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.

<table>
<thead>
<tr>
<th>Survey</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators</td>
<td>1,667</td>
</tr>
<tr>
<td>Parents</td>
<td>1,106</td>
</tr>
<tr>
<td>Students</td>
<td>1,108</td>
</tr>
<tr>
<td>Public</td>
<td>377</td>
</tr>
</tbody>
</table>

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 3rd 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

• 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)

• 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)

• 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)

• 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.*

<table>
<thead>
<tr>
<th>Educator Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher</td>
<td>61%</td>
</tr>
<tr>
<td>Resource Teacher</td>
<td>15%</td>
</tr>
<tr>
<td>Learning Centre Teacher</td>
<td>11%</td>
</tr>
<tr>
<td>Teacher Assistant</td>
<td>8%</td>
</tr>
<tr>
<td>Administrator</td>
<td>5%</td>
</tr>
<tr>
<td>Principal</td>
<td>5%</td>
</tr>
<tr>
<td>Guidance Counsellor</td>
<td>3%</td>
</tr>
<tr>
<td>Vice-Principal</td>
<td>3%</td>
</tr>
<tr>
<td>Speech Language Pathologist</td>
<td>2%</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
</tr>
</tbody>
</table>
In which school board do you work?

- Halifax Regional School Board: 39%
- Chignecto-Central Regional School Board: 18%
- Cape Breton-Victoria Regional School Board: 16%
- Annapolis Valley Regional School Board: 10%
- Tri-County Regional School Board: 6%
- South Shore Regional School Board: 4%
- Strait Regional School Board: 4%
- Conseil scolaire acadien provincial: 3%
Type of School

Do you currently teach:

- Elementary school: 53%
- Junior high/middle school: 23%
- High school: 20%
- Special education school: 3%
Years Working

How long have you been working as an educator?

- Less than 5 years: 6%
- 6-10 years: 19%
- 11-15 years: 27%
- 16-20 years: 18%
- 21-25 years: 16%
- 26-30 years: 9%
- More than 30 years: 5%
What is your educational background? Check all that apply, including current studies and completed programs.

- Bachelor’s Degree(s): 64%
- Graduate Diploma(s) or Certificate(s): 33%
- Master’s Degree(s): 62%
- Doctoral Degree(s): 1%

Inclusive Education

Thinkwell Research
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?

- Inadequate funding, staff and resources to support students with special needs: 62%
- Inadequate in-class supports for students with special needs and their teachers: 60%
- Increased rate of severely disruptive student behaviour in schools: 57%
- Growing number of students with mental health challenges, and lack of supports: 56%
- Uneven student access to Teacher Assistant support: 18%
- Lack of practical professional learning for implementing inclusive education in the classroom: 15%
- Inconsistent policies and procedures for inclusive education: 8%
- Uneven student access to specialized programs and services across the province: 7%
- Lack of consistency in programs and services offered: 7%
- Increased number of students with medical conditions requiring healthcare at school: 6%
- Lack of transition support for families when students enter and leave the public school system: 2%
- Challenges in communication between parents and school: 2%
Please indicate the extent to which you agree or disagree with the following statements...

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, my BEd program, or other university or professional education, prepared me well for the realities of inclusive education.</td>
<td>29%</td>
<td>71%</td>
<td>0%</td>
</tr>
<tr>
<td>My BEd program, or other university or professional education, helped me learn how to design and implement inclusive learning in the classroom.</td>
<td>33%</td>
<td>67%</td>
<td>0%</td>
</tr>
<tr>
<td>Professional development opportunities are available to me that will increase my ability and confidence in supporting inclusive education.</td>
<td>33%</td>
<td>65%</td>
<td>2%</td>
</tr>
<tr>
<td>Professional development opportunities are available to me that will help me learn how to implement individualized student programs.</td>
<td>33%</td>
<td>65%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Please indicate the extent to which you agree or disagree with the following statements...

<table>
<thead>
<tr>
<th>Time Working as Educator</th>
<th>1-10 Years</th>
<th>11-20 Years</th>
<th>21+ Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, my BEd program, or other university or professional education, prepared me well for the realities of inclusive education.</td>
<td>28%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>My BEd program, or other university or professional education, helped me learn how to design and implement inclusive learning in the classroom.</td>
<td>33%</td>
<td>34%</td>
<td>33%</td>
</tr>
<tr>
<td>Professional development opportunities are available to me that will increase my ability and confidence in supporting inclusive education.</td>
<td>31%</td>
<td>30%</td>
<td>38%</td>
</tr>
<tr>
<td>Professional development opportunities are available to me that will help me learn how to implement individualized student programs.</td>
<td>30%</td>
<td>30%</td>
<td>39%</td>
</tr>
</tbody>
</table>
How many hours of professional development have you received on Inclusive Education in the past 5 years?

- 59% for 10 hours or less
- 8% for 10-14 hours
- 5% for 15-19 hours
- 16% for 20 hours or more
- 12% for Not sure
Overall Supply Assessment

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

<table>
<thead>
<tr>
<th></th>
<th>Too many</th>
<th>About right</th>
<th>Too few</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Assistants</td>
<td>2%</td>
<td>5%</td>
<td>92%</td>
<td>1%</td>
</tr>
<tr>
<td>Speech Language Pathologist</td>
<td>1%</td>
<td>10%</td>
<td>81%</td>
<td>8%</td>
</tr>
<tr>
<td>Resource Teachers</td>
<td>2%</td>
<td>13%</td>
<td>83%</td>
<td>2%</td>
</tr>
<tr>
<td>School Psychologists</td>
<td>1%</td>
<td>6%</td>
<td>90%</td>
<td>3%</td>
</tr>
<tr>
<td>Guidance Counsellors</td>
<td>1%</td>
<td>14%</td>
<td>81%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Please assess the Nova Scotia public education system in terms of the overall supply (are there enough) of the following....% STATING TOO FEW

<table>
<thead>
<tr>
<th>Role</th>
<th>Elementary School</th>
<th>Junior/Middle School</th>
<th>High School</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Assistants</td>
<td>94%</td>
<td>89%</td>
<td>91%</td>
<td>82%</td>
</tr>
<tr>
<td>Speech Language Pathologist</td>
<td>88%</td>
<td>78%</td>
<td>64%</td>
<td>87%</td>
</tr>
<tr>
<td>Resource Teachers</td>
<td>86%</td>
<td>82%</td>
<td>77%</td>
<td>83%</td>
</tr>
<tr>
<td>School Psychologists</td>
<td>93%</td>
<td>89%</td>
<td>84%</td>
<td>83%</td>
</tr>
<tr>
<td>Guidance Counsellors</td>
<td>83%</td>
<td>86%</td>
<td>72%</td>
<td>72%</td>
</tr>
</tbody>
</table>
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).

<table>
<thead>
<tr>
<th>Role</th>
<th>Positive (4+5)</th>
<th>Neutral 3</th>
<th>Negative (1+2)</th>
<th>Depends/DK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Assistants</td>
<td>3%</td>
<td>11%</td>
<td>83%</td>
<td>3%</td>
</tr>
<tr>
<td>Speech Language Pathologist</td>
<td>5%</td>
<td>15%</td>
<td>70%</td>
<td>10%</td>
</tr>
<tr>
<td>Resource Teachers</td>
<td>7%</td>
<td>22%</td>
<td>68%</td>
<td>3%</td>
</tr>
<tr>
<td>School Psychologists</td>
<td>3%</td>
<td>10%</td>
<td>81%</td>
<td>6%</td>
</tr>
<tr>
<td>Guidance Counsellors</td>
<td>7%</td>
<td>18%</td>
<td>70%</td>
<td>5%</td>
</tr>
</tbody>
</table>
In a typical week during the school year, how many hours would you estimate that you work.

- Less than 35 hours per week: 7%
- 35-40 hours: 7%
- 41-45 hours: 12%
- 46-50 hours: 25%
- 51-55 hours: 21%
- 56-60 hours: 16%
- More than 60 hours: 12%
In a typical week during the school year, how many hours would you estimate that you work.
Please indicate the percentage of your time you spend in a typical week (during the school year) on each of the following.

**Teachers**
- Direct teaching of students: 55%
- Administrative duties: 45%

**Administrators**
- Working directly with teachers: 29%
- Administrative duties: 71%
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.
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.

1. Changing class composition (increased number and severity of student needs) - 48%
2. Lack of funding, staff and resources to support students with special needs - 41%
3. In-class disruptions and inappropriate student behaviour negatively affecting student learning - 39%
4. Lack of time for teachers to meet the needs of all of the students in their classrooms - 38%
5. Excessive teacher workloads - 35%
6. Inadequate in-class support for all students - 31%
7. Growing number of students with reading, writing and math challenges - 22%
8. Inadequate preparation and professional development for inclusive education for teachers - 10%
9. Long wait times for student assessments - 8%
10. Lack of support in the implementation of recommendations from assessments - 8%
11. Lack of programs and services provided by outside professionals to students at school - 5%
12. Confusion regarding roles and responsibilities in inclusive education - 5%
13. Lack of accountability and transparency in programming decisions for students with special needs - 3%
14. Lack of accessible programs and supports for rural students and their families - 3%
15. Teacher, administrator, and educational leader attitudes to inclusion - 2%
16. Lack of communication and collaboration between educators and outside professionals - 2%
17. Lack of support for parents in navigating the school system - 0%
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.

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

<table>
<thead>
<tr>
<th>Barriers to Quality Inclusive Education – By School Level</th>
<th>Elementary School</th>
<th>Junior/Middle School</th>
<th>High School</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of support in the implementation of recommendations from assessments</td>
<td>9%</td>
<td>7%</td>
<td>5%</td>
<td>13%</td>
</tr>
<tr>
<td>Lack of programs and services provided by outside professionals to students at school</td>
<td>6%</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Confusion regarding roles and responsibilities in inclusive education</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Lack of accountability and transparency in programming decisions for students with special needs</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>9%</td>
</tr>
<tr>
<td>Lack of accessible programs and supports for rural students and their families</td>
<td>2%</td>
<td>2%</td>
<td>4%</td>
<td>11%</td>
</tr>
<tr>
<td>Teacher, administrator, and educational leader attitudes to inclusion</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td>Lack of communication and collaboration between educators and outside professionals</td>
<td>1%</td>
<td>0.5%</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td>Lack of support for parents in navigating the school system</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.6%</td>
<td>4%</td>
</tr>
</tbody>
</table>
In your opinion, what is working well with the current model of inclusive education in Nova Scotia?

<table>
<thead>
<tr>
<th>Positives of the Current Model</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students accept and celebrate their differences and learn from each other</td>
<td>51%</td>
</tr>
<tr>
<td>Students learn and develop together in their community schools</td>
<td>38%</td>
</tr>
<tr>
<td>Better identification of student learning needs</td>
<td>32%</td>
</tr>
<tr>
<td>Parents are key members of the Program Planning Process</td>
<td>24%</td>
</tr>
<tr>
<td>More support for students and their families through programs like SchoolsPlus</td>
<td>22%</td>
</tr>
<tr>
<td>Students receive individualized support</td>
<td>9%</td>
</tr>
<tr>
<td>More opportunities for teamwork and collaboration</td>
<td>7%</td>
</tr>
<tr>
<td>Individual student learning is improved</td>
<td>5%</td>
</tr>
<tr>
<td>Expanded programs and services provided to students with special needs</td>
<td>5%</td>
</tr>
</tbody>
</table>
### 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?**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Elementary School</th>
<th>Junior/Middle School</th>
<th>High School</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students accept and celebrate their differences and learn from each other</td>
<td>59%</td>
<td>42%</td>
<td>44%</td>
<td>50%</td>
</tr>
<tr>
<td>Students learn and develop together in their community schools</td>
<td>41%</td>
<td>35%</td>
<td>37%</td>
<td>33%</td>
</tr>
<tr>
<td>Better identification of student learning needs</td>
<td>24%</td>
<td>35%</td>
<td>37%</td>
<td>43%</td>
</tr>
<tr>
<td>Parents are key members of the Program Planning Process</td>
<td>26%</td>
<td>23%</td>
<td>19%</td>
<td>28%</td>
</tr>
<tr>
<td>More support for students and their families through programs like SchoolsPlus</td>
<td>17%</td>
<td>25%</td>
<td>19%</td>
<td>24%</td>
</tr>
<tr>
<td>Students receive individualized support</td>
<td>6%</td>
<td>8%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>More opportunities for teamwork and collaboration</td>
<td>6%</td>
<td>5%</td>
<td>7%</td>
<td>13%</td>
</tr>
<tr>
<td>Expanded programs and services provided to students with special needs</td>
<td>4%</td>
<td>5%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Individual student learning is improved</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>11%</td>
</tr>
</tbody>
</table>
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). **1ST CHOICE**

- Alternative programs, classes and schools: 35%
- Intensive and timely behaviour interventions and support: 22%
- Safe, inclusive schools: 21%
- Intensive math and literacy support: 7%
- Life skills programs: 6%
- Social and emotional programs and supports for positive student behaviour: 6%
- Co-teaching: 2%
- Transition programs: 1%
- Multi-grade groupings: 1%

---

*Commission on Inclusive Education*
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). **1ST CHOICE**

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

<table>
<thead>
<tr>
<th>Area</th>
<th>AVERAGE RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive and timely behaviour interventions and support</td>
<td>3.0</td>
</tr>
<tr>
<td>Alternative programs, classes and schools</td>
<td>3.5</td>
</tr>
<tr>
<td>Social and emotional programs and supports for positive student behaviour</td>
<td>4.0</td>
</tr>
<tr>
<td>Safe, inclusive schools</td>
<td>4.4</td>
</tr>
<tr>
<td>Life skills programs</td>
<td>4.5</td>
</tr>
<tr>
<td>Intensive math and literacy support</td>
<td>5.0</td>
</tr>
<tr>
<td>Transition programs</td>
<td>6.2</td>
</tr>
<tr>
<td>Co-teaching</td>
<td>6.8</td>
</tr>
<tr>
<td>Multi-grade groupings</td>
<td>7.6</td>
</tr>
</tbody>
</table>
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). 1ST CHOICE

1. Working relationships between parents, teachers and school leaders (38%)
2. Parental involvement with their child's school program (28%)
3. Clear and informative progress reports/report cards that communicate student progress (17%)
4. Three-way information sharing among students, parents, and schools (12%)
5. Two-way Information sharing between home and school (5%)
**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\textsuperscript{ST} CHOICE

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

<table>
<thead>
<tr>
<th>Area</th>
<th>AVERAGE RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working relationships between parents, teachers and school leaders</td>
<td>2.1</td>
</tr>
<tr>
<td>Parental involvement with their child's school program</td>
<td>2.5</td>
</tr>
<tr>
<td>Three-way information sharing among students, parents, and schools</td>
<td>3.3</td>
</tr>
<tr>
<td>Clear and informative progress reports/report cards that communicate student progress</td>
<td>3.4</td>
</tr>
<tr>
<td>Two-way Information sharing between home and school</td>
<td>3.7</td>
</tr>
</tbody>
</table>
### 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). **1ST CHOICE**

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate funding to meet student needs</td>
<td>63%</td>
</tr>
<tr>
<td>Funding spent on proven programs with positive results for students</td>
<td>12%</td>
</tr>
<tr>
<td>Flexibility in allocation of funding based on student learning needs and responsive to rural/urban needs</td>
<td>9%</td>
</tr>
<tr>
<td>Funding and resources fairly distributed in response to student learning needs (rural versus urban areas)</td>
<td>7%</td>
</tr>
<tr>
<td>Accountability and transparency in money spent on inclusive education</td>
<td>6%</td>
</tr>
<tr>
<td>Information sharing with parents on resources available and how to access them</td>
<td>3%</td>
</tr>
</tbody>
</table>
### 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). 1ST CHOICE**

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

<table>
<thead>
<tr>
<th>Resource Priorities</th>
<th>AVERAGE RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate funding to meet student needs</td>
<td>1.7</td>
</tr>
<tr>
<td>Funding spent on proven programs with positive results for students</td>
<td>3.0</td>
</tr>
<tr>
<td>Flexibility in allocation of funding based on student learning needs and responsive to rural/urban needs.</td>
<td>3.6</td>
</tr>
<tr>
<td>Funding and resources fairly distributed in response to student learning needs (rural versus urban areas).</td>
<td>3.7</td>
</tr>
<tr>
<td>Accountability and transparency in money spent on inclusive education</td>
<td>4.2</td>
</tr>
<tr>
<td>Information sharing with parents on resources available and how to access them</td>
<td>4.9</td>
</tr>
</tbody>
</table>
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). 1ST CHOICE

- More programs and supports provided in schools and classrooms: 52%
- Time for teachers and outside professionals to work together on student programs during the school day: 27%
- Clear roles and responsibilities for different government departments in meeting student needs and providing students with services at school: 11%
- Improved equity in student access to interagency programs and services across the province in rural and urban areas: 7%
- Improved information sharing between school-based and outside professionals: 3%
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). 1ST CHOICE

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

<table>
<thead>
<tr>
<th><strong>AVERAGE RANK</strong></th>
<th><strong>INTERAGENCY COLLABORATION PRIORITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.9</td>
<td>More programs and supports provided in schools and classrooms</td>
</tr>
<tr>
<td>2.4</td>
<td>Time for teachers and outside professionals to work together on student programs during the school day</td>
</tr>
<tr>
<td>3.5</td>
<td>Clear roles and responsibilities for different government departments in meeting student needs and providing students with services at school</td>
</tr>
<tr>
<td>3.5</td>
<td>Improved equity in student access to interagency programs and services across the province in rural and urban areas</td>
</tr>
<tr>
<td>3.7</td>
<td>Improved information sharing between school-based and outside professionals</td>
</tr>
</tbody>
</table>
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). 1st Choice

- Early identification/intervention in preprimary and primary: 30%
- More practical, hands on education in HOW to educate students with special needs: 29%
- Specialized professional learning programs for behaviour intervention, autism, special education, learning disabilities, intensive literacy intervention, and intensive math intervention: 25%
- Practical continuing education for teachers, administrators and TAs in best practices for inclusive education: 7%
- More education for all teachers in how to identify and intervene re: student math and literacy challenges: 5%
- Mentoring and coaching in how to identify student needs and tailor programs to those needs: 4%
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). 1ST CHOICE

<table>
<thead>
<tr>
<th>Area</th>
<th>Elementary School</th>
<th>Junior/Middle School</th>
<th>High School</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early identification/intervention in preprimary and primary</td>
<td>37%</td>
<td>22%</td>
<td>25%</td>
<td>15%</td>
</tr>
<tr>
<td>More practical, hands on education in HOW to educate students with special needs</td>
<td>25%</td>
<td>31%</td>
<td>33%</td>
<td>41%</td>
</tr>
<tr>
<td>Specialized professional learning programs for behaviour intervention, autism, special education, learning disabilities, intensive literacy intervention, and intensive math intervention</td>
<td>25%</td>
<td>25%</td>
<td>22%</td>
<td>32%</td>
</tr>
<tr>
<td>Practical continuing education for teachers, administrators and TAs in best practices for inclusive education</td>
<td>5%</td>
<td>11%</td>
<td>9%</td>
<td>4%</td>
</tr>
<tr>
<td>More education for all teachers in how to identify and intervene re: student math and literacy challenges</td>
<td>4%</td>
<td>7%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Mentoring and coaching in how to identify student needs and tailor programs to those needs</td>
<td>4%</td>
<td>4%</td>
<td>6%</td>
<td>5%</td>
</tr>
</tbody>
</table>
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). 1ST CHOICE

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>Average Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>• More practical, hands on education in HOW to educate students with special needs</td>
<td>2.6</td>
</tr>
<tr>
<td>• Specialized professional learning programs for behaviour intervention, autism, special education, learning disabilities, intensive literacy intervention, and intensive math intervention</td>
<td>2.6</td>
</tr>
<tr>
<td>• Early identification/intervention in pre-primary and primary</td>
<td>3.3</td>
</tr>
<tr>
<td>• Practical continuing education for teachers, administrators and TAs in best practices for inclusive education</td>
<td>3.7</td>
</tr>
<tr>
<td>• Mentoring and coaching in how to identify student needs and tailor programs to those needs</td>
<td>4.2</td>
</tr>
<tr>
<td>• More education for all teachers in how to identify and intervene re: student math and literacy challenges</td>
<td>4.3</td>
</tr>
</tbody>
</table>
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? 1ST CHOICE.

ONLY CATEGORIES 4% OR MORE SHOWN.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alternative learning settings and programs for students who require them</td>
<td>29%</td>
</tr>
<tr>
<td>2</td>
<td>New funding formula that is more responsive to student needs</td>
<td>16%</td>
</tr>
<tr>
<td>3</td>
<td>More specialized teachers and staff to meet student needs in the classroom</td>
<td>13%</td>
</tr>
<tr>
<td>4</td>
<td>Increased intervention and support for severe behavioural challenges</td>
<td>9%</td>
</tr>
<tr>
<td>5</td>
<td>Expanded mental health services for students of all ages</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Early identification and intervention for students with special needs</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>More time in the school day for teachers to work with students directly</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Increased teacher, TA, and administrator access to practical education and support</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>New inclusive education policy that is student-centered, feasible and sustainable in classrooms</td>
<td>4%</td>
</tr>
</tbody>
</table>
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? 1ST CHOICE. ONLY CATEGORIES 5% OR MORE SHOWN.

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

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

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

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

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

- **% AGREE**

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive education programs provide different students with opportunities for mutual communication, thus helping students to understand and accept individual diversity.</td>
<td>77%</td>
<td>20%</td>
<td>3%</td>
</tr>
<tr>
<td>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.</td>
<td>76%</td>
<td>20%</td>
<td>4%</td>
</tr>
<tr>
<td>Special education teachers are educated to use different assessment and teaching methods with students who require them.</td>
<td>75%</td>
<td>17%</td>
<td>8%</td>
</tr>
<tr>
<td>I feel comfortable working with students with special needs and their parents.</td>
<td>73%</td>
<td>25%</td>
<td>2%</td>
</tr>
<tr>
<td>My school provides opportunities for all students to participate in extra-curricular activities.</td>
<td>70%</td>
<td>22%</td>
<td>8%</td>
</tr>
<tr>
<td>My school physical building is comfortable, welcoming and barrier free to all.</td>
<td>69%</td>
<td>28%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Now we’d like you to rate your level of agreement with each of the following statements.

- **% AGREE** -

<table>
<thead>
<tr>
<th>Statement</th>
<th>Elementary School</th>
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</tr>
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<td>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.</td>
<td>77%</td>
<td>76%</td>
<td>81%</td>
<td>72%</td>
</tr>
<tr>
<td>Special education teachers are educated to use different assessment and teaching methods with students who require them.</td>
<td>74%</td>
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<td>78%</td>
<td>80%</td>
</tr>
<tr>
<td>I feel comfortable working with students with special needs and their parents.</td>
<td>74%</td>
<td>71%</td>
<td>70%</td>
<td>98%</td>
</tr>
<tr>
<td>My school provides opportunities for all students to participate in extra-curricular activities.</td>
<td>73%</td>
<td>76%</td>
<td>72%</td>
<td>51%</td>
</tr>
<tr>
<td>My school physical building is comfortable, welcoming and barrier free to all.</td>
<td>70%</td>
<td>72%</td>
<td>75%</td>
<td>61%</td>
</tr>
</tbody>
</table>
## School Experience Ratings

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

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

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

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

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers’ instructional effectiveness will be enhanced by having students with special needs included in their classes.</td>
<td>27%</td>
<td>68%</td>
<td>5%</td>
</tr>
<tr>
<td>My Bachelor of Education and professional development prepared me well for the realities of inclusive education.</td>
<td>19%</td>
<td>74%</td>
<td>7%</td>
</tr>
<tr>
<td>I am able to fully meet the needs of the students in my classroom.</td>
<td>17%</td>
<td>73%</td>
<td>10%</td>
</tr>
<tr>
<td>There are sufficient supportive resources and professional services to support inclusive education in our schools and classrooms.</td>
<td>4%</td>
<td>95%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Now we’d like you to rate your level of agreement with each of the following statements.

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

December 2017
Key Highlights

• 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)

• 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)

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

Location of Residence

- Halifax: 51%
- Rural NS: 49%
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?

- Specific Academic Learning Challenges: 22%
- Cognitive/Intellectual Challenges: 15%
- Mental Health Challenges: 13%
- Behavioural Challenges: 13%
- Autism: 13%
- Speech-Language-Communication Challenges: 12%
- Giftedness: 4%
- Physical-Mobility Challenges: 3%
- Sensory Challenges (hearing loss/vision loss): 3%
- Major Health Challenges: 2%
- Specific Academic Learning Challenges: 22%
In your opinion, what are the most important issues or challenges facing the current system of inclusive education in Nova Scotia?

- Inadequate funding, staff and resources to support students with special needs: 68% special needs, 72% all parents
- Inadequate in-class supports for students with special needs and their teachers: 55% special needs, 63% all parents
- Growing number of students with mental health challenges, and lack of supports: 52% special needs, 56% all parents
- Increased rate of severely disruptive student behaviour in schools: 43% special needs, 58% all parents
- Lack of practical professional learning for implementing inclusive education in the classroom: 20% special needs, 25% all parents
- Uneven student access to Teacher Assistant support: 16% special needs, 20% all parents
- Uneven student access to specialized programs and services across the province: 9% special needs, 14% all parents
- Lack of consistency in programs and services offered: 8% special needs, 10% all parents
- Inconsistent policies and procedures for inclusive education: 8% special needs, 12% all parents
- Challenges in communication between parents and school: 8% special needs, 10% all parents
- Increased number of students with medical conditions requiring healthcare at school: 7% special needs, 9% all parents
- Lack of transition support for families when students enter and leave the public school system: 3% special needs, 5% all parents
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

- Lack of funding, staff and resources to support students with special needs: 47% (All Parents), 40% (No Special Needs), 59% (Special Needs)
- In-class disruptions and inappropriate student behaviour negatively affecting student learning: 46% (All Parents), 17% (No Special Needs), 62% (Special Needs)
- Lack of time for teachers to meet the needs of all of the students in their classrooms: 41% (All Parents), 42% (No Special Needs), 38% (Special Needs)
- Changing class composition (increased number and severity of student needs): 36% (All Parents), 19% (No Special Needs), 46% (Special Needs)
- Excessive teacher workloads: 33% (All Parents), 25% (No Special Needs), 38% (Special Needs)
- Long wait times for student assessments: 24% (All Parents), 20% (No Special Needs), 32% (Special Needs)
## Barriers to Providing Inclusive Education

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

### Barriers to Providing Inclusive Education

<table>
<thead>
<tr>
<th>Barriers</th>
<th>All Parents</th>
<th>No Special Needs</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of programs and services provided by outside professionals to</td>
<td>14%</td>
<td>11%</td>
<td>20%</td>
</tr>
<tr>
<td>students at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate preparation and professional development for inclusive</td>
<td>11%</td>
<td>6%</td>
<td>19%</td>
</tr>
<tr>
<td>education for teachers, guidance counsellors, principals, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of support in the implementation of recommendations from</td>
<td>10%</td>
<td>6%</td>
<td>17%</td>
</tr>
<tr>
<td>assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of accountability and transparency in programming decisions for</td>
<td>8%</td>
<td>5%</td>
<td>13%</td>
</tr>
<tr>
<td>students with special needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher, administrator, and educational leader attitudes to inclusion</td>
<td>7%</td>
<td>5%</td>
<td>12%</td>
</tr>
<tr>
<td>Lack of accessible programs and supports for rural students and their</td>
<td>7%</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>families</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confusion regarding roles and responsibilities in inclusive education</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Lack of support for parents in navigating the school system</td>
<td>5%</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td>Lack of communication and collaboration between educators and outside</td>
<td>4%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>professionals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: The percentages indicate the proportion of respondents who identified each barrier as a significant issue.*
In your opinion, what is working well with the current model of inclusive education in Nova Scotia?

Multi-response. Total can exceed 100%

- Students accept and celebrate their differences and learn from each other
  - All Parents: 54%
  - No Special Needs: 47%
  - Special Needs: 57%

- Students learn and develop together in their community schools
  - All Parents: 46%
  - No Special Needs: 44%
  - Special Needs: 49%

- Better identification of student learning needs
  - All Parents: 23%
  - No Special Needs: 23%
  - Special Needs: 23%

- Parents are key members of the Program Planning Process
  - All Parents: 18%
  - No Special Needs: 14%
  - Special Needs: 26%

- More support for students and their families through programs like SchoolsPlus
  - All Parents: 15%
  - No Special Needs: 17%
  - Special Needs: 13%

- Students receive individualized support
  - All Parents: 11%
  - No Special Needs: 14%
  - Special Needs: 11%

- More opportunities for teamwork and collaboration
  - All Parents: 9%
  - No Special Needs: 9%
  - Special Needs: 9%

- Expanded programs and services provided to students with special needs
  - All Parents: 7%
  - No Special Needs: 8%
  - Special Needs: 7%

- Individual student learning is improved
  - All Parents: 5%
  - No Special Needs: 6%
  - Special Needs: 8%
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). 1ST CHOICE
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)**

<table>
<thead>
<tr>
<th>Area</th>
<th>All Parents</th>
<th>No Special Needs</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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</td>
<td>2.3</td>
<td>2.3</td>
<td>2.3</td>
</tr>
<tr>
<td>• Classrooms and schools that are safe and quiet learning spaces for all students</td>
<td>2.5</td>
<td>2.3</td>
<td>2.8</td>
</tr>
<tr>
<td>• Alternative programs, classes and schools for students who require them</td>
<td>2.8</td>
<td>2.7</td>
<td>2.9</td>
</tr>
<tr>
<td>• Life skills programs</td>
<td>3.4</td>
<td>3.4</td>
<td>3.4</td>
</tr>
<tr>
<td>• Transition programs (from grade to grade, school to school, and school to adult living)</td>
<td>4.0</td>
<td>4.2</td>
<td>3.6</td>
</tr>
</tbody>
</table>
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). 1ST CHOICE

- Working relationships between parents, teachers and school leaders
- Parental involvement with their child’s school program
- Clear and informative progress reports/report cards that tell parents how their children are doing at school
- Three-way Information sharing between student, parent and school personnel

<table>
<thead>
<tr>
<th>Area</th>
<th>All Parents</th>
<th>No Special Needs</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working relationships between parents, teachers and school leaders</td>
<td>33%</td>
<td>31%</td>
<td>36%</td>
</tr>
<tr>
<td>Parental involvement with their child’s school program</td>
<td>29%</td>
<td>28%</td>
<td>32%</td>
</tr>
<tr>
<td>Clear and informative progress reports/report cards that tell</td>
<td>21%</td>
<td>23%</td>
<td>17%</td>
</tr>
<tr>
<td>parents how their children are doing at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three-way Information sharing between student, parent and school</td>
<td>17%</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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).

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

1ST CHOICE

- Adequate funding to meet student needs: 53%, 52%, 56%
- Funding spent on proven programs with positive results for students: 20%, 19%, 20%
- Accountability and transparency in money spent on inclusive education: 14%, 16%, 10%
- Funding and resources fairly distributed in response to student learning needs (rural versus urban areas): 13%, 13%, 13%

All Parents
No Special Needs
Special Needs
**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).

<table>
<thead>
<tr>
<th>Resource Priorities</th>
<th>All Parents</th>
<th>No Special Needs</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adequate funding to meet student needs</td>
<td>1.8</td>
<td>1.8</td>
<td>1.7</td>
</tr>
<tr>
<td>• Funding spent on proven programs with positive results for students</td>
<td>2.4</td>
<td>2.4</td>
<td>2.4</td>
</tr>
<tr>
<td>• Funding and resources fairly distributed in response to student learning needs (rural versus urban areas).</td>
<td>2.8</td>
<td>2.8</td>
<td>2.8</td>
</tr>
<tr>
<td>• Accountability and transparency in money spent on inclusive education</td>
<td>3.0</td>
<td>3.0</td>
<td>3.1</td>
</tr>
</tbody>
</table>
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). 1ST CHOICE

<table>
<thead>
<tr>
<th>Priority Area</th>
<th>All Parents</th>
<th>No Special Needs</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>More programs and supports provided in schools and classrooms by outside</td>
<td>36%</td>
<td>33%</td>
<td>42%</td>
</tr>
<tr>
<td>agencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear roles and responsibilities for different government departments in</td>
<td>23%</td>
<td>24%</td>
<td>20%</td>
</tr>
<tr>
<td>meeting student needs and providing students with services at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More time during the school day for teachers and outside professionals to</td>
<td>21%</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>work together on student programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved equity in student access to programs and services across the</td>
<td>20%</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>province in rural and urban areas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Area</th>
<th>All Parents</th>
<th>No Special Needs</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>More programs and supports provided in schools and classrooms by outside agencies</td>
<td>2.2</td>
<td>2.2</td>
<td>2.1</td>
</tr>
<tr>
<td>Clear roles and responsibilities for different government departments in meeting student needs and providing students with services at school</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Improved equity in student access to programs and services across the province in rural and urban areas</td>
<td>2.6</td>
<td>2.6</td>
<td>2.8</td>
</tr>
<tr>
<td>More time during the school day for teachers and outside professionals to work together on student programs</td>
<td>2.7</td>
<td>2.7</td>
<td>2.6</td>
</tr>
</tbody>
</table>
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). 1ST CHOICE

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

- All Parents
- No Special Needs
- Special Needs
# 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).**

<table>
<thead>
<tr>
<th>Area</th>
<th>All Parents</th>
<th>No Special Needs</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialized professional learning programs for behaviour intervention, autism, special education, learning disabilities, etc.</td>
<td>2.9</td>
<td>3.0</td>
<td>2.7</td>
</tr>
<tr>
<td>More practical, hands on professional learning in HOW to educate students with special needs</td>
<td>3.0</td>
<td>3.2</td>
<td>2.5</td>
</tr>
<tr>
<td>More practical, hands on professional learning in HOW to educate all students</td>
<td>3.6</td>
<td>3.3</td>
<td>4.2</td>
</tr>
<tr>
<td>Mentoring and coaching in how to identify student needs and tailor programs to those needs</td>
<td>3.6</td>
<td>3.7</td>
<td>3.6</td>
</tr>
<tr>
<td>Practical continuing education for teachers, administrators and TAs in best practices for inclusive education</td>
<td>3.9</td>
<td>3.9</td>
<td>4.0</td>
</tr>
<tr>
<td>More professional learning in how to identify and intervene re: student math and literacy challenges</td>
<td>3.9</td>
<td>3.9</td>
<td>4.1</td>
</tr>
</tbody>
</table>
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? 1ST 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)

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

<table>
<thead>
<tr>
<th>Area</th>
<th>All Parents</th>
<th>No Special Needs</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased teacher, TA, and administrator access to practical professional learning and support</td>
<td>4.2</td>
<td>4.4</td>
<td>4.0</td>
</tr>
<tr>
<td>New inclusive education policy that is student-centered, feasible and sustainable in classrooms</td>
<td>4.3</td>
<td>4.4</td>
<td>4.2</td>
</tr>
<tr>
<td>Different high school pathways to graduation</td>
<td>4.6</td>
<td>4.5</td>
<td>4.7</td>
</tr>
<tr>
<td>Streamlined program planning process with reduced paperwork and meeting requirements for teachers and administrators</td>
<td>4.6</td>
<td>4.5</td>
<td>4.7</td>
</tr>
<tr>
<td>Equity in access to educational programming and supports for rural and urban students</td>
<td>4.6</td>
<td>4.6</td>
<td>4.7</td>
</tr>
<tr>
<td>Stronger interagency collaboration in providing students with services at school</td>
<td>4.7</td>
<td>4.7</td>
<td>4.6</td>
</tr>
<tr>
<td>Department of health and wellness provision of medical services and supports in school including clinical nursing services</td>
<td>4.7</td>
<td>4.7</td>
<td>4.8</td>
</tr>
<tr>
<td>Consistent transition support for students and families throughout school (all stages)</td>
<td>4.7</td>
<td>4.8</td>
<td>4.6</td>
</tr>
<tr>
<td>Consolidated inclusive education policies and guidelines to provide one-stop shopping for students, parents and teachers</td>
<td>4.9</td>
<td>4.9</td>
<td>4.8</td>
</tr>
</tbody>
</table>
I receive timely notice of meetings regarding my child's educational needs which allows me enough time to be actively involved in the meeting

My child's school communicates with me in a variety of ways including face-to-face conversations, emails, phone calls, and letters

I am comfortable asking questions, discussing my child's progress, and expressing concerns about my child's special education program and services

My child is an accepted member of the school community

I am welcome in my child’s school

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>All Parents</th>
<th>No Special Needs</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child’s school and I participate in effective two-way communication throughout the school year</td>
<td>79%</td>
<td>68%</td>
<td>85%</td>
</tr>
<tr>
<td>The school was flexible, during school time or outside of school hours, in scheduling meetings at a time that was...</td>
<td>79%</td>
<td>75%</td>
<td>81%</td>
</tr>
<tr>
<td>When discipline issues arise, my child is treated fairly</td>
<td>78%</td>
<td>69%</td>
<td>83%</td>
</tr>
<tr>
<td>I understand my child’s Adaptations and/or IPP and how they are doing on them</td>
<td>67%</td>
<td>62%</td>
<td>70%</td>
</tr>
<tr>
<td>I feel school staff are educated to meet the unique needs of my child</td>
<td>65%</td>
<td>49%</td>
<td>78%</td>
</tr>
<tr>
<td>I am informed of changes to my child’s programming</td>
<td>63%</td>
<td>58%</td>
<td>67%</td>
</tr>
<tr>
<td>School personnel explained policies and procedures in a manner that helped me understand my parental rights</td>
<td>58%</td>
<td>51%</td>
<td>64%</td>
</tr>
<tr>
<td>My child’s school helped me become involved to improve services and results for my child</td>
<td>57%</td>
<td>52%</td>
<td>60%</td>
</tr>
</tbody>
</table>
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 (%)

- I was given information about the programming and placement options available to my child and was offered... (55% All Parents, 50% No Special Needs, 60% Special Needs)
- I could disagree with what my child’s school proposed as my child’s school program and services without concern for... (53% All Parents, 55% No Special Needs, 52% Special Needs)
- At the beginning of the school year I am informed about the program planning process... (53% All Parents, 51% No Special Needs, 55% Special Needs)
- My child’s behaviour plan is being implemented as written... (51% All Parents, 51% No Special Needs, 52% Special Needs)
- I was provided information about school and community resources, supports, and services available to me... (50% All Parents, 37% No Special Needs, 61% Special Needs)
- My child’s Adaptations/IPP are being implemented in the classroom as written... (49% All Parents, 53% No Special Needs, 47% Special Needs)
- I was offered the opportunity to participate in professional learning, workshops, webinars, etc. about special... (20% All Parents, 12% No Special Needs, 29% Special Needs)
Key Highlights

• 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)

• 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

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

Location of respondent

- Halifax: 48%
- Rural NS: 52%
### Respondent Profile

Which of the following applies to you:

<table>
<thead>
<tr>
<th>Statement</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have children with special needs</td>
<td>11%</td>
</tr>
<tr>
<td>I have friends who have children with special needs</td>
<td>63%</td>
</tr>
<tr>
<td>I have volunteered with special needs children</td>
<td>40%</td>
</tr>
<tr>
<td>I have family members who have children with special needs</td>
<td>39%</td>
</tr>
<tr>
<td>My colleagues have children with special needs</td>
<td>39%</td>
</tr>
<tr>
<td>I have neighbours who have children with special needs</td>
<td>31%</td>
</tr>
<tr>
<td>None of the above</td>
<td>15%</td>
</tr>
</tbody>
</table>
In your opinion, other than inclusive education, what are the most important issues facing the Nova Scotia public education system today?

- The health and wellness of students (including mental health) 42%
- Excessive work load demands on teachers 37%
- Ensuring that Nova Scotia students are well prepared to be good citizens 28%
- Proper student behaviour in schools 23%
- Ensuring that Nova Scotia students are well prepared to be good, productive workers 23%
- The use of proven methods for teaching and evaluating students 20%
- Ensuring that students are well prepared for modern careers 19%
- Ensuring that students are well prepared for success for post-secondary education programs (College and University) 18%
- Ensuring that schools are safe and welcoming community centres 18%
- Meeting high standards for student achievement in math and literacy 16%
- The work ethic of students 15%
- Violence at school 14%
- Wise use of public funds 14%
- Relations between the NSTU (Teachers Union) and the provincial government 8%
- Clear and informative report cards that parents and students can understand 5%
### 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?

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

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

<table>
<thead>
<tr>
<th>Issue</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate funding, staff and resources to support students with special needs</td>
<td>53%</td>
</tr>
<tr>
<td>Increased rate of severely disruptive student behaviour in schools</td>
<td>46%</td>
</tr>
<tr>
<td>Inadequate in-class supports for students with special needs and their teachers</td>
<td>46%</td>
</tr>
<tr>
<td>Growing number of students with mental health challenges, and lack of supports</td>
<td>40%</td>
</tr>
<tr>
<td>Lack of support for all students</td>
<td>32%</td>
</tr>
<tr>
<td>Lack of practical professional learning for implementing inclusive education in the classroom</td>
<td>16%</td>
</tr>
<tr>
<td>Uneven student access to specialized programs and services across the province</td>
<td>16%</td>
</tr>
<tr>
<td>Increased number of students with medical conditions requiring healthcare at school</td>
<td>16%</td>
</tr>
<tr>
<td>Inconsistent policies and procedures for inclusive education</td>
<td>15%</td>
</tr>
<tr>
<td>Uneven student access to Teacher Assistant support</td>
<td>14%</td>
</tr>
<tr>
<td>Lack of transition support for families when students enter and leave the public school system</td>
<td>8%</td>
</tr>
</tbody>
</table>
### 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?**

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

<table>
<thead>
<tr>
<th></th>
<th>18-35</th>
<th>35-54</th>
<th>55+</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is adequate funding to support inclusive education (special needs) in the public education system in Nova Scotia.</td>
<td>10%</td>
<td>20%</td>
<td>15%</td>
</tr>
</tbody>
</table>

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

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<th>55+</th>
</tr>
</thead>
<tbody>
<tr>
<td>The funding that exists for inclusive education (special needs) in the public education system in Nova Scotia is spent wisely.</td>
<td>9%</td>
<td>15%</td>
<td>16%</td>
</tr>
</tbody>
</table>
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). 1ST CHOICE

- Social and emotional programs and supports: 31%
- Safe, inclusive schools: 28%
- Alternative programs, classes and schools: 27%
- Life skills programs: 14%
- Transition programs: 1%

Learning Environment Priorities
**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).

<table>
<thead>
<tr>
<th>Area</th>
<th>Average Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and emotional programs and supports</td>
<td>2.3</td>
</tr>
<tr>
<td>Safe, inclusive schools</td>
<td>2.8</td>
</tr>
<tr>
<td>Alternative programs, classes and schools</td>
<td>2.9</td>
</tr>
<tr>
<td>Life skills programs</td>
<td>2.9</td>
</tr>
<tr>
<td>Transition programs</td>
<td>4.1</td>
</tr>
</tbody>
</table>
### 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). 1ST CHOICE*

<table>
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<tr>
<th></th>
<th>18-35</th>
<th>35-54</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Social and emotional programs and supports</td>
<td>38%</td>
<td>33%</td>
<td>27%</td>
</tr>
<tr>
<td>• Safe, inclusive schools</td>
<td>30%</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>• Alternative programs, classes and schools</td>
<td>16%</td>
<td>31%</td>
<td>28%</td>
</tr>
<tr>
<td>• Life skills programs</td>
<td>17%</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>• Transition programs</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
</tr>
</tbody>
</table>
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). 1ST CHOICE

- Working relationships between parents, teachers and school leaders: 51%
- Parental involvement with their child's school program: 22%
- Two-way Information sharing between home and school: 14%
- Clear and informative progress reports/report cards that tell parents how their children are doing at school: 13%
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).

<table>
<thead>
<tr>
<th>Area</th>
<th>AVERAGE RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working relationships between parents, teachers and school leaders</td>
<td>1.8</td>
</tr>
<tr>
<td>Two-way Information sharing between home and school</td>
<td>2.5</td>
</tr>
<tr>
<td>Parental involvement with their child's school program</td>
<td>2.6</td>
</tr>
<tr>
<td>Clear and informative progress reports/report cards that tell parents how their children are doing at school</td>
<td>3.1</td>
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</tbody>
</table>
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). 1ST CHOICE

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

1st CHOICE.

- Adequate funding to meet student needs: 45%
- Funding spent on proven programs with positive results for students: 22%
- Accountability and transparency in money spent on inclusive education: 18%
- Funding and resources fairly distributed in response to student learning needs (rural versus urban areas): 15%
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).

<table>
<thead>
<tr>
<th>Resource Priorities</th>
<th>Average Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate funding to meet student needs</td>
<td>2.0</td>
</tr>
<tr>
<td>Funding spent on proven programs with positive results for students</td>
<td>2.5</td>
</tr>
<tr>
<td>Funding and resources fairly distributed in response to student learning needs (rural versus urban areas).</td>
<td>2.7</td>
</tr>
<tr>
<td>Accountability and transparency in money spent on inclusive education</td>
<td>2.9</td>
</tr>
</tbody>
</table>
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). *1st CHOICE.*

<table>
<thead>
<tr>
<th>Resource Priorities</th>
<th>18-35</th>
<th>35-54</th>
<th>55+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate funding to meet student needs</td>
<td>43%</td>
<td>51%</td>
<td>44%</td>
</tr>
<tr>
<td>Funding spent on proven programs with positive results for students</td>
<td>27%</td>
<td>18%</td>
<td>21%</td>
</tr>
<tr>
<td>Accountability and transparency in money spent on inclusive education</td>
<td>16%</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Funding and resources fairly distributed in response to student learning needs (rural versus urban areas)</td>
<td>14%</td>
<td>15%</td>
<td>17%</td>
</tr>
</tbody>
</table>
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). 1ST CHOICE

1. More programs and supports provided in schools and classrooms by outside agencies (40%)
2. Clear roles and responsibilities for different government departments in meeting student needs and providing students with services at school (23%)
3. Time for teachers and outside professionals to work together on student programs during the school day (20%)
4. Improved equity in student access to programs and services across the province in rural and urban areas (18%)
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).

<table>
<thead>
<tr>
<th>Area</th>
<th>Average Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>More programs and supports provided in schools and classrooms by outside agencies</td>
<td>2.1</td>
</tr>
<tr>
<td>Time for teachers and outside professionals to work together on student programs during the school day</td>
<td>2.6</td>
</tr>
<tr>
<td>Clear roles and responsibilities for different government departments in meeting student needs and providing students with services at school</td>
<td>2.7</td>
</tr>
<tr>
<td>Improved equity in student access to programs and services across the province in rural and urban areas</td>
<td>2.7</td>
</tr>
</tbody>
</table>
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). 1ST CHOICE

<table>
<thead>
<tr>
<th></th>
<th>18-35</th>
<th>35-54</th>
<th>55+</th>
</tr>
</thead>
<tbody>
<tr>
<td>• More programs and supports provided in schools and classrooms by outside agencies</td>
<td>51%</td>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td>• Clear roles and responsibilities for different government departments in meeting student needs and providing students with services at school</td>
<td>14%</td>
<td>26%</td>
<td>24%</td>
</tr>
<tr>
<td>• Time for teachers and outside professionals to work together on student programs during the school day</td>
<td>16%</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>• Improved equity in student access to programs and services across the province in rural and urban areas</td>
<td>19%</td>
<td>12%</td>
<td>22%</td>
</tr>
</tbody>
</table>
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). 1ST CHOICE

- Specialized professional learning programs for behaviour intervention, autism, special education, learning disabilities, etc. (33%)
- More practical, hands on professional learning in HOW to educate all students (18%)
- More practical, hands on professional learning in HOW to educate students with special needs (16%)
- Practical continuing education for teachers, administrators and TAs in best practices for inclusive education (15%)
- Mentoring and coaching in how to identify student needs and tailor programs to those needs (12%)
- More professional learning in how to identify and intervene re: student math and literacy challenges (6%)
Think 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).

<table>
<thead>
<tr>
<th>Area</th>
<th>Average Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialized professional learning programs for behaviour intervention, autism, special education, learning disabilities, etc.</td>
<td>2.8</td>
</tr>
<tr>
<td>More practical, hands on professional learning in HOW to educate students with special needs</td>
<td>3.3</td>
</tr>
<tr>
<td>More practical, hands on professional learning in HOW to educate all students</td>
<td>3.5</td>
</tr>
<tr>
<td>Practical continuing education for teachers, administrators and TAs in best practices for inclusive education</td>
<td>3.5</td>
</tr>
<tr>
<td>Mentoring and coaching in how to identify student needs and tailor programs to those needs</td>
<td>3.6</td>
</tr>
<tr>
<td>More professional learning in how to identify and intervene re: student math and literacy challenges</td>
<td>4.3</td>
</tr>
</tbody>
</table>
### 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\textsuperscript{ST CHOICE}

<table>
<thead>
<tr>
<th>Area</th>
<th>18-35</th>
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<th>55+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialized professional learning programs for behaviour intervention, autism, special education, learning disabilities, etc.</td>
<td>25%</td>
<td>39%</td>
<td>34%</td>
</tr>
<tr>
<td>More practical, hands on professional learning in HOW to educate all students</td>
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<td>18%</td>
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<td>13%</td>
<td>19%</td>
</tr>
<tr>
<td>Practical continuing education for teachers, administrators and TAs in best practices for inclusive education</td>
<td>14%</td>
<td>14%</td>
<td>18%</td>
</tr>
<tr>
<td>Mentoring and coaching in how to identify student needs and tailor programs to those needs</td>
<td>17%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>More professional learning in how to identify and intervene re: student math and literacy challenges</td>
<td>8%</td>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>
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? 1ST CHOICE.

More specialized teachers and staff to meet student needs in the classroom
Alternative learning settings and programs for students who require them
Early identification and intervention for students with special needs
New inclusive education policy that is student-centered, feasible and...
Increased intervention and support for severe behavioural challenges
Expanded mental health services for students of all ages
New funding formula that is more responsive to student needs
Increased teacher, TA, and administrator access to practical education and...
More time in the school day for teachers to work with students directly
More intensive intervention in literacy and math
Streamlined program planning process with reduced paperwork and...
Equity in access to educational programming and supports for rural and...
Different high school pathways to graduation
Stronger interagency collaboration in providing students with services at...
Consolidated inclusive education policies and guidelines to provide one-
Department of health and wellness provision of medical services and...
Consistent transition support for students and families throughout school...
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).

<table>
<thead>
<tr>
<th>Area</th>
<th>Average Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative learning settings and programs for students who require them</td>
<td>3.30</td>
</tr>
<tr>
<td>More specialized teachers and staff to meet student needs in the classroom</td>
<td>3.40</td>
</tr>
<tr>
<td>Early identification and intervention for students with special needs</td>
<td>3.50</td>
</tr>
<tr>
<td>Increased intervention and support for severe behavioural challenges</td>
<td>3.60</td>
</tr>
<tr>
<td>Expanded mental health services for students of all ages</td>
<td>3.80</td>
</tr>
<tr>
<td>New inclusive education policy that is student-centered, feasible and...</td>
<td>3.90</td>
</tr>
<tr>
<td>Increased teacher, TA, and administrator access to practical education and...</td>
<td>4.00</td>
</tr>
<tr>
<td>New funding formula that is more responsive to student needs</td>
<td>4.10</td>
</tr>
<tr>
<td>More time in the school day for teachers to work with students directly</td>
<td>4.20</td>
</tr>
<tr>
<td>Streamlined program planning process with reduced paperwork and...</td>
<td>4.20</td>
</tr>
<tr>
<td>Equity in access to educational programing and supports for rural and...</td>
<td>4.40</td>
</tr>
<tr>
<td>Different high school pathways to graduation</td>
<td>4.40</td>
</tr>
<tr>
<td>More intensive intervention in literacy and math</td>
<td>4.50</td>
</tr>
<tr>
<td>Stronger interagency collaboration in providing students with services at...</td>
<td>4.50</td>
</tr>
<tr>
<td>Department of health and wellness provision of medical services and...</td>
<td>4.50</td>
</tr>
<tr>
<td>Consolidated inclusive education policies and guidelines to provide one-...</td>
<td>4.70</td>
</tr>
<tr>
<td>Consistent transition support for students and families throughout school...</td>
<td>4.70</td>
</tr>
</tbody>
</table>
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? 1ST CHOICE.

<table>
<thead>
<tr>
<th>First Phase Priorities - by Age</th>
<th>18-35</th>
<th>35-54</th>
<th>55+</th>
</tr>
</thead>
<tbody>
<tr>
<td>• More specialized teachers and staff to meet student needs in the classroom</td>
<td>30%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>• Alternative learning settings and programs for students who require them</td>
<td>9%</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>• Early identification and intervention for students with special needs</td>
<td>8%</td>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td>• New inclusive education policy that is student-centered, feasible and sustainable in classrooms</td>
<td>10%</td>
<td>8%</td>
<td>15%</td>
</tr>
<tr>
<td>• Increased intervention and support for severe behavioural challenges</td>
<td>5%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>• Expanded mental health services for students of all ages</td>
<td>14%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>• New funding formula that is more responsive to student needs</td>
<td>4%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>• Increased teacher, TA, and administrator access to practical education and support</td>
<td>3%</td>
<td>9%</td>
<td>2%</td>
</tr>
</tbody>
</table>
### 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? **1ST CHOICE.**

<table>
<thead>
<tr>
<th>Priority</th>
<th>18-35</th>
<th>35-54</th>
<th>55+</th>
</tr>
</thead>
<tbody>
<tr>
<td>More intensive intervention in literacy and math</td>
<td>0%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>More time in the school day for teachers to work with students directly</td>
<td>1%</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Equity in access to educational programing and supports for rural and urban students</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Streamlined program planning process with reduced paperwork and meeting requirements for teachers and administrators</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Different high school pathways to graduation</td>
<td>3%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Stronger interagency collaboration in providing students with services at school</td>
<td>3%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>Consolidated inclusive education policies and guidelines to provide one-stop shopping for students, parents and teachers</td>
<td>3%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Department of health and wellness provision of medical services and supports in school including clinical nursing services</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Consistent transition support for students and families throughout school (all stages)</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Now we’d like you to tell us if you agree or disagree with each of the statements below. 
- % AGREE -

Children with special needs are at risk of being bullied by other children

The presence of children with special needs in the same classroom will help all typically developing children learn to be more accepting of diversity

Typically developing children are generally comfortable interacting with children with special needs

Nova Scotia is an inclusive society
### General Perceptions by Age

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

- **% AGREE**

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

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

- **34%** All children benefit
- **13%** Typically developing children benefit more
- **21%** Special needs children benefit more
- **32%** Not sure
### Benefits of Inclusive Education - by Age

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

<table>
<thead>
<tr>
<th></th>
<th>18-35</th>
<th>35-54</th>
<th>55+</th>
</tr>
</thead>
<tbody>
<tr>
<td>All children benefit</td>
<td>42%</td>
<td>52%</td>
<td>44%</td>
</tr>
<tr>
<td>Typically developing children benefit more</td>
<td>17%</td>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td>Special needs children benefit more</td>
<td>19%</td>
<td>13%</td>
<td>24%</td>
</tr>
<tr>
<td>Not sure</td>
<td>22%</td>
<td>25%</td>
<td>19%</td>
</tr>
</tbody>
</table>
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…?

- 11% Willing to go the extra mile to make a child feel welcomed
- 54% Generally accepting
- 15% Matter of fact (neither accepting nor unhappy)
- 13% Privately unhappy
- 2% Openly unhappy
- 5% Not sure
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...?

<table>
<thead>
<tr>
<th>Attitude</th>
<th>18-35</th>
<th>35-54</th>
<th>55+</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Willing to go the extra mile to make a child feel welcomed</td>
<td>10%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>• Generally accepting</td>
<td>58%</td>
<td>48%</td>
<td>58%</td>
</tr>
<tr>
<td>• Matter of fact (neither accepting nor unhappy)</td>
<td>9%</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>• Privately unhappy</td>
<td>14%</td>
<td>16%</td>
<td>10%</td>
</tr>
<tr>
<td>• Openly unhappy</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>• Not sure</td>
<td>5%</td>
<td>6%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Student Survey Results

December 2017
Key Findings

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

Location of respondent

- Halifax: 37%
- Rural NS: 63%

21% was from Shelburne County.
What grade are you in?

- Grade 4: 4%
- Grade 5: 14%
- Grade 6: 8%
- Grade 7: 9%
- Grade 8: 14%
- Grade 9: 16%
- Grade 10: 8%
- Grade 11: 14%
- Grade 12: 12%
- Graduated: 1%
Learning Difference

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

What extra need do you have?

- Specific Academic Learning Challenges: 37%
- Mental Health Challenges: 14%
- Cognitive/Intellectual Challenges: 15%
- Behavioural Challenges: 9%
- Autism: 6%
- Speech-Language-Communication Challenges: 8%
- Giftedness: 5%
- Physical-Mobility Challenges: 3%
- Sensory Challenges (hearing loss/vision loss): 2%
- Major Health Challenges: 1%
Now we’d like you to tell us if you agree or disagree with each of the statements below. AGREE + SOMEWHAT AGREE (%)

- At my school, all students are welcomed
- At my school, all students are welcomed
- At my school, all students are welcomed
- At my school, it is okay if I have different views than others
- 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
- My school has lots of programs and activities for me to participate in (outside of regular classroom time)
### Student Experiences

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

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

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

- My school building is a safe and comfortable place and I am able to learn in my school building
- I have a lot of friends in my school
- At my school, teachers make sure all students in the class can learn
- I get feedback from my teachers that helps me learn
- I get the support I need to learn to the best of my ability
- At my school, parents and teachers work together to help me succeed
- At my school, I feel like I belong
- At my school, I have positive role models
- My school has taught me about student differences
- My teacher has enough time to work with me in class

Graph showing percentages for All Students, Typically Developing, and Learning Difference.
## Student Experiences

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

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

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

- I am receiving the help I need at school: 71% (All Students), 70% (Typically Developing), 70% (Learning Difference)
- I participate in programs and activities at my school (outside of regular classroom time): 69% (All Students), 71% (Typically Developing), 69% (Learning Difference)
- I have learned about the experiences and achievements of people with extra needs in my school: 63% (All Students), 63% (Typically Developing), 63% (Learning Difference)
- My teacher has enough time to work with all of the kids in my class: 59% (All Students), 59% (Typically Developing), 60% (Learning Difference)
- I like school: 58% (All Students), 59% (Typically Developing), 56% (Learning Difference)
- People treat each other kindly and listen to each other at school: 56% (All Students), 56% (Typically Developing), 56% (Learning Difference)
- The behaviour of other students does not bother me or affect my learning: 51% (All Students), 50% (Typically Developing), 53% (Learning Difference)
- I get help from the guidance counsellor when I need it: 45% (All Students), 42% (Typically Developing), 56% (Learning Difference)
- I get help from my resource teacher or TA when I need it: 33% (All Students), 42% (Typically Developing), 69% (Learning Difference)
### Student Experiences

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

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Junior High</th>
<th>Senior High</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I am receiving the help I need at school</td>
<td>86%</td>
<td>67%</td>
<td>64%</td>
</tr>
<tr>
<td>• I have learned about the experiences and achievements of people with extra needs in my school</td>
<td>81%</td>
<td>64%</td>
<td>50%</td>
</tr>
<tr>
<td>• I participate in programs and activities at my school (outside of regular classroom time)</td>
<td>78%</td>
<td>69%</td>
<td>62%</td>
</tr>
<tr>
<td>• People treat each other kindly and listen to each other at school</td>
<td>77%</td>
<td>48%</td>
<td>49%</td>
</tr>
<tr>
<td>• My teacher has enough time to work with all of the kids in my class</td>
<td>76%</td>
<td>54%</td>
<td>53%</td>
</tr>
<tr>
<td>• I like school</td>
<td>75%</td>
<td>48%</td>
<td>57%</td>
</tr>
<tr>
<td>• The behaviour of other students does not bother me or affect my learning</td>
<td>60%</td>
<td>47%</td>
<td>49%</td>
</tr>
<tr>
<td>• I get help from my resource teacher or TA when I need it</td>
<td>46%</td>
<td>46%</td>
<td>34%</td>
</tr>
<tr>
<td>• I get help from the guidance counsellor when I need it</td>
<td>40%</td>
<td>46%</td>
<td>50%</td>
</tr>
</tbody>
</table>
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). 1ST CHOICE

- Offering different programs, classes and schools for students with extra needs: 18% (Learning Difference) 25% (All Students)
- Helping all students learn life skills: 17% (Typically Developing) 20% (All Students)
- Making sure schools are safe and classrooms are quiet places to learn: 10% (Learning Difference) 17% (Typically Developing)
- Helping students with extra needs learn life skills, like learning how to use money and getting to school on their own: 9% (Learning Difference) 11% (Typically Developing)
- Helping all students feel better about themselves and perform better in class: 6% (Learning Difference) 8% (Typically Developing)
- Making sure that students get the help that they need with math and reading and writing as soon as they need it: 6% (Learning Difference) 8% (Typically Developing)
- Helping students with extra needs feel positive about themselves: 6% (Learning Difference) 8% (Typically Developing)
- Helping students with extra needs move from one grade or school to another: 6% (Learning Difference) 7% (Typically Developing)
- Helping all students access appropriate programs and services: 5% (Learning Difference) 7% (Typically Developing)
- Helping students with extra needs to do well in class: 4% (Learning Difference) 5% (Typically Developing)

All Students
Typically Developing
Learning Difference
## 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). 1st CHOICE*

<table>
<thead>
<tr>
<th>Learning Priority</th>
<th>Elementary</th>
<th>Junior High</th>
<th>Senior High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making sure schools are safe and classrooms are quiet places to learn</td>
<td>23%</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>Offering different programs, classes and schools for students with extra needs</td>
<td>22%</td>
<td>18%</td>
<td>14%</td>
</tr>
<tr>
<td>Helping students with extra needs feel positive about themselves</td>
<td>9%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Helping all students learn life skills</td>
<td>8%</td>
<td>16%</td>
<td>24%</td>
</tr>
<tr>
<td>Helping students with extra needs move from one grade or school to another</td>
<td>8%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Making sure that students get the help that they need with math and reading and writing as soon as they need it</td>
<td>8%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Helping students with extra needs learn life skills, like learning how to use money and getting to school on their own</td>
<td>8%</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>Helping all students feel better about themselves and perform better in class</td>
<td>7%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Helping all students access appropriate programs and services</td>
<td>5%</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Helping students with extra needs to do well in class</td>
<td>3%</td>
<td>6%</td>
<td>2%</td>
</tr>
</tbody>
</table>
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). 1st CHOICE

- Parents are involved with my learning in school: 32% (All Students), 30% (Typically Developing), 39% (Learning Difference)
- My report card makes it easy for me and my parents to know how well I am doing at school: 29% (All Students), 31% (Typically Developing), 21% (Learning Difference)
- My parents and my school are talking to one another and there is open communication between my school and my parents: 20% (All Students), 19% (Typically Developing), 20% (Learning Difference)
- Parents, teachers and school leaders (like my principal) get along well: 19% (All Students), 19% (Typically Developing), 20% (Learning Difference)
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). 1st CHOICE

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