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**From:** Sonya pomeroy [REDACTED]  
**Sent:** Thursday, February 16, 2017 6:47 PM  
**To:** Office of the Legislative Counsel  
**Subject:** Bill 75

To Honourable Diane Whalen,

My name is Sonya Taggart and I am a teacher with the CCRSB. I love my teaching position, I am a Reading Recovery & Early literacy support teacher. To tell you the truth, I don't think I could go back to the classroom, the needs and demands are too great.

The last class I had before my maternity sleave in 2004 at OREC in Oxford is still clear in my mind. My P/1 class was a challenging one, but all classes are when the public education system runs an inclusion model that is underfunded. That year, I was able to help 3 students get diagnosed with either ADD or ADHD, but I missed 1 and that still annoys me.

I also had a student with Down Syndrome in that class that took up most of my time; in terms of planning, meetings etc. Actually, I was once told by my principal to "forget everyone else" and when I asked about buying supplies for this student, I was told to go to the dollar store; we need a curriculum we need supports, both material and staff.

I had expressed concerns that, that student's behaviour was impeding my ability to teach. At the time, I had to fight to get that student 20mins a day in the learning centre. Every child deserves the best education, teachers know what we need, we do not need a committee.

How does a lack of inclusion funding affect my current position? My first uptake of Reading Recovery students are usually students that traditionally would of failed primary, which is sad because RR can not necessarily help those students; they usually get discontinued unsuccessfully and end up on IPPs. At my school, I can take 8 students a year. If the students I usually see in September, got the supports they needed in Primary they would be more successful in RR. My second intake of students are always more successful, those are the ones I should of had in September, now 20 weeks have gone by (every day is important for a struggling reader).

When I discontinue unsuccessful students after 20 weeks, I have to give recommendations to the classroom teacher In order to insure the student has a successful transition; this is the hardest part. It's the hardest part because I know that the classroom teacher will struggle to implement the suggestions. I know that the things I am suggesting can not happen in the underfunded system that is NS's education system, so the cycle of illiteracy continues.

We need the supports now, we know what we need and it is not a committee.

Thank you  
Sonya Taggart

Sent from my iPhone