

BCEdAccess Interim Report on Exclusion Tracker

Challenges and some suggested solutions

About the Tracker

- An initiative by BCEdAccess to collect data on student exclusions around the province
- Started Sep 4th this year
- Intended to communicate the experiences of parents of students with disabilities
- Hope to encourage districts to examine their own data, identify and implement solutions

Who Is Using the Tracker

Public School	95.6%
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Independent School	1.8%
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Does your child have a designation?

No	1.8%
Pending Assessment	5.3%
Yes	92.9%

As of today there have been over 2000 exclusion incidents since Sep 4th this year

The vast majority of users were from public school (note: overall independent school enrollment is 12.9% of all students in BC)

Some respondents have children waiting for assessment.

The highest representation is H- Intensive Behaviour Intervention

Who Is Using the Tracker

Categories A, B, C, D, E, F, G, H, P, Q and R all represented in the tracker as of today

Category descriptions:

(A) Physically Dependent

(B) Deafblind

(C) Moderate to Profound Intellectual Disability

(D) Physical Disability or Chronic Health Impairment

(E) Visual Impairment

(F) Deaf or Hard of Hearing

(G) Autism Spectrum Disorder

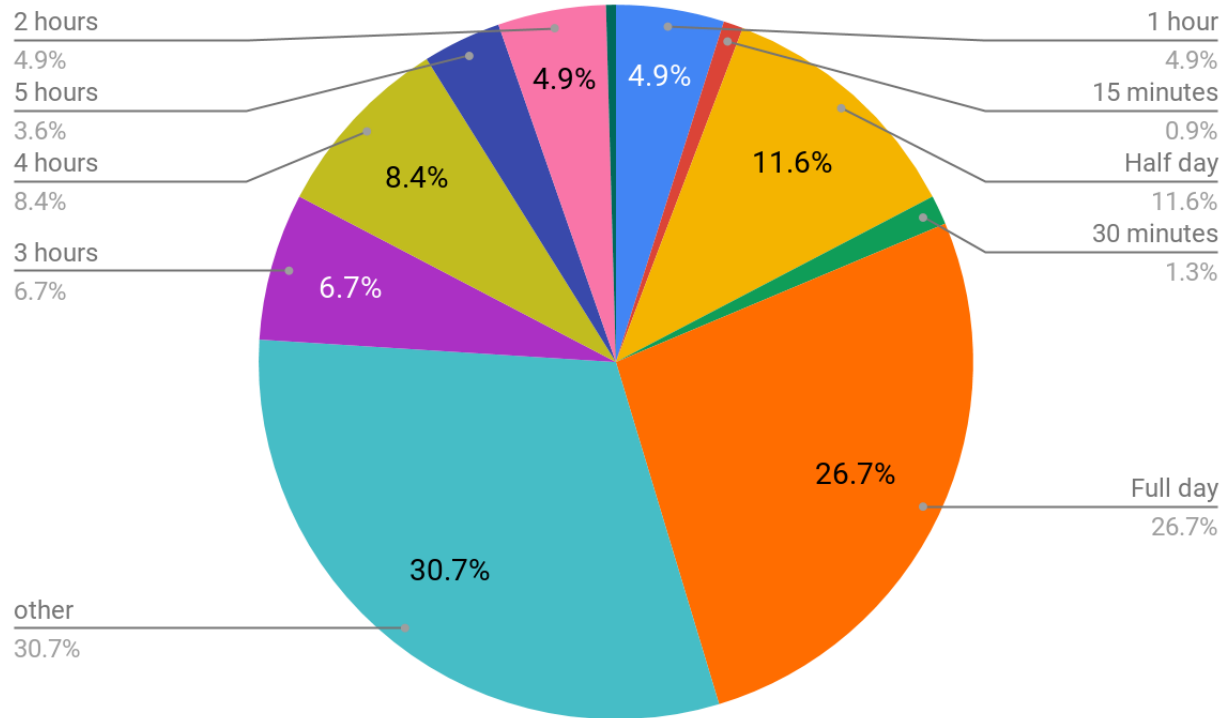
(H) Intensive Behaviour Interventions or Serious Mental Illness

(P) Gifted

(Q) Learning Disabilities

(R) Students Requiring Behaviour Support or Students with Mental Illness

How Much Time Was Missed



Other Response Explained

- Multiple days of Exclusion
- Issue that is continuous or ongoing.

Some Examples of Exclusion Cited

- Asked not to bring their child for the first one to four weeks of school

- Only allowed to attend 2 hrs per day

- Not allowed to attend until there is an EA in place

- Missing a half day weekly

Excluded from every field trip so far

- Excluded from all extra-curriculars

- Excluded from course because the course materials are not adapted

- Excluded because of bullying or other safety concerns

- No supports so only if parent can attend, child can attend

- Can only attend a short part of the day; no plans to extend the time because there is no staff

- Not enough funds to support child full time

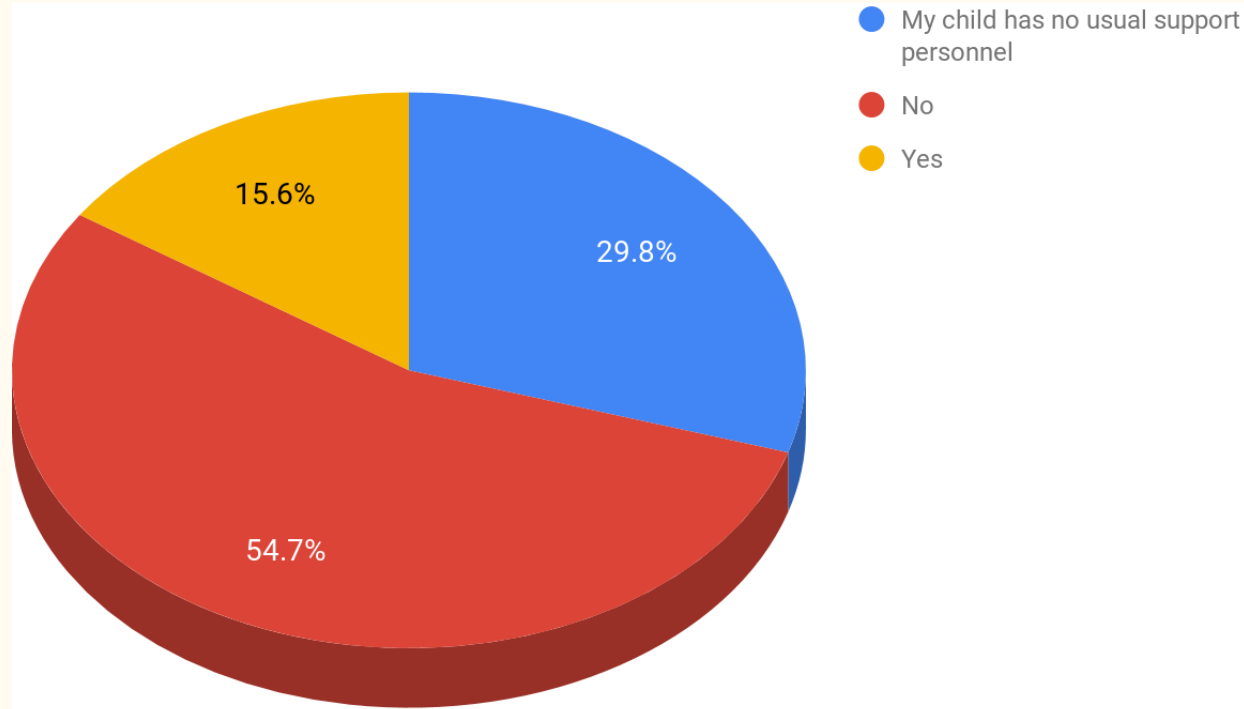
- Excluded from elective high school courses

Exclusion As An Agreement with Parents?

Parents comply for several reasons:

- a) Most do not know refusal is an option
- b) Many feel 'forced' into agreeing
- c) Safety concerns lead to agreement
- d) Seeking collaborative relationship

Was the usual support person absent.



Physical Restraint and Seclusion

Was your child physically restrained?

No	77%
Not sure	20%
Yes	3%

From Parents

“When I dropped my child off at school, I was asked to take them home, because my child is Deaf-blind, and there would be no one there with my child”

“My child has never had any real education”

“We’ve been told there is only enough funding to support my daughter with an EA 50% of time”

“They left it up to me to send him or not which is wrong. I would not be a responsible parent if I were to set him up for failure. But they seem to be taking their time and leaving the follow up to me which is wrong as well.”

Some possible solutions

1. Identify students in the district with highest support needs who are being sent home as a consequence
2. Ensure there are multiple EAs trained to properly support each of these students (they may not all be in the same school), and that the backup EAs are placed with students who are more flexible in terms of having a different EA for the day
3. When staff absence occurs, deploy one of the trained replacements

More possible solutions

1. Provide training to admin/leadership in inclusive supports and de-escalation techniques
2. Have a district BCBA team that can be deployed
3. Each school should have someone on staff who is qualified to perform a Functional Behaviour Analysis
4. Staff sufficient specialists to provide required supports (eg. SLPs, OTs, psychologists, counsellors)
5. LSTs should have a high qualification standard and be looking to remain in that position

More possible solutions

1. Hire EAs as career professionals - salaried, full time work with prep time, etc.
2. Support province-wide EA standards
3. Teacher training, prep time and mentorship for new teachers and teachers learning new skills
4. Relationship building is key - continuity of staff and fit of staff who are working with these kids will be key to ensuring a safe learning environment for all.