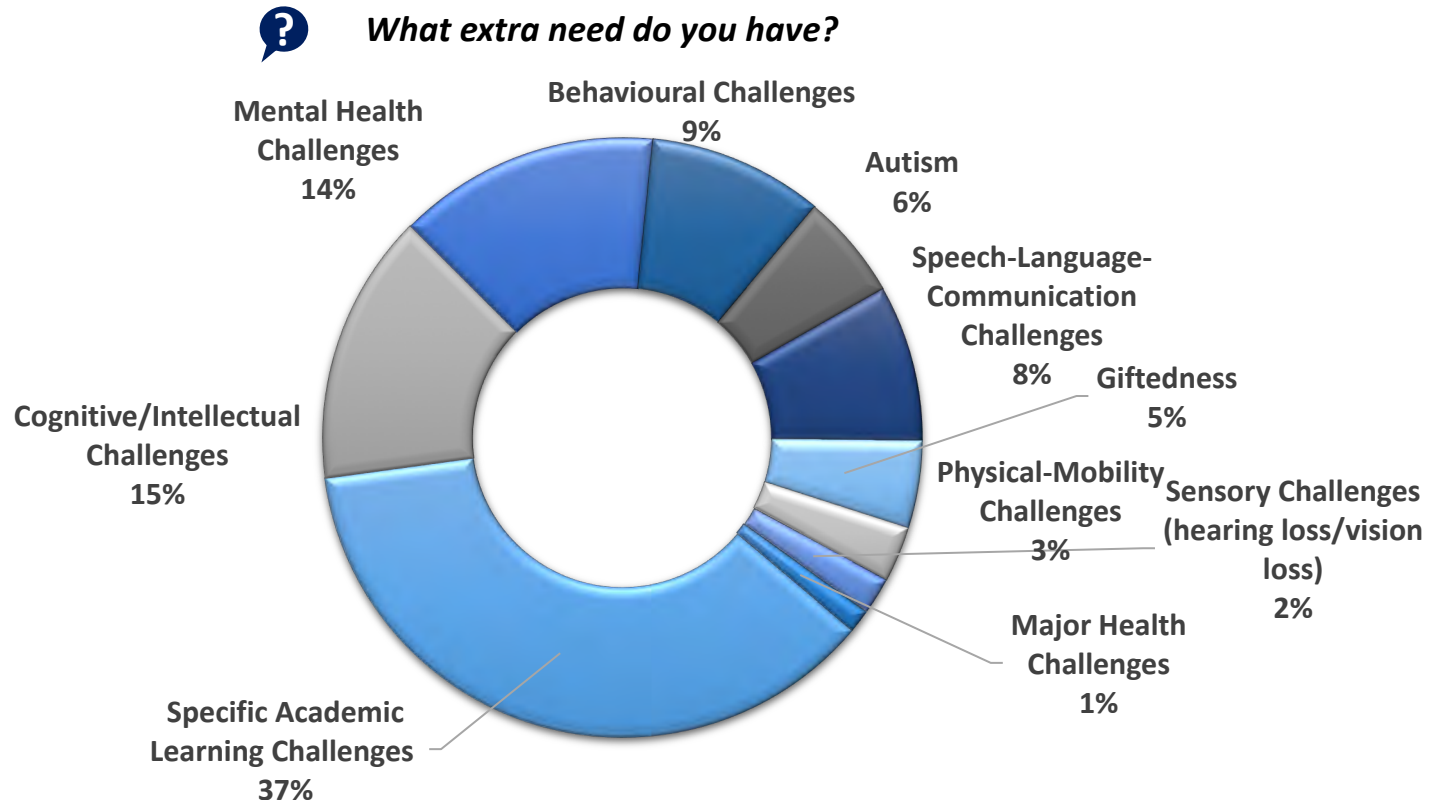
# Grade Level

? *What grade are you in?*



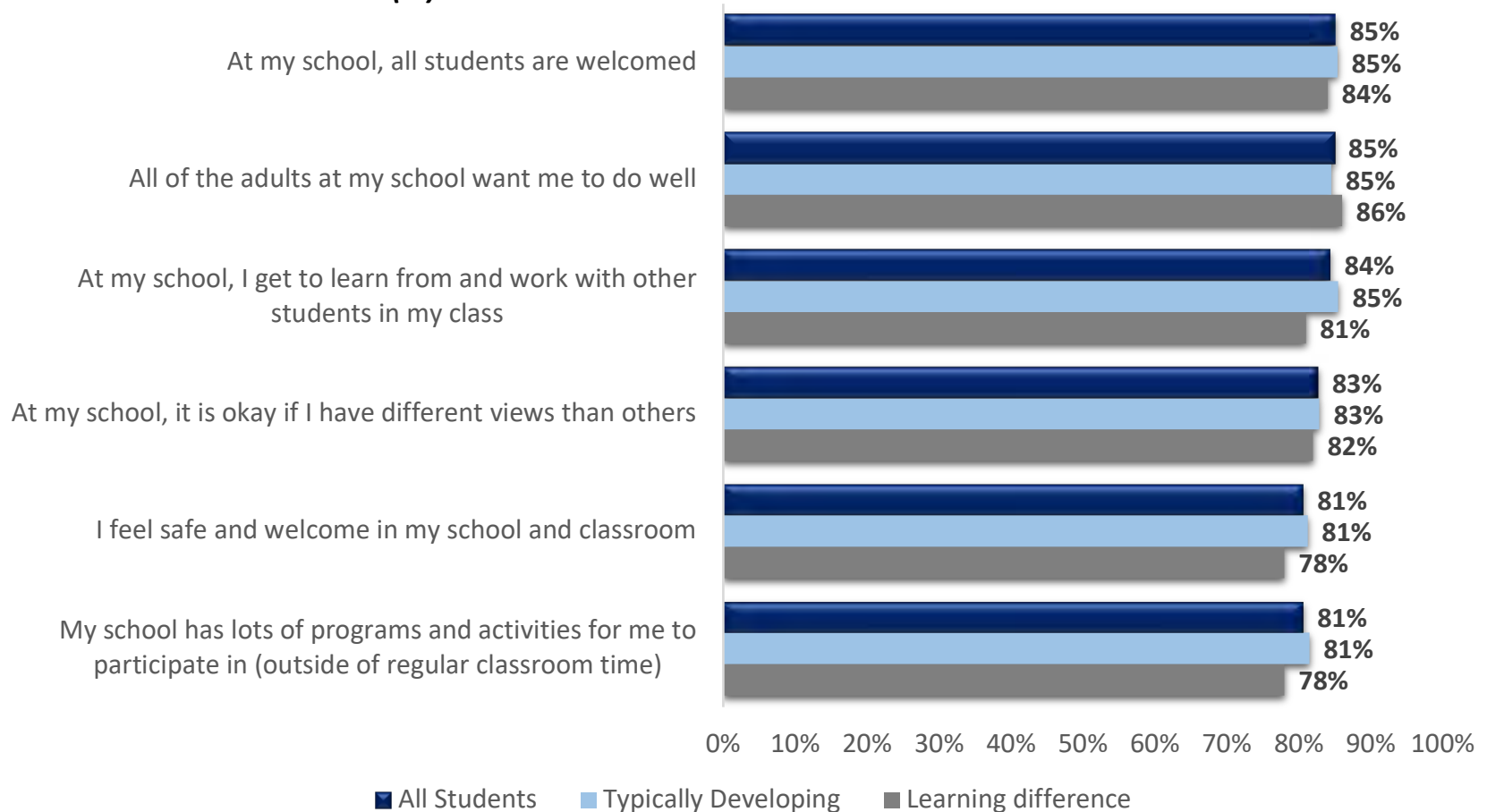
# Learning Difference

24% of students indicate they get extra help at school because of a difference in learning.



# Student Experiences

**?** Now we'd like you to tell us if you agree or disagree with each of the statements below. **AGREE + SOMEWHAT AGREE (%)**



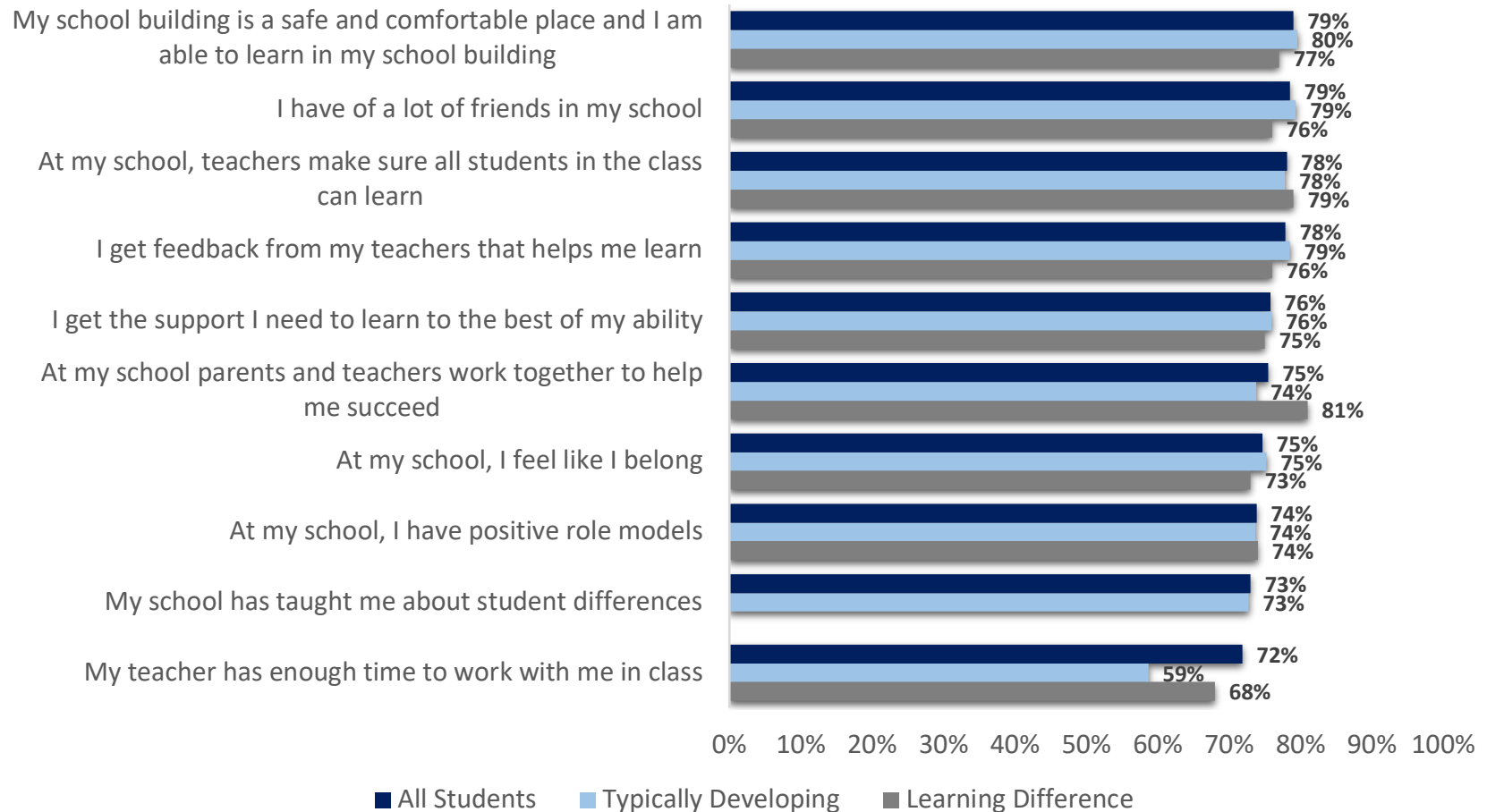
# Student Experiences

 Now we'd like you to tell us if you agree or disagree with each of the statements below. **AGREE + SOMEWHAT AGREE (%)**

	Elementary	Junior High	Senior High
• At my school, all students are welcomed	94%	85%	79%
• At my school, it is okay if I have different views than others	92%	80%	79%
• All of the adults at my school want me to do well	92%	86%	79%
• At my school, I get to learn from and work with other students in my class	90%	83%	82%
• I feel safe and welcome in my school and classroom	89%	76%	81%
• My school has lots of programs and activities for me to participate in (outside of regular classroom time)	84%	81%	78%

# Student Experiences

**?** Now we'd like you to tell us if you agree or disagree with each of the statements below. **AGREE + SOMEWHAT AGREE (%)**



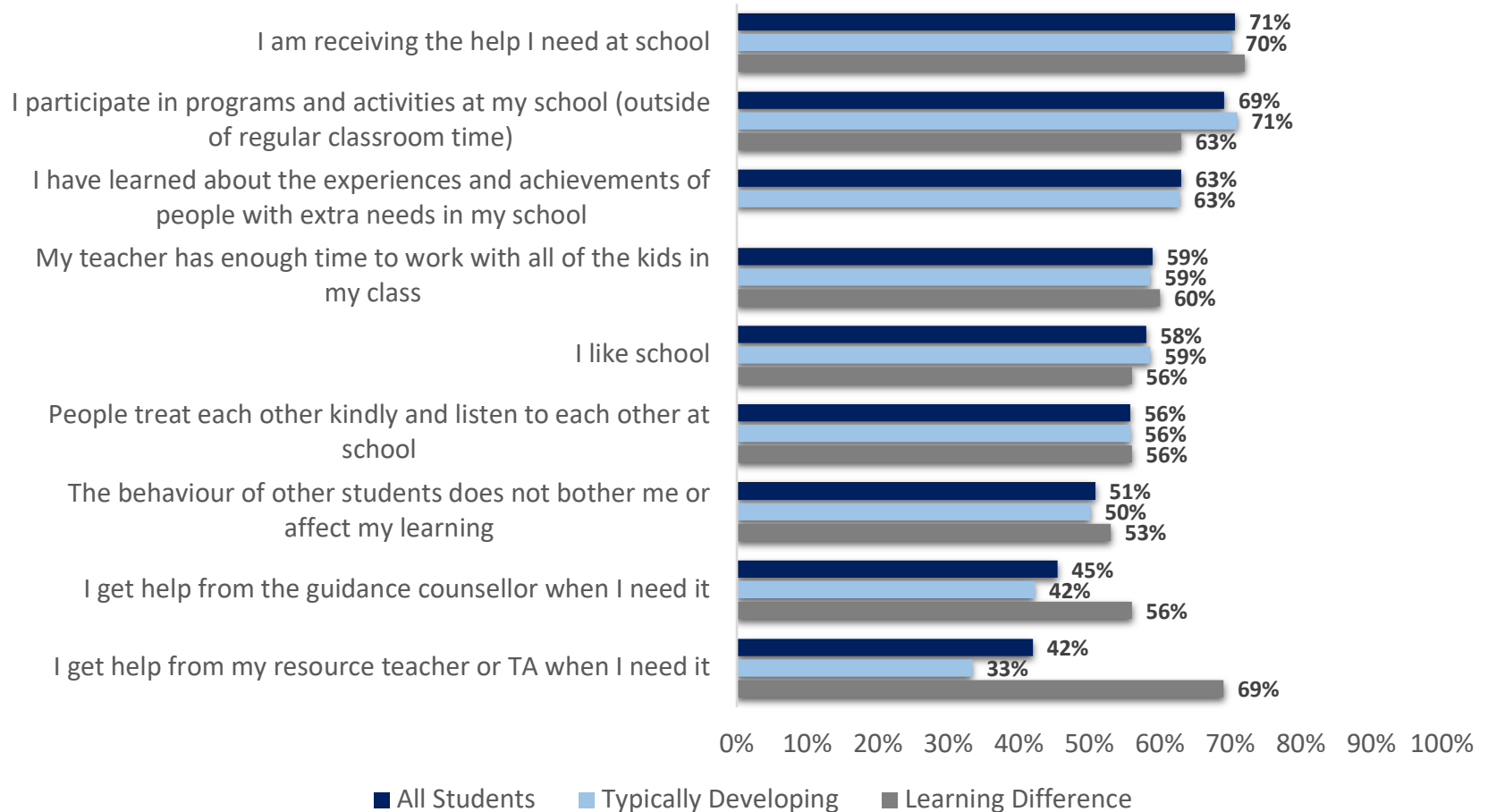
# Student Experiences

 Now we'd like you to tell us if you agree or disagree with each of the statements below. **AGREE + SOMEWHAT AGREE (%)**

	Elementary	Junior High	Senior High
• At my school, teachers make sure all students in the class can learn	93%	74%	71%
• My school has taught me about student differences	90%	73%	61%
• My school building is a safe and comfortable place and I am able to learn in my school building	90%	76%	75%
• I have of a lot of friends in my school	88%	77%	74%
• At my school parents and teachers work together to help me succeed	87%	76%	66%
• I get the support I need to learn to the best of my ability	86%	73%	72%
• I get feedback from my teachers that helps me learn	86%	76%	74%
• At my school, I feel like I belong	84%	70%	73%
• At my school, I have positive role models	84%	69%	72%
• My teacher has enough time to work with me in class	81%	66%	72%

# Student Experiences

**?** Now we'd like you to tell us if you agree or disagree with each of the statements below. **AGREE + SOMEWHAT AGREE (%)**





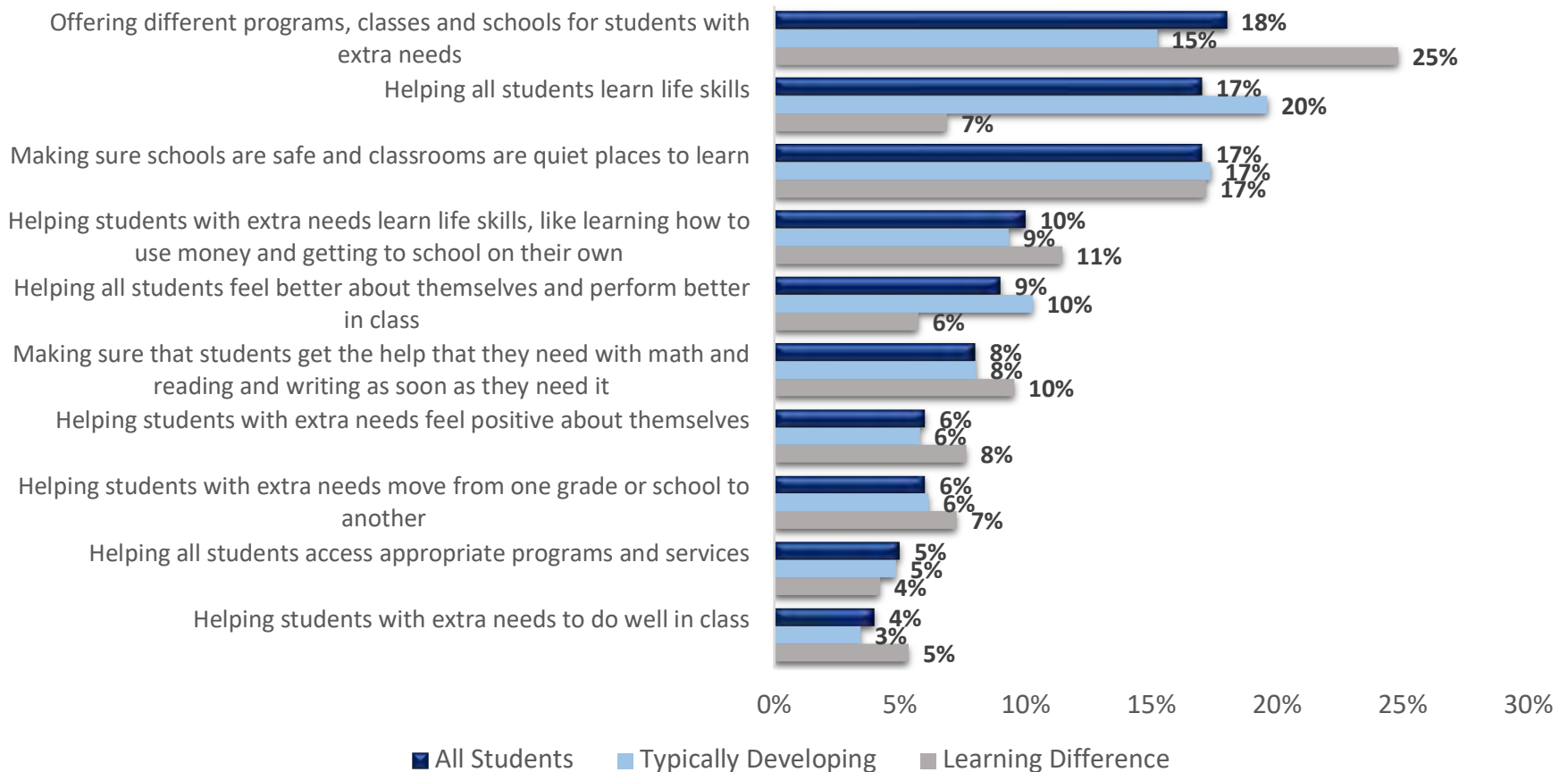
# Student Experiences

 *Now we'd like you to tell us if you agree or disagree with each of the statements below. **AGREE + SOMEWHAT AGREE (%)***

	Elementary	Junior High	Senior High
• I am receiving the help I need at school	86%	67%	64%
• I have learned about the experiences and achievements of people with extra needs in my school	81%	64%	50%
• I participate in programs and activities at my school (outside of regular classroom time)	78%	69%	62%
• People treat each other kindly and listen to each other at school	77%	48%	49%
• My teacher has enough time to work with all of the kids in my class	76%	54%	53%
• I like school	75%	48%	57%
• The behaviour of other students does not bother me or affect my learning	60%	47%	49%
• I get help from my resource teacher or TA when I need it	46%	46%	34%
• I get help from the guidance counsellor when I need it	40%	46%	50%

# Learning Priorities

**?** *Thinking about learning in schools, please rank the following areas by how important you think they are, from most important (1) to least important (10). 1<sup>ST</sup> CHOICE*



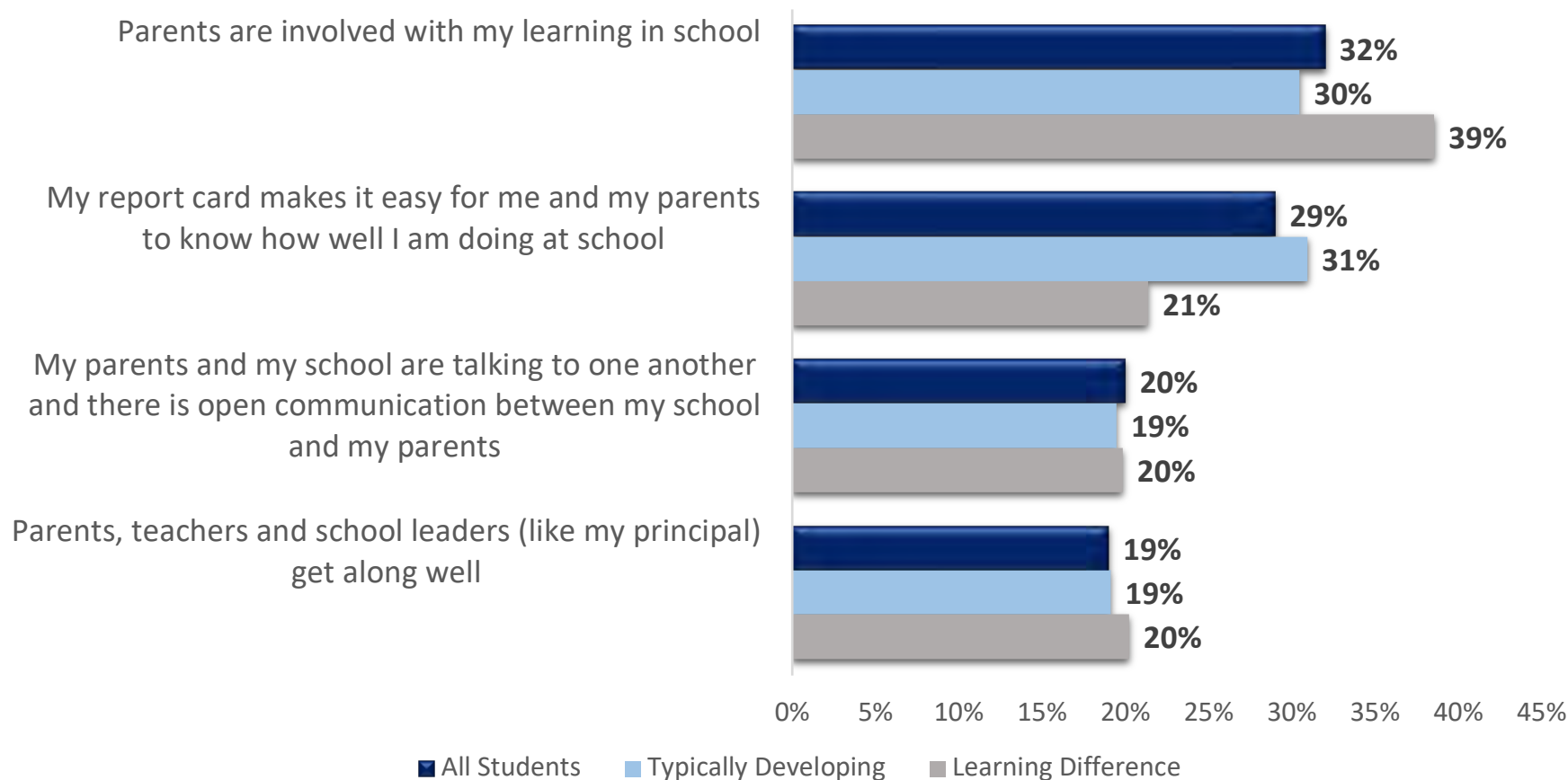
# Learning Priorities

**?** *Thinking about learning in schools, please rank the following areas by how important you think they are, from most important (1) to least important (10). 1<sup>st</sup> CHOICE*


	Elementary	Junior High	Senior High
• Making sure schools are safe and classrooms are quiet places to learn	23%	15%	16%
• Offering different programs, classes and schools for students with extra needs	22%	18%	14%
• Helping students with extra needs feel positive about themselves	9%	5%	5%
• Helping all students learn life skills	8%	16%	24%
• Helping students with extra needs move from one grade or school to another	8%	6%	6%
• Making sure that students get the help that they need with math and reading and writing as soon as they need it	8%	9%	8%
• Helping students with extra needs learn life skills, like learning how to use money and getting to school on their own	8%	12%	9%
• Helping all students feel better about themselves and perform better in class	7%	11%	10%
• Helping all students access appropriate programs and services	5%	3%	6%
• Helping students with extra needs to do well in class	3%	6%	2%

# Parent and School Collaboration Priorities

**?** *Thinking about how parents and schools work together in the school system, please rank the following areas by how important you think they are, from most important (1) to least important (4). 1<sup>st</sup> CHOICE*



# Parent and School Collaboration Priorities

 *Thinking about how parents and schools work together in the school system, please rank the following areas by how important you think they are, from most important (1) to least important (4). 1<sup>st</sup> CHOICE*

	Elementary	Junior High	Senior High
• Parents are involved with my learning in school	34%	35%	27%
• My report card makes it easy for me and my parents to know how well I am doing at school	29%	28%	30%
• Parents, teachers and school leaders (like my principal) get along well	23%	19%	17%
• My parents and my school are talking to one another and there is open communication between my school and my parents	13%	18%	25%