

BCEdAccess Interim Report on Exclusion Tracker

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Challenges and some suggested solutions

About the Tracker

An initiative by BCEdAccess that shows that children with designations are being excluded from school and therefore do not have equitable access to an education.

<https://bit.ly/bcedaccess>

Who Is Using the Tracker

Public School	95.6%
Independent School	1.8%

Over 2600 exclusion incidents since school started.

Does your child have a designation?

No	1.8%
Pending Assessment	5.3%
Yes	92.9%

The highest representation is G- Autism Spectrum Disorder (level 2 funding approx 19K)

Second highest is H- Intensive Behavior/Mental Health (level 3 funding approx 9K)

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

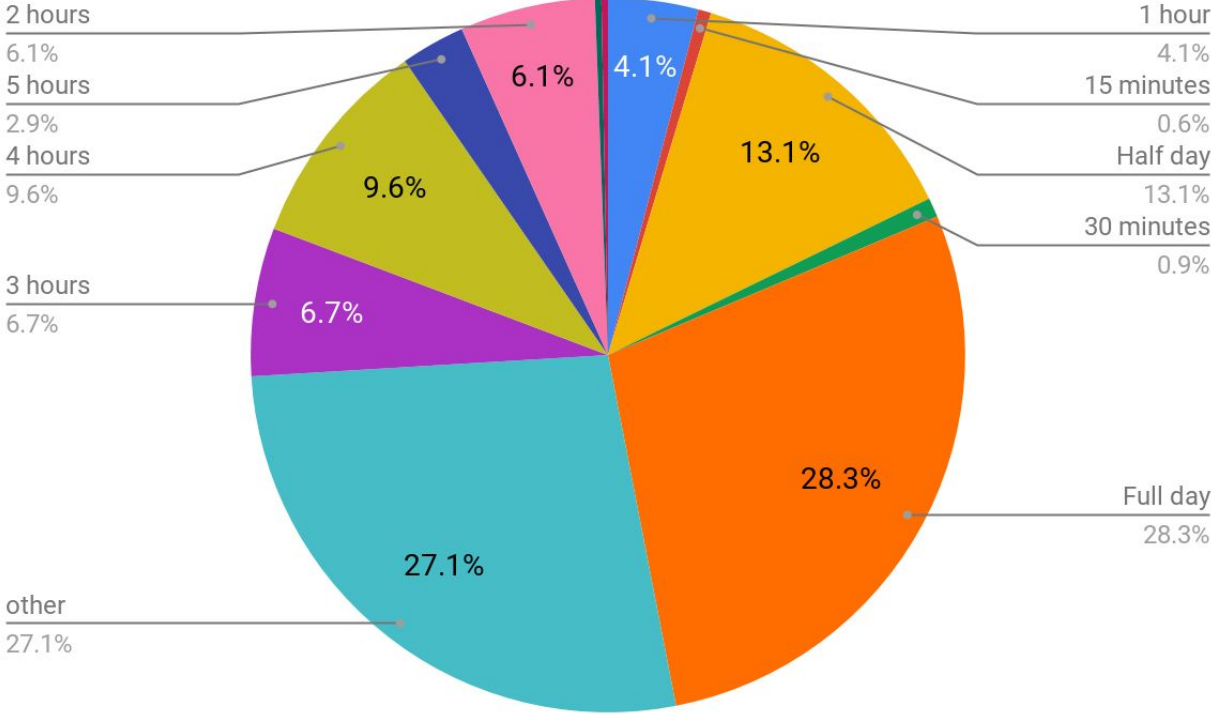
(H) Intensive Behaviour Interventions or Serious Mental Illness

(P) Gifted

(Q) Learning Disabilities

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

How Much Time Was Missed



Other Response Includes when there's:

- Multiple days of Exclusion
- An ongoing issue

Some Examples of Exclusion Cited

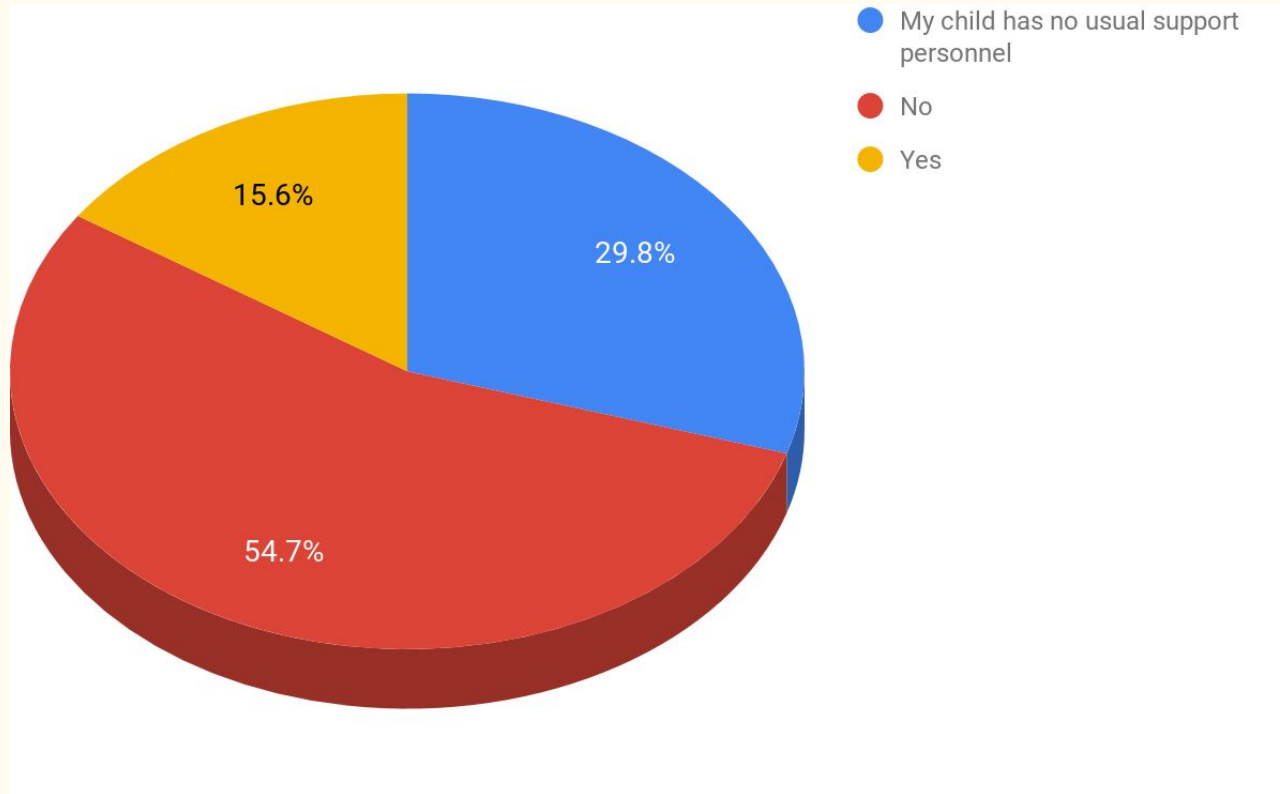
- **Not allowed to attend until there is an Education Assistant (EA) in place**
- **Excluded from every field trip so far**
- **Excluded from all extracurriculars**
- **Excluded from course because the course materials are not adapted**
- **Excluded because of bullying**
- **Excluded from the first one to four weeks of school**
- **Child can attend only if parent can attend**
- **Not enough funds to support child full time**

Exclusion As An Agreement with Parents?

We comply (**not agree**) 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 a parent

**“My child has never had any real
education”**

Solutions

- **Identify students with high support needs who are being sent home**
- **Have multiple EAs trained to properly support each of these students**
- **Only have “back-up” EAs placed with students who are flexible in terms of having a different EAs (Education Assistants)**
- **When staff absence occurs only deploy a trained familiar replacement**

Solutions

- **Provide training to admin/leadership about inclusive supports and de-escalation techniques**
- **Have Board Certified Behavior Analysts (BCBAs) or someone qualified to perform a Functional Behavior Analysis on staff at schools**
- **Staff other specialists, like Speech and Language Pathologists (SLPs), Occupational Therapists (OTs), psychologists, counsellors to provide required supports**
- **Maintain a high qualification standards for Learning Support and Resource Teachers**

Solutions

- **Hire EAs as career professionals - salaried, full time work with prep time**
- **Have Province-wide EA standards**
- **Increase teacher training, prep time and mentorship for new teachers and teachers learning new skills**
- **Respect the role of relationships and familiarity. Continuity of staff and “best fit” of staff who are working with these kids will be key to ensuring a safe learning environment for all.**

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