



BCEDACCESS
SOCIETY

AUGUST 2022

Exclusion Tracker

REPORT ON THE 2020/21 AND
2021/22 SCHOOL YEARS

TABLE OF CONTENTS

Introduction.....	1
The Basics.....	7
Grade, District, Designation.....	7
Community Growth.....	9
COVID-19 and Schooling Types.....	10
How Much Time Was Missed?.....	12
How Was Your Child Excluded?.....	17
Was There An Incident?.....	23
Restraint & Seclusion.....	24
Public Education Exodus.....	27
(Annual) Support Hours Reduction.....	30
Additional Resources & Partnerships.....	31
Student Voice.....	32
The Path Back To Inclusion.....	34
Retaliation.....	43
PAC Involvement.....	47
Demographic Information.....	49
Employment.....	49
Disability or Designation Status.....	51
Family Considerations.....	51
Income, Private Therapies & Supports.....	53

TABLE OF CONTENTS (CONTINUED)

2SLGBTQQIA.....	58
Immigration, Language & Ethnicity.....	58
Multiple Systemically Oppressed Intersecting Identities.....	60
Recommendations.....	61
The Last Words.....	63

INTRODUCTION

The BCEdAccess Society's Exclusion Tracker is a survey project conceived by community members in 2018, and designed to confirm and examine the practise of exclusion in BC Schools.

Exclusion has always been the number one topic in our private parent/guardian forum. Families were being told that our child/youth's experiences were rare or unusual, and if we could just be patient it would be resolved - but how could that be, when so many of us were talking about it daily?

In 2018, this led to the creation of our Exclusion Tracker, to provide a place for parents/guardians to create "incident reports" regarding the exclusion of disabled children and youth, and those experiencing barriers to accessing their education in British Columbia.



"In order to eliminate the discriminatory practise of excluding children with disabilities, we must continuously expose how, when, and where it happens in schools."

- NICOLE KALER, CHAIR,
BCEDACCESS

In 2018, parent Jenn Newby brought the idea of creating a tool to track the exclusion of disabled students from BC schools to Nicole Kaler, who thought it was a great idea, and brought it forward to the organization. Jenn developed the first Tracker with Nicole's input, which ran in the 2018/19 school year for all BC families.

Nicole has since presented on the Tracker at conferences and school board meetings and spoken many times with media.

Notably, she has said, "In order to eliminate the discriminatory practise of excluding children with disabilities, we must continuously expose how, when and where it happens in schools."

We're fortunate to have Nicole join the Board as Chair this year to lead the organization with this kind of clear vision.

Why is reporting on exclusions from K-12 education important to BCEdAccess? Exclusions have significant negative impacts.

Research shows:

- Mental health declines after even just a few days of exclusion and often only shows up further down the line and later in life.
- School exclusion creates or increases social isolation
- Disabled students who are also otherwise systemically oppressed are more likely to be excluded and more likely to suffer worse effects
- Missing school decreases performance on exams and creates gaps in learning, affects reading skills, graduation rates and more.
- Missed school days correlates with problems in adulthood such as chronic unemployment, alcoholism, incarceration.
- The cost of exclusion to the state has been estimated to be 370 thousand Pounds in the UK. The cost to families in BC is detailed in our report.

Here are a few hard facts to consider from the World Bank:

- **Poverty is a reality for persons with disabilities.** The [proportion of persons with disabilities living under the national or international poverty line is higher](#), and in some countries double, than that of persons without disabilities.
- **The health and well-being of persons with disabilities are at greater risk.** Persons with disabilities are [three times as unlikely](#) to receive health care when they need it. Children with disabilities are [twice as likely to have malnutrition](#) and are ten times more likely to be seriously ill.

- **Education and Employment opportunities are negligible.** Persons with disabilities remain less likely to attend school and complete primary education and more likely to be illiterate than persons without disabilities. The employment-to-population ratio of persons with disabilities aged 15 and older is [almost half that of persons without disabilities](#).
- **Persons with disabilities are often among the most vulnerable in society**, and typically face more formidable barriers to transport, housing, and other services.
- **It is often harder for persons with disabilities to improve their livelihoods** and take advantage of economic opportunities due to the exclusion they experience.

BCEdAccess has been collecting data for four years now on the exclusion of students with disabilities from schools in British Columbia. Our previous year-end reports are available here: [2018-19](#) school year, [2019-20](#) school year.

We also have a series of snapshot data available from 2020-21 School Year: [September](#) (documenting exclusions without incident), [Oct/Nov](#) (documenting financial strain on families due to lack of services provided in school), and [February](#) (documenting both discrimination and retaliation against families).

In July of 2021, we also released our “Considering Leaving the System” [report](#), which acts as a follow-up to our 2015 survey, [Forced Out](#). We would be remiss if we did not include the RCY report “[Left Out: Children & Youth with Special Needs in the Pandemic](#)”. This report is not specific to education, but gives more of a full picture of the experiences of our community at this point in time.

In this report we will summarize and compare data between the past two school years in British Columbia - 2020/21 and 2021/22. We will also compare with previous years from time to time to look at data trends.

Major Findings

- For the 2021/22 school year, we calculated an estimated **4,760** incidents of exclusion.
- For the 2020/21 school year, we calculated an estimated **4,376** incidents of exclusion.
- There is an exodus of students from public education, only partially related to the COVID-19 pandemic. This is reflected in other surveys we have conducted, and many conversations around budget deficits in school Districts.
- In averaging 4 years of survey data, **over 58%** of the respondents reported that the usual staff were present and that their child was still excluded. This tells us that the skills and training gap is significant with staffing constraints coming second.
- Nearly 78% of 34 students responding said **the school did not inform them why they were being excluded.**
- Over 4 years, students with **multiple systemically oppressed identities** were reported as having been **restrained and/or secluded** with high frequency, sometimes disproportionate to population numbers for those identities, eg. autistic students, students with mental illness, who are Indigenous, Black, South Asian, and families with income under \$25K annually.
- Almost **84%** of our respondents told us that their school team did not notify them of the Inclusive Education pandemic guidelines set out by the Provincial government in 2020/21.
- **14.5%** of respondents reported Exclusion lasting “Longer than 4 months” in 2020/21, and **13.24%** in 2021/22.

- 36 to 37% of our respondents requested to be connected to Inclusion BC for advocacy support.
- Many families are paying privately for specialized therapies and support that should be provided through the schools (see 'Special Education' Policy Manual, Section D); other families can't afford to pay. Both situations point to financial hardship and children going without needed services.

September - Gradual Entry and Partial Days

One of the things that stood out in the data was how reporting came in at the beginning of the school year vs. the rest of the year. We reviewed previous years' data and saw the same pattern.

The school year starts with students being asked to do some form of gradual entry rather than starting full time on the first day with other students.

At the beginning of the school year, many disabled students are asked to stay home an extra day, week, or even longer while the school figures out supports for them. This is reflected in the reasons for exclusion cited in September 2021:

54 reports specifically cited gradual entry/being asked to keep their child home due to no EA or Nursing support in September 2021/22.

This resulted in 342 missed school days for just these 54 students in the month of September.

Through the rest of the year, spikes in reporting numbers are connected to times when we promoted the Tracker through our partners, at presentations and on social media.

The biggest number of reports through the rest of the year were accumulated instances of exclusion. Families had just heard about the tracker and were reporting on multiple incidents over days, weeks and months. We'll share more details on this in the report.

PAGE 1 - THE BASICS

Grade, District, Designation

In 2021/22, Kindergarten and grade 4 had the highest percentage of exclusions reported at 13.97% each.

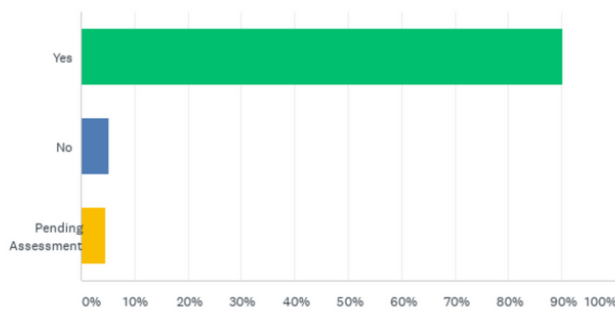
In previous years, Kindergarten was below 10% so we'll be watching this trend cautiously.

In the last 2 years we've seen a shift where not all Districts have been represented within our Survey. Only 33 of 60 Districts were represented in 2020/21 and 34 in 2021/22. We had fewer overall responses in 2020/21 and a slight increase in 2021/22, and can only speculate that our reach has not been as wide during the pandemic.

Our respondents confirmed that 90% of their children or youth do have a Ministry of Education designation. There was only a slight decrease from 2019/20's 5.8% of respondents in the last 2 years whose children were pending assessment. There are 2 critical details to note in regards to pending assessments at this time:

- BC’s Autism Assessment Network ([BCAAN](#)) current wait list is currently 84.7 weeks for assessment, which is an increase of 19.3 weeks since 2019/20. In a system where funding and support are so closely tied to diagnosis instead of need, this is a critical lapse.
- In June 2021, Variety Children’s Charity [announced](#) that they will provide funding for private assessments in order to address this wait list. Within a month, they had received close to 1,000 inquiries from families.

Q9 Does your child have a special needs designation?



On June 1st, we announced that Variety BC will be funding private Autism Assessments. **Since announcing this new program last month, we have received close to 1,000 inquiries from families.**

To say that we’ve been stunned by this outpouring of need is an understatement.

We were aware that many families across BC needed help getting an Autism diagnosis for their kids. **If families choose to seek help through the public system, they can be waiting 2 to 3 years for help.** And the alternative to waiting is one that many families simply can’t afford. It costs an average of \$3,000 for a private Autism Assessment.

Category G (Autism Spectrum Disorder) was the most represented demographic at 57% in 2020/21 and 52.2% in 2021/22. This pattern has held steady since we first started collecting this information and is largely representative of the number of autistic students designated in BC schools.

In 2020/21, second was Category H (Intensive Behavior Intervention, Serious Mental Illness) and R (Behaviour support and mental illness) at 15% collectively. This pattern has also been consistent. These designations could include (but is not limited to) students with diagnoses such as Attention Deficit Hyperactive Disorder (ADHD), mental illness, or even students who are “disruptive” enough to warrant additional attention, but have not yet been assessed.

In 2021/22, the second most represented category shifted to D - Physical disability or chronic health designation. Category A - Physically dependent, multiple needs also became a higher representation. Taken together these categories were 13.97% of reports.

A likely reason for this shift was a change to the practice of Nursing Support Services in providing training to school staff to support these students. Families no longer felt their children were safe at school, and schools were concerned about them attending without the right trained staff.

Category H and R (Students requiring behaviour support and students with mental illness) totaled 9.58% in 2021/22.

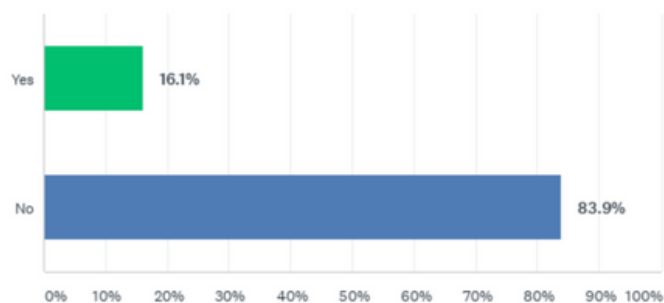
Community Growth

In 2020/21 we asked if the Respondents had filled out our Tracker the previous year, and 76% said no. Nearly 60% said no in 2021/22 as well. These are “new to us” families and speak to the growth of our community. Our private parent forum has grown to 4,650 members. 950 have joined us within the past two school years.

COVID-19 and Schooling Types

In 2020/21, we asked if parents had been informed of the Provincial government guidelines regarding Inclusive Education from this [press release](#). Almost 84% said no, they had not been notified by their school team. Many chose to write in the comments that they had heard via other parents, or from the Tracker itself.

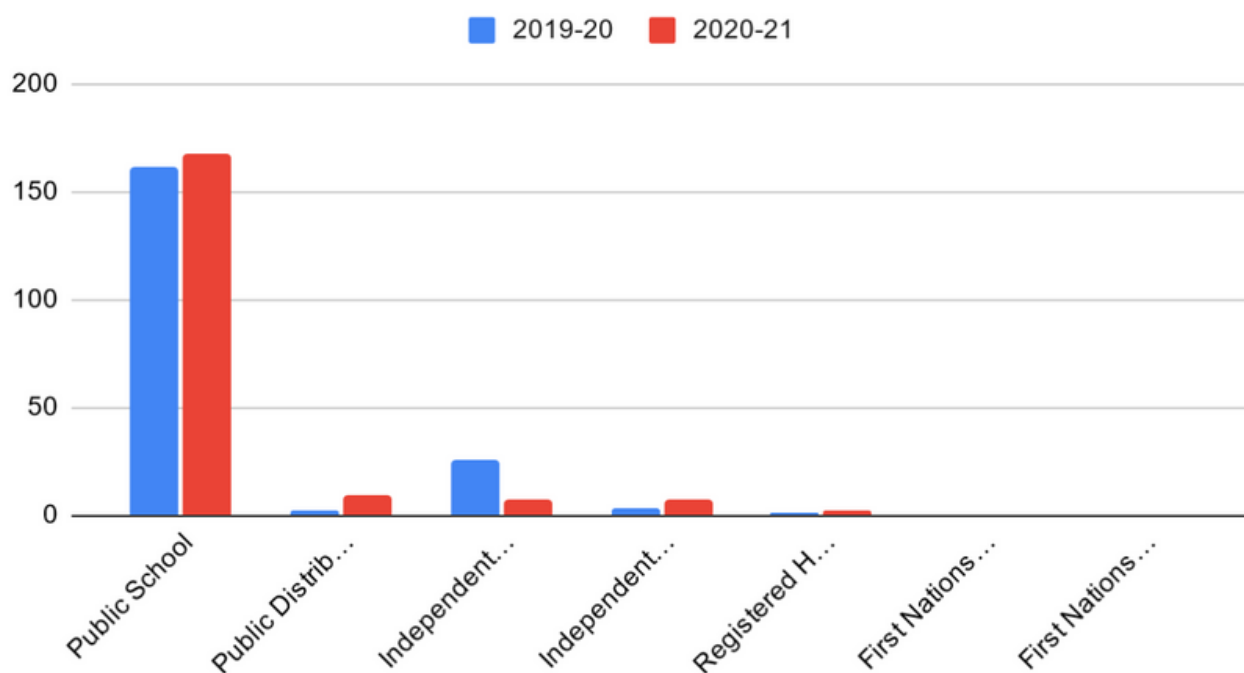
Q12 Did the School Team inform you of these guidelines regarding Inclusive Education?
"Students who require more support in school must have full-time, in-class instruction available without any delays. Students who need to stay at home because they are immunocompromised should have an at-home learning plan and be provided with an educational program by their school district." (Read the full Press Release)



Also in 2020/21, with COVID in mind, we asked what types of schooling their child was enrolled in.

While the results were drastic in the “Considering Leaving the System” report, they remained fairly consistent in our Exclusion Tracker survey. Many of our respondents have told us that the financial implications of removing their child prevent them from doing so, and some have cited social isolation as a reason to remain enrolled in public school.

Schooling Types Comparison



For those who did change their student's schooling type, we asked why. Many chose to write in their reasons, which were wildly different and devastating to read. Many cited lack of support without diagnosis, high COVID risk, retaliation, and even restraint. A few indicated that while they hadn't changed enrolment types yet, they were currently waiting without any educational support for the duration of a waitlist to alternative programs, such as Independent Online Learning.

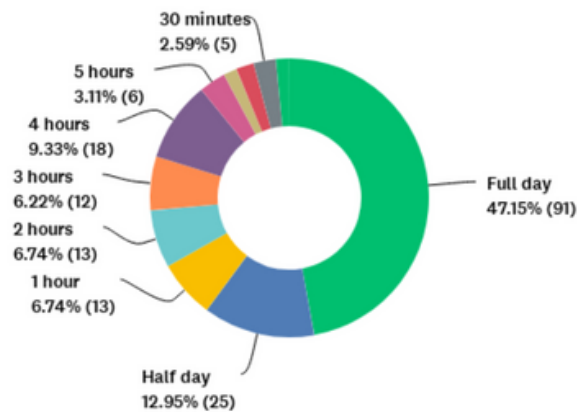
We eliminated the question in the 2021/22 survey to reduce the length of the overall survey for respondents.

How Much Time Was Missed?

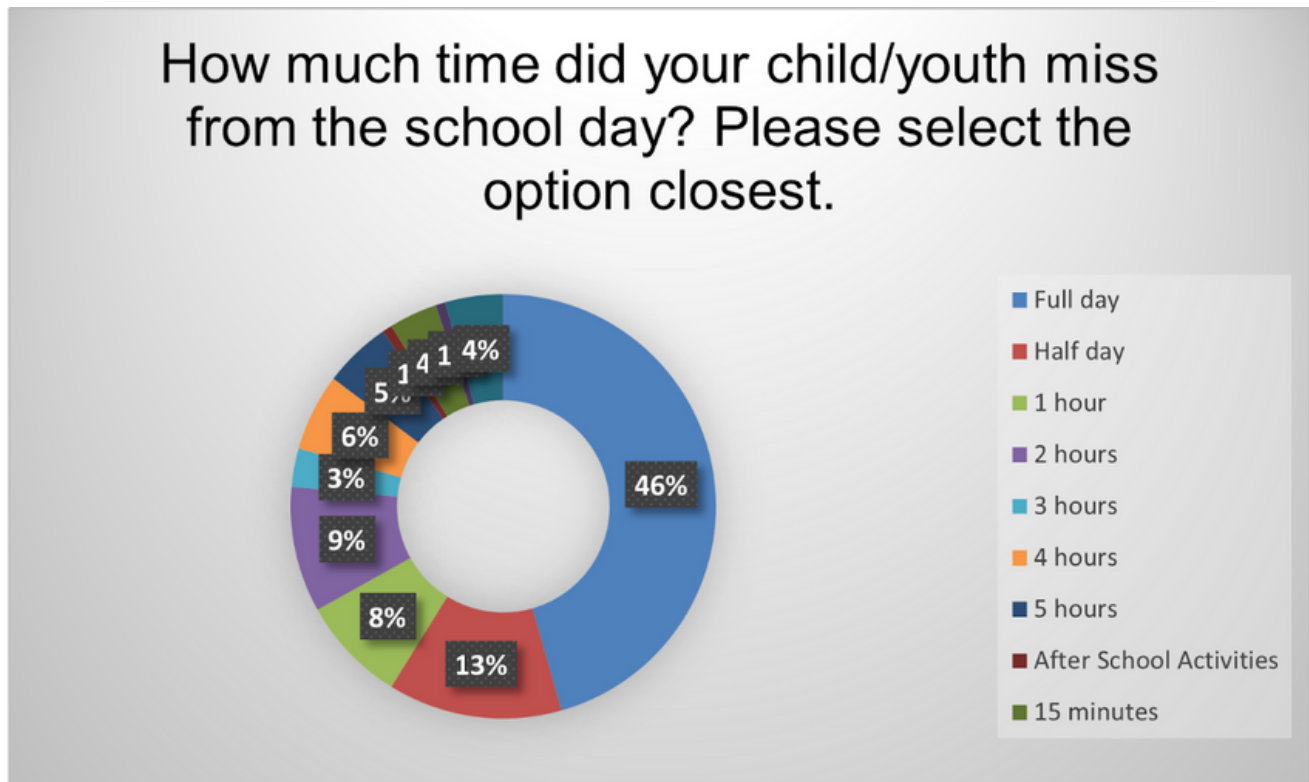
We asked how much time the student had missed. The largest category by far was “Full Day” at 47% and 46% in the two years. As we previously noted in our [February](#) 2021 snapshot, all too often, students will be placed on extended gradual entry schedules with no plan for re-integration. Respondents have told us that the “plan” is frequently that their attendance hours will be increased, based upon the student’s behaviour at school and whether they have a good day. For 46 and 47% of our respondents to note that the student has been excluded for a full day means that these students have been denied the opportunity to have that good day to begin with.

2020/21 responses:

Q13 How much time did your child miss from the school day? Please select the option closest.



2021/22 responses:

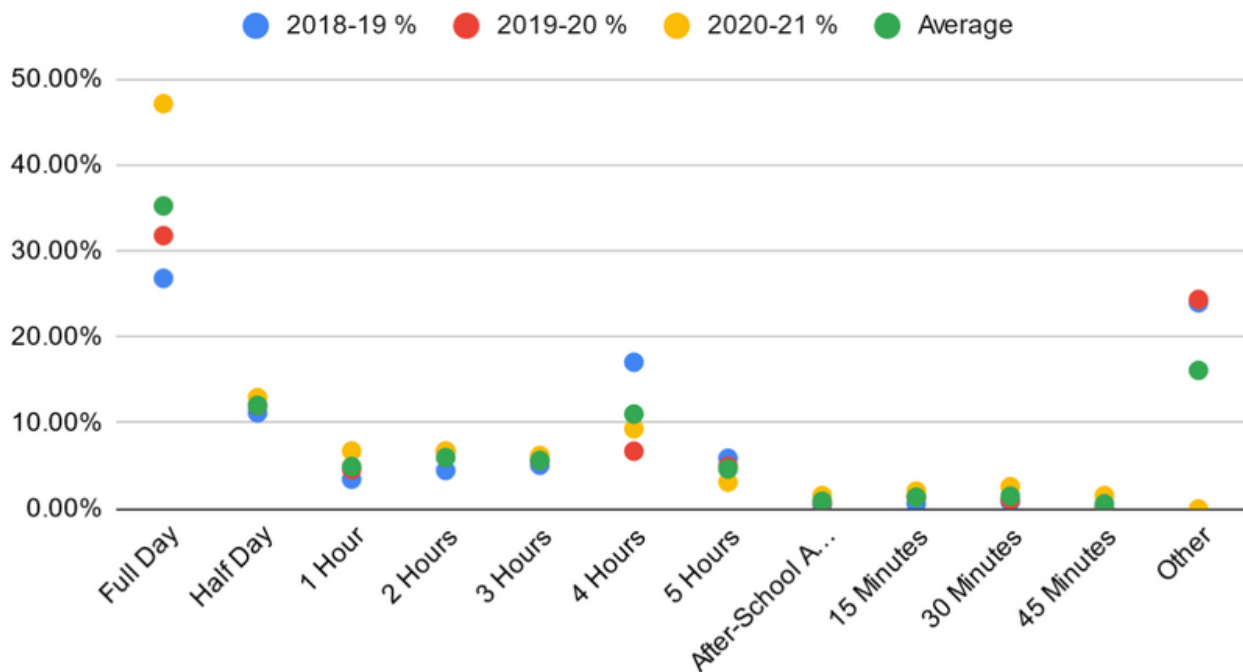


When the Tracker was initially made, we had anticipated that parents would simply fill it out every day it applied. This was reflected in our large initial total respondents numbers. What we discovered was that some parents were so completely underwater in caring for their children that this was just not doable for many of them. This was reflected in our “Other” category, where they wrote in what they could when they had time. The Tracker underwent many robust changes for the 2020-21 school year, including allowing parents to select a range of dates at one time, and providing drop-down menus instead of write-in to streamline the data collection.

In order to get a year-over-year comparison, then, we decided to try something different.

Rather than comparing raw numbers, which would erroneously give the reader the implication that exclusion was decreasing, we instead compared the percentage of respondents who chose each category per year to gain an average. While it is not quite perfect because of the “Other” category, we do feel this shows the trend as consistent regardless of the pandemic.

Year-Over-Year Average Time Missed



Incidents of Exclusion

This year, our Tracker had 272 respondents documenting an estimated 4,760 incidents of exclusion.

The 2020/21 year had 193 respondents and an estimated 4376 incidents of exclusion.

For comparison, in our first year (2018-19) we had 492 respondents documenting an estimated 3,610 incidents of exclusion.

In 2019-20 there were 293 respondents to our Tracker when the schools shut down in March, and the additional respondents were calculated via the snapshot surveys for a total of 883 respondents. There was simply no way to quantify the exclusions for the school year with school closures.

To clarify our methodology for calculating, we asked our respondents to provide the closest multiple-choice response to this question: Was the exclusion just today? Or multiple days?

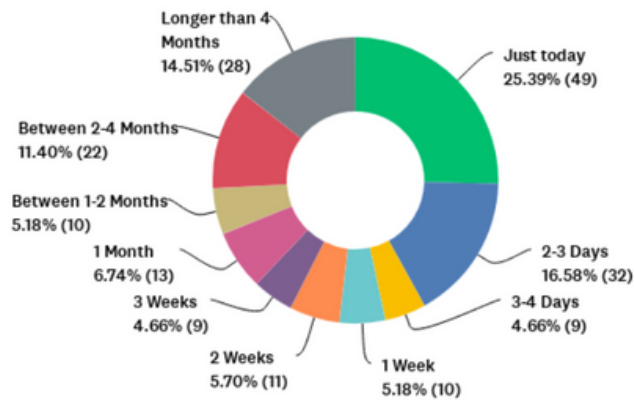
A response of “just today” is 1 incident of exclusion, whereas “1 week” would be 5 incidents of exclusion (Monday to Friday). For the “Between 1-2 Months”, therefore, we split the difference between 1 month (20) and 2 months (40) to 30 incidents. The chart below shows the calculation for 2020/21 and the following chart is for 2021/22.

1		Days (est)	Respondents	Exclusion Incidents	% of Respondents
2	Just today	1	49	49	25.39%
3	2-3 Days	3	32	96	16.58%
4	3-4 Days	4	9	36	4.66%
5	1 week	5	10	50	5.18%
6	2 weeks	10	11	110	5.70%
7	3 weeks	15	9	135	4.66%
8	1 Month	20	13	260	6.74%
9	Between 1-2 Months	30	10	300	5.18%
10	Between 2-4 Months	50	22	1100	11.40%
11	Longer than 4 Months	80	28	2240	14.51%
12			193	4376	
13					

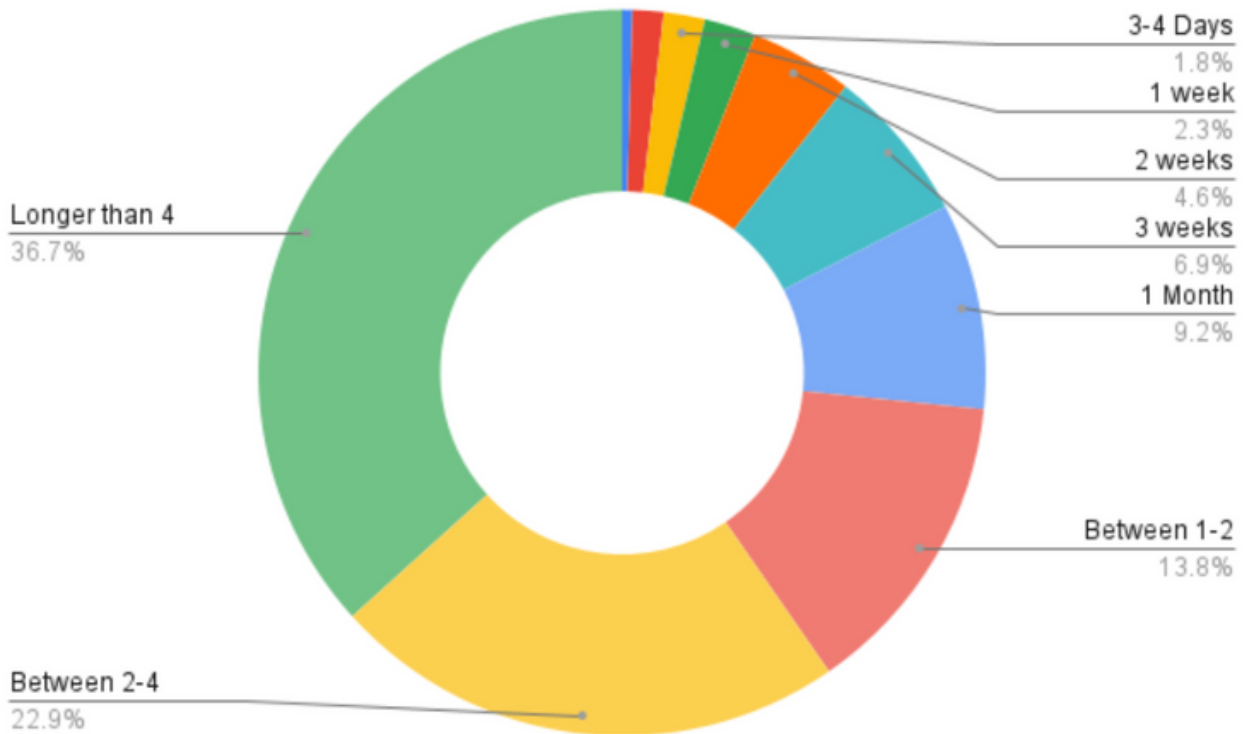
2022	Days (est)	Respondents	Exclusion Incidents	% of Respondents
Just today	1	102	102	37.50%
2-3 Days	3	30	90	11.03%
3-4 Days	4	22	88	8.09%
1 week	5	14	70	5.15%
2 weeks	10	14	140	5.15%
3 weeks	15	22	330	8.09%
1 Month	20	6	120	2.21%
Between 1-2 Months	30	18	540	6.62%
Between 2-4 Months	50	8	400	2.94%
Longer than 4 Months	80	36	2880	13.24%
		272	4760	

2020/21

Q14 Was the exclusion just today, or multiple days? If so, how many? (Please take note of holidays or Pro-D days)



2021/22



It is of particular concern to us that between 13.24 and 14.5% of our respondents reported Exclusion lasting “Longer than 4 months”.

How Was Your Child Excluded?

Our Respondents were particularly responsive to this question. In 2020/21, fully 29.5% chose “Other” and gave us specific examples.

The two highest categories in 2020/21 besides ‘Other’ were “Shortened school day”, which would include picking up a child early or an extended gradual entry period, and ‘Child was asked to stay home’, which could also be from a gradual entry period or it could be an unofficial suspension.

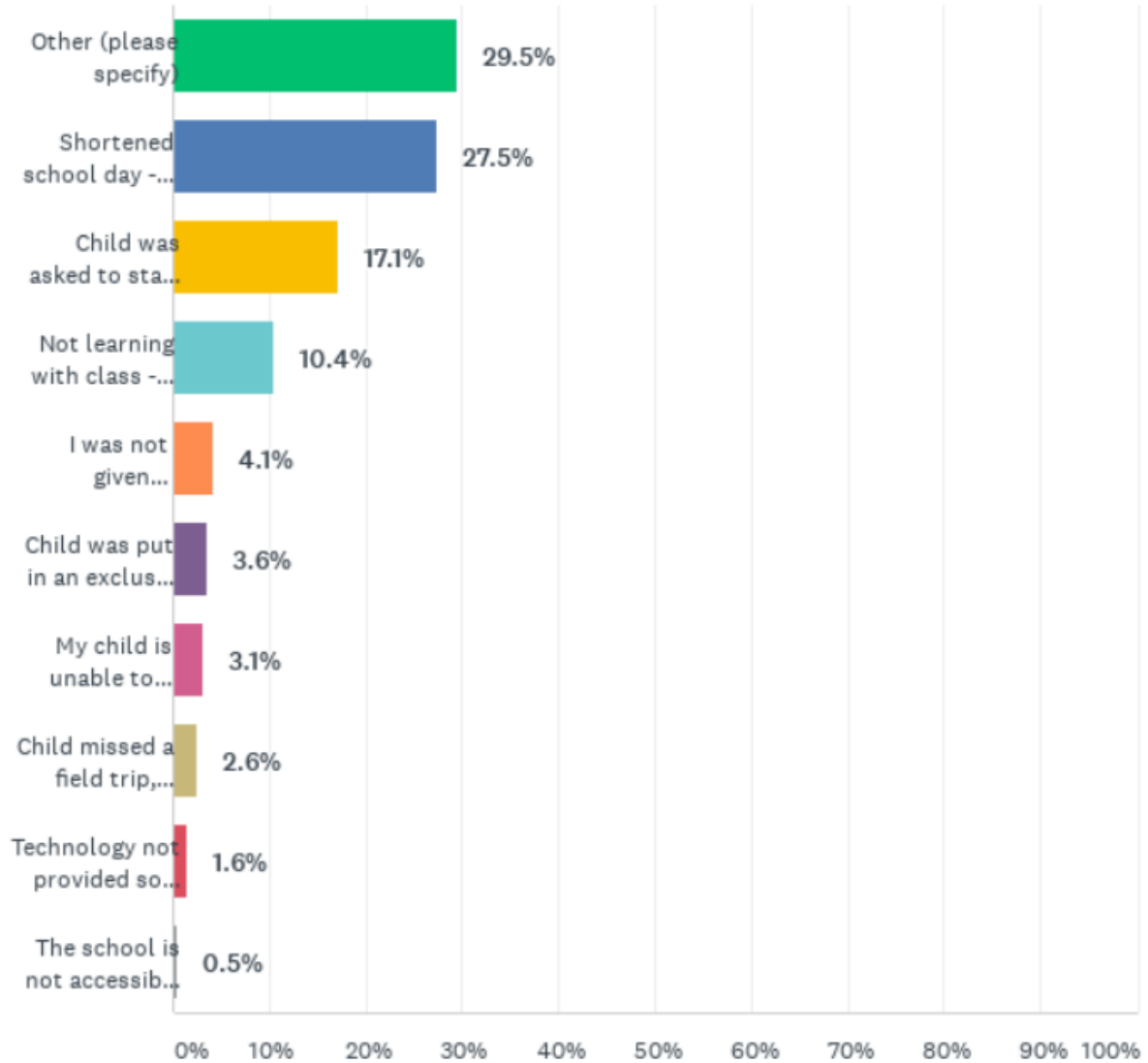
In 2021/22 these were still the top 3 categories - 24% shortened day, 22% other, and 18% asked to stay home.

Many students - over 10% in 2020/21 and over 17% in 2021/22 - are also being excluded while still at school, by not being provided what they need to learn with the class, as evidenced by respondents selecting *“Not learning with class - no supports for Learning Disabilities, course materials not adapted, EA not available to stay on task, etc.”*

As noted in our introduction, the majority of reports in September are due to students being asked to stay home, do extended gradual entry, or shortened school days.

In parent comments on the survey as well as informal discussions with educators this has been attributed to teachers and education assistants not having sufficient prep time to plan for classes and supports, and to education assistants not starting work or even being hired until the first day of school or even later.

Q15 How was your child excluded from school?



Below are more specific examples of each type of exclusion reported to us:

- Being asked not to bring their child for the first one to four weeks of school
- Is only allowed to attend 2 hours per day
- Not receiving adequate learning supports for home
- Is not allowed to attend until there is an EA in place
- Missing a half day weekly
- Excluded because of bullying or other safety concerns
- If parent can attend, child can attend, but if not, child cannot attend as there are no supports
- 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 every field trip so far
- Excluded from all extra-curricular activities
- Excluded from course because the course materials are not adapted
- Excluded from elective high school courses
- Excluded because of concerns with adherence to COVID safety protocols and being medically vulnerable

Is this still exclusion when parents "agree"?

School districts often claim that school exclusions are agreements with parents. Exclusion or “alternative schedules” may be written into the IEP. Also when asked, parents may pick their child up early from school or keep them home for the day.

What needs to be considered:

1. Most parents don't know it's an option to refuse
2. Many parents cite feeling 'forced' into agreeing to the exclusion
3. Often parents are concerned about the safety and mental health of their children
4. Only some parents are actually appealing the decision.

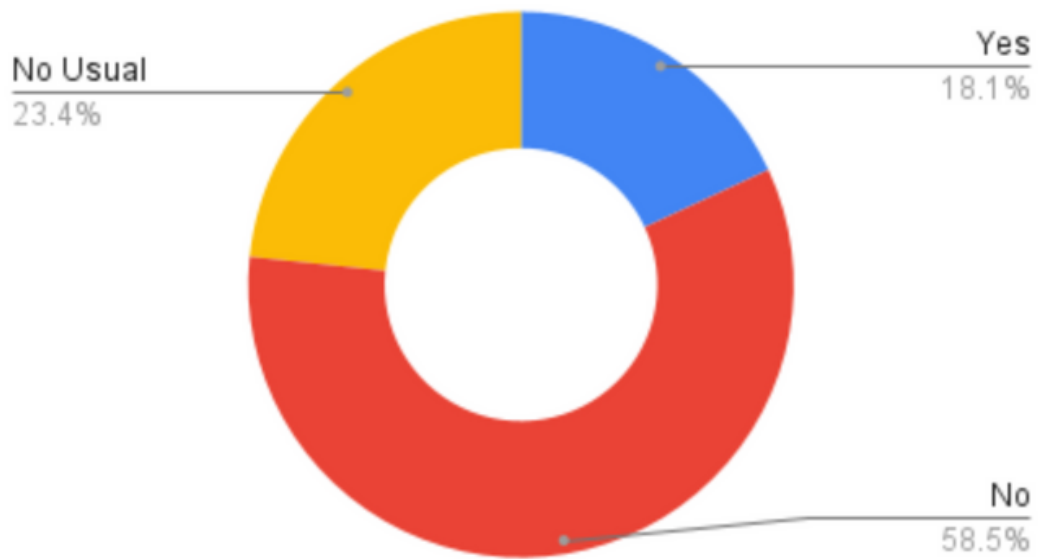
For the most part, families are more apt to try to work collaboratively with the school, even if it means disrupting their home and work life.

Was the child's usual support personnel absent?

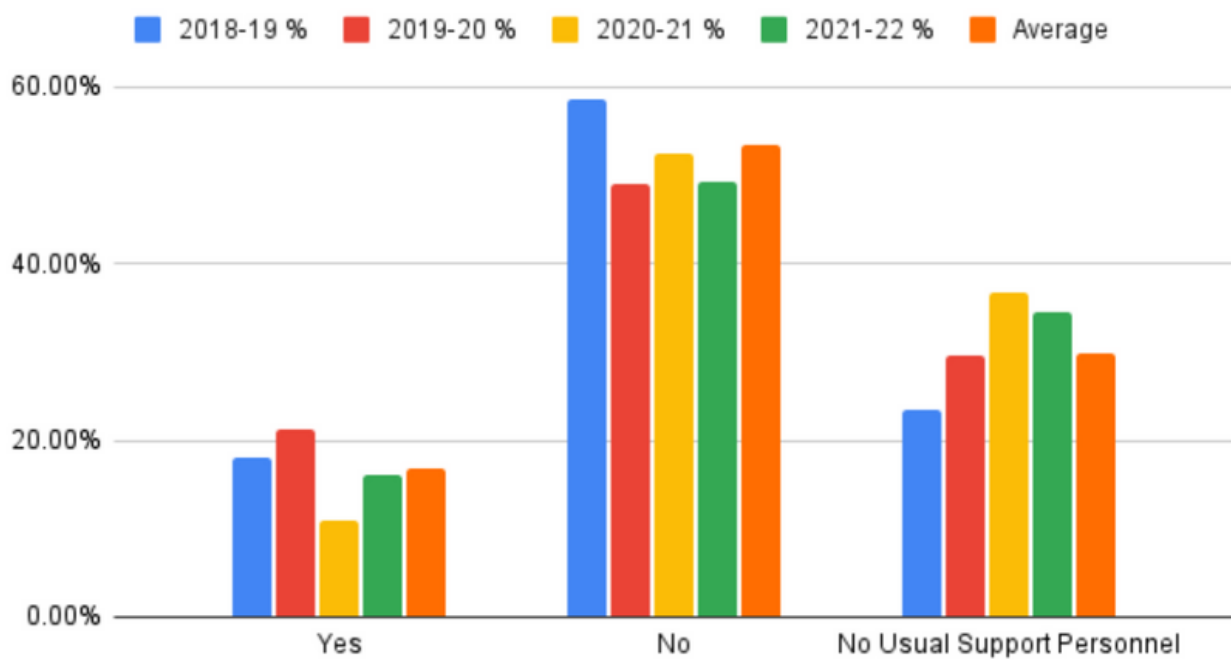
In comparing the four years of data we have collected, we've found that after averaging the data, 58.5% of the time when a child is excluded, the regular staff are still present. This tells us that skills and training continue to be an issue. The responses to this question over the years brought about our ongoing engagement with advocacy for [standards of practice](#) and education for Educational Assistants.

Also, in averaging all four years of data, 23.4% of these students have no usual support personnel. Lack of staffing is still a problem as well. We have a fragile system of support if the EA's absence means that the child is sent home.

Year-Over-Year Average Support Personnel Absence



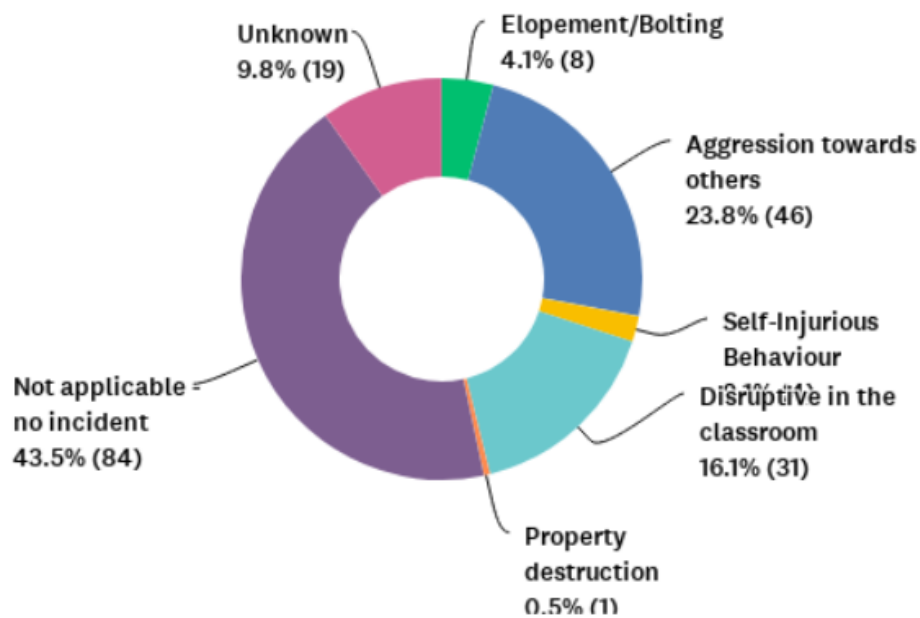
Year-Over-Year Average Support Personnel Absence



Was There an Incident?

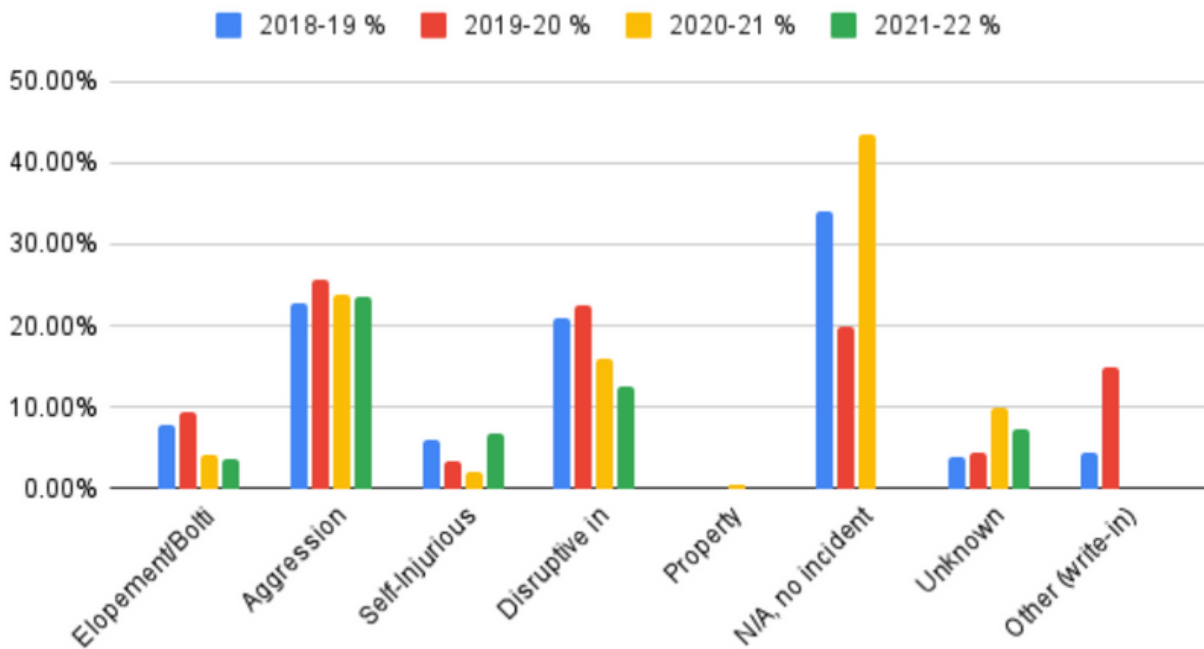
We asked our Respondents if there had been any incident contributing towards the exclusion. Over 43% in 2020/21 and nearly 45% in 2021/22 said this question was not applicable and that no specific incident had occurred.

Q17 Was there an incident?



This question was modified in 2020/21 to include property destruction as an option after feedback from the community. We also removed the write-in option, in order to streamline data collection. Taken over 4 years, the responses given to this question are as follows:

Year-Over-Year Average Incidents Leading to Exclusion



Specific incidents are sometimes a catalyst but are not the number one reason for exclusion. When incidents have occurred, it seems that disabled students are most often reflecting their distressed, dysregulated state in their behaviour, and schools lack adequate numbers of staff and/or adequately skilled and trained staff who are able to co-regulate with students and reduce their distress so they can remain at school learning.

Restraint & Seclusion

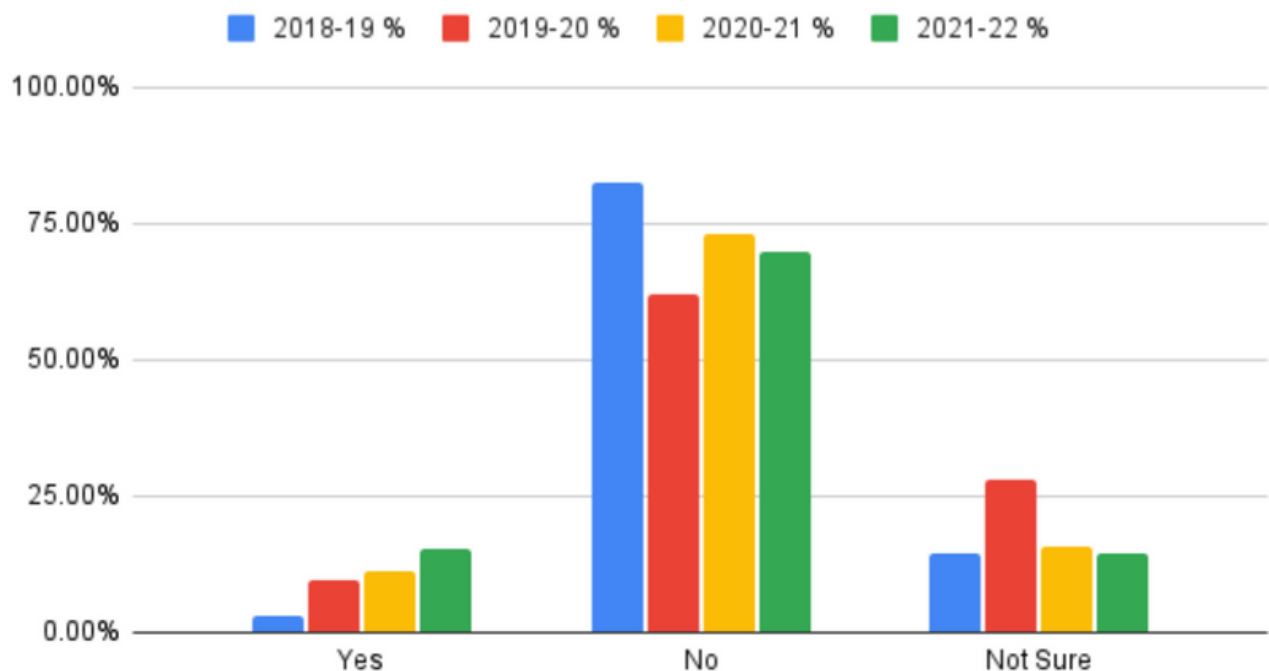
We asked if the child was restrained, secluded, or both, and provided parents with the Ministry of Education [definitions](#) for the last two years.

Over the last 4 years, more respondents have answered “yes” to this question each year.

2018/19 - 15
2019/20 - 27
2020/21 - 22
2021/22 - 25

These numbers are exceptionally distressing. Restraint and seclusion is a human rights violation that cannot be tolerated. The Ministry of Education and Child Care has been aware of this issue since at least 2015 when Inclusion BC released their first Stop Hurting Kids Report. Their subsequent report, Stop Hurting Kids 2 showed no improvement in the situation, and our data seems to support the conclusion that things have not improved and may in fact be worsening in terms of the use of these unacceptable tactics in BC schools.

Year-Over-Year Restraint and Seclusion



In 2020/21, we also began collecting demographic information from our respondents. 38 out of 47 respondents to report restraint or seclusion in the last 2 years, provided their child’s designation as either Autism (Category G) or behaviour/Mental Health (Categories H and R). 4 were category C (intellectual disability) and 5 indicated their child was pending assessment.

When we look at the demographics from the respondents who did report restraint or seclusion, we see overrepresentation of some child/youth identities.

Restrained/Secluded	2020/21	2021/22
H and R	4	2
G	16	16
Waiting for assessment	2	3
Southeast Asian	3	0
East Asian	0	2
African	1	2
Indigenous	5	6
LGBTQ2SIA+	7	8
Income under \$25K	5	4

Although these numbers are small, we can see disproportionate impact on IBPOC communities. For example:

In 2021/22, two students of African ethnicity were reported restrained and/or secluded, representing 8% of the reports, while in BC people of African descent are 1% of the population.

In 2020/21 5 Indigenous students were reported restrained and/or secluded, or 25% of the reports, while Indigenous Peoples are 5.9% of the population.

15% that same year were Southeast Asian, compared to 10% of the BC population.

In addition, 25% of respondents reporting restraint and/or seclusion reported net family incomes of under \$25,000 annually in 2020/21, and 20% in 2021/22.

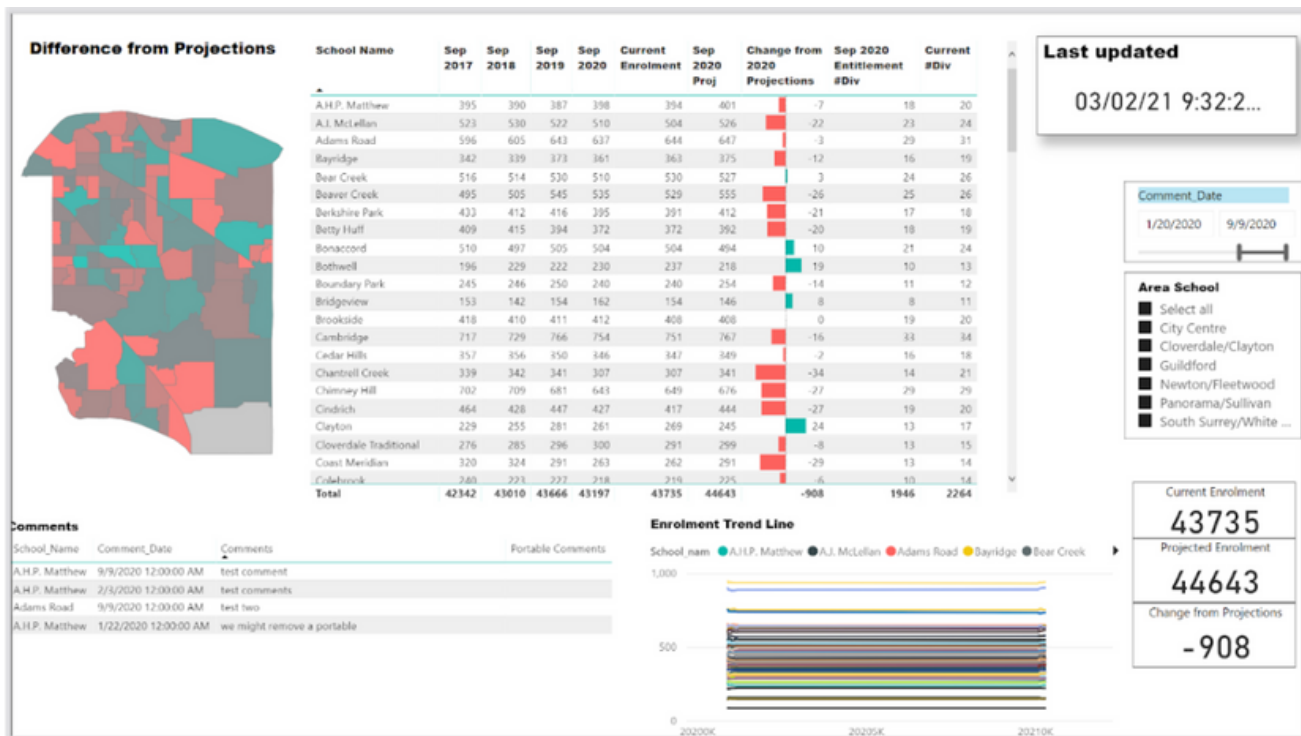
As noted further on, there are students and their families who have multiple systemically oppressed intersecting identities, and they are at the highest risk for restraint and seclusion.

Public Education Exodus

In August 2020, we were proud to conduct a co-survey with our community partners, Inclusion BC, BC Parents of Complex Kids, and Family Support Institute of BC. That report can be found [here](#). One of the most pressing findings of that survey was out of nearly 1300 parents and students to respond, 649 (**approximately 50%**) were considering removing their child from public school. An additional 120 (**9%**) had already removed their child.

While some of those numbers were related to the Pandemic, recognition of long standing inequities has become common discourse over the last year, and we have been tracking this issue since 2015. Related to that, of course, is our “Considering Leaving the System” [report](#), released July 2021. It acts as a follow-up to our 2015 survey, [Forced Out](#).

There is other information available to support the exodus of students from public education. A prime example of this is Surrey (District #36), widely regarded as one of the largest and fastest growing Districts in the Province. For several years now, the trend has been for approximately 1,000 new students each year to enroll. However, Superintendent Jordan Tinney [presented](#) to the Trustees in April 2021 about the declining enrollment. The photo below shows an excerpt from his slideshow, with a projection to lose 908 students, rather than gain them.



Budget shortfalls are also an indicator of concern. Every student brings in a certain amount of per-student funding, but students with certain 'special education' designations from the Ministry of Education and Child Care (MoE) bring in additional funding.

Some of the largest Districts were projecting deficits running between \$7-43 million dollars leading up to the 2021/22 school year.

Our "Considering Leaving the System" survey had a total of 453 respondents. Over half (52%) had already removed their child from in-person public education, and 6.7% were in the process of removing their child at the time of the survey.

That report found that lack of consistent support was the number one cited reason for removal, the second being COVID-related concerns of high risk family environments and the third being restraint/seclusion of the student. Approximately one-third of our respondents stated that the decision to remove their child from public schooling took "over a year" or "several years".

For those who remained a part of the public school system, we asked how the pandemic has impacted the support their child or youth is receiving. Parents reported fewer resources available (45.6%), no change (34.7%), meaning almost half felt fewer resources were available.

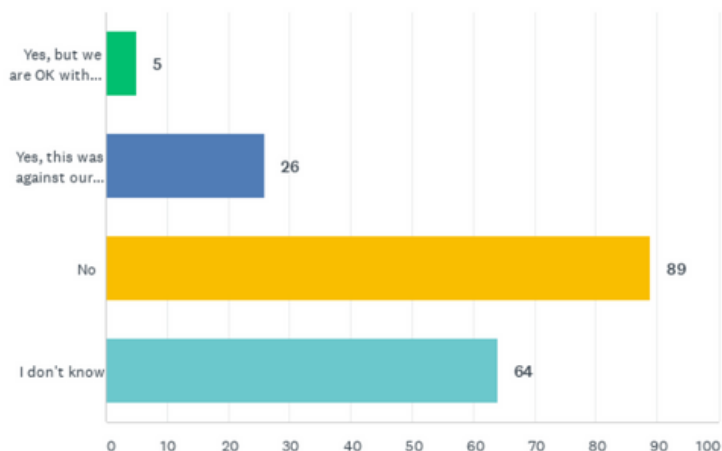
This was of particular interest to us in relation to our Exclusion Tracker. The most common response we receive to the Exclusion Tracker is that schools are underfunded and understaffed. Even with a significant number of students not attending in-person the remaining students fared no better, according to respondents.

(Annual) Support Hours Reduction

This was a new question we introduced in 2020/21. For those within the community who do receive more consistent EA support, they have advised us that every_year those support hours are eroded further, based on the mindset that as students age they should be automatically more independent, a claim which is not supported developmentally. These support hours reductions are frequently ill considered and drastic. As we noted in our February 2021 interim report on the Tracker, this is just one facet of a year-round advocacy loop required of parents and guardians.

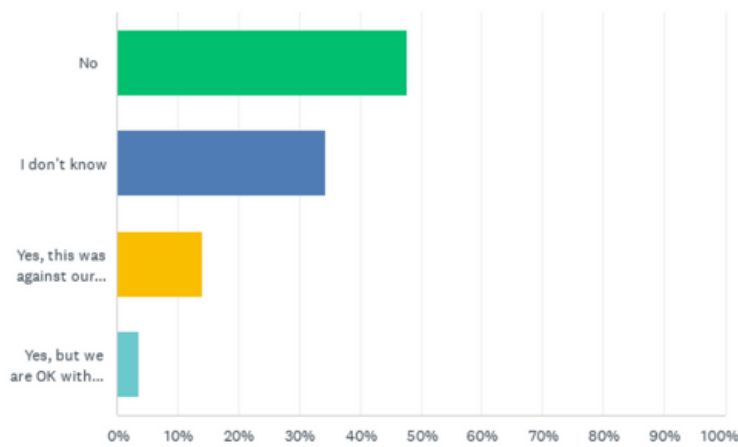
Out of 184 respondents to this question in 2020/21, 26 (14%) said yes, and that this directly contradicted specialist recommendations. In 2021/22, 38 (14.18%) said the same. Only 5 (2.7%) in 2020/21 and 5 (3.73%) in 2021/22 said yes, and that they were OK with this decision. We are concerned about the great majority who did not know, because this reflects a lack of meaningful consultation as required by the Supreme Court Hewko decision. 64 (34.8%) cited this in 2020/21, and 92 (34.33%) in 2021/22.

Q22 Were your child's support hours reduced for the 2020/21 school year? (Note - this is generally decided in Spring, and you'll have to ask your school team)



In 2021/22 we also asked about reduction in Nursing Support Services hours as a part of this question. A change to the way NSS delivers training and support created a situation where several children no longer had access to the same level of care.

Q17 Were your child/youth's education assistant, nursing or other support hours reduced for the 2021-22 school year? (Note - this is generally decided in Spring, and you'll have to ask your school team)



Additional Resources & Partnerships

Another of the changes we introduced for the 2020/21 school year was the option to be connected with Inclusion BC, for advocacy support as the beginning of a more formal partnership with Inclusion BC on the Exclusion Tracker project. We also offered parents additional resources in writing if requested. This was very well received! 37% requested to be connected to an Inclusion BC advocate in 2020/21, 36% in 2021/22, and 18% requested the written information in 2020/21 and 12.5% in 2021/22.

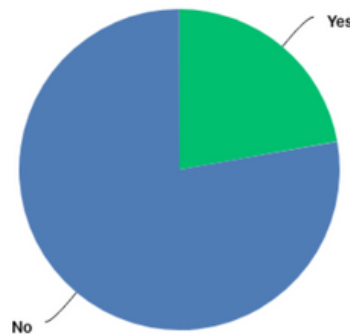
Student Voice

In 2021/22 we added an optional section for students to add their thoughts if they wanted to. 34 students chose to respond to the 3 questions we asked.

- Tell us about how you were excluded.
 - *I got in trouble for other kids bugging me.*
 - *I played alone in the break room. I took myself to the break room for recess and lunch. No teacher told me to go but I know I'm not allowed outside.*
 - *I played a game I did not understand*
 - *I was bullied and pushed out of my old school*
 - *Can't be in the class with my friends; I have my own room that is away from my classroom; can't take the school bus*
 - *I can't go to school because it's not safe and other kids keep taking their masks off all the time. I wish they would all follow the rules so I could go back.*
 - *No one helps me and I have no friends. Everyone hates me and everything is my fault.*
 - *They make me stay in the calm room. I am not allowed out. I am in jail.*
 - *Because [REDACTED] is awful and thinks I'm a terrible kid*
 - *I am not able to go back to school without supports in place*
 - *I was going through a hard time because my grandma died. Because of that I got upset at school and damaged property and hit my EA.*
 - *It's hard to be calm at school before I know who my teacher is.*

- Did anyone at school talk to you about why you were being excluded?
 - Nearly 78% of students who responded to this question didn't have a conversation with the school about why they were being excluded.

Q32 Did anyone at school talk to you about why you were being excluded?



- What do you hope will happen now?
 - *I will get the help I need*
 - *I will get to play outside with my best friend. He is in the other class.*
 - *I can play with a skip rope or basketball instead of games*
 - *I want to go back but my counsellor said it would not be good for my healing from the trauma*
 - *They will make a plan for me*
 - *Be with my friends in the class, take the school bus, be included*
 - *Nothing will ever change I hate school*
 - *I want to be in the class again*
 - *I won't have to go home when I am mad*

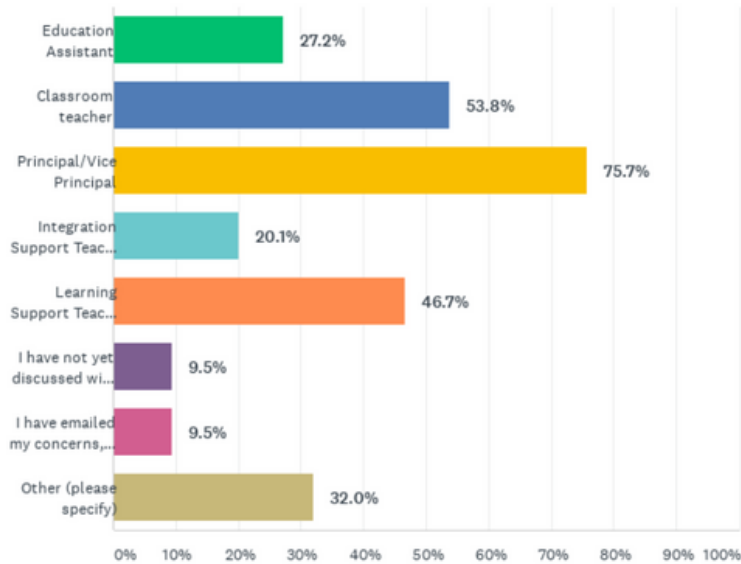
- *I want to never see [REDACTED] - I am afraid of them. I want them gone so I can go back to school*
- *The school will fix this*
- *I hope that I can go back to school and have a locker this year. I hope my teachers will include me and I can join clubs and make new friends.*
- *I want to know my teacher and see my friends.*

PAGE 2 - THE PATH BACK TO INCLUSION

The Path Back to Inclusion was also a feature we added beginning in the 2020-21 school year as a result of partnering with Inclusion BC on the Exclusion Tracker project. While we do have a very supportive private parent forum, we are aware of caregiver burnout. As people progressed through escalating their concerns up the Advocacy chain of command, we wanted them to always have an idea of what their next step could be. We expected that most of the responses to the following questions would be “not yet applicable”, but would be useful to provide Respondents with the next step on their journey.

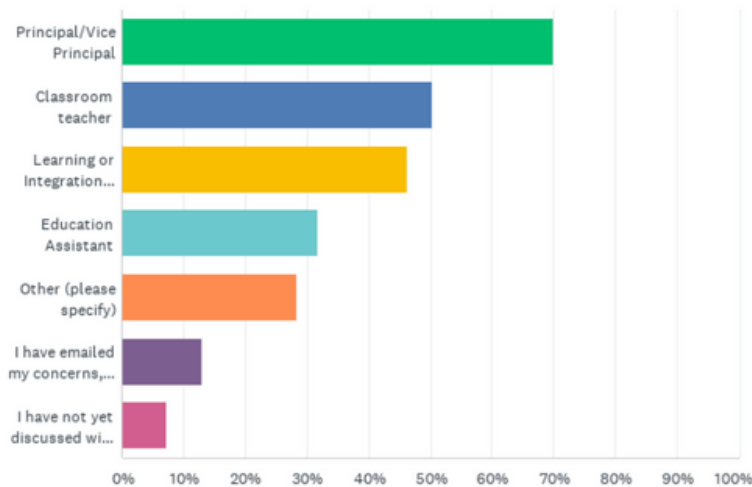
2020/21:

Q25 Have you discussed your concerns with the school based team? Please check all that apply.



2021/22:

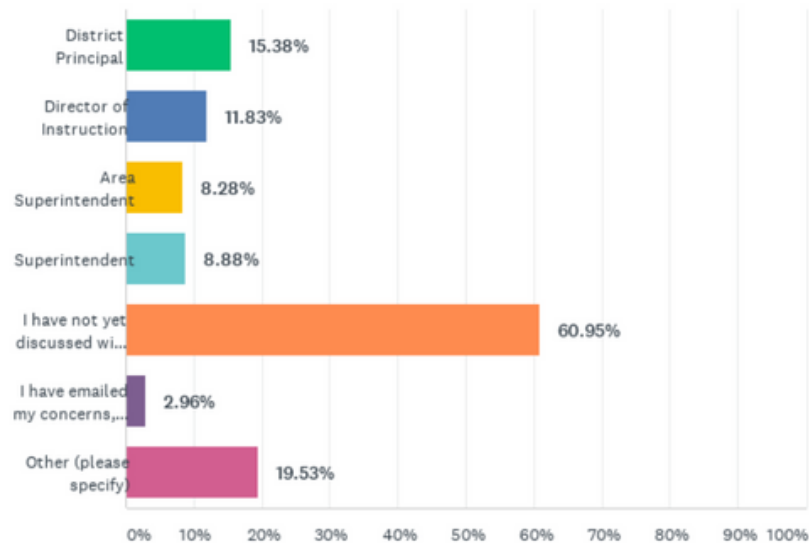
Q21 Have you discussed your concerns with the school based team? Please check all that apply.



Most of our respondents over the last two years had already engaged in discussions with staff at their local school. The “other” category was primarily reflective of differing titles between Districts, but referring to some District level staff that had been contacted.

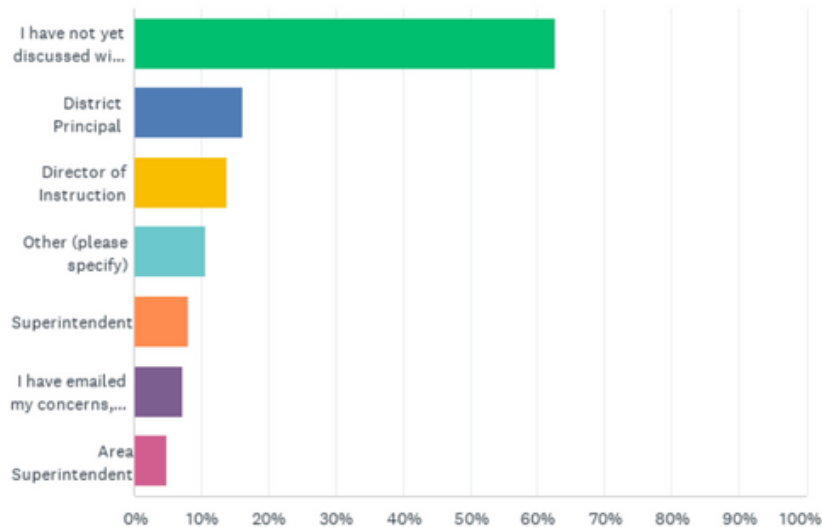
2020/21:

Q26 Have you contacted anyone at your District office? Please check all that apply.



2021/22:

Q22 Have you contacted anyone at your District office? Please check all that apply.



At the time of their Survey entry, many of our Respondents in both years had not yet discussed the situation with District staff. Once again, the “other” category was primarily reflective of differing titles between Districts. There were a few people who also noted some contact with District staff learning support teams for their child’s specific designation.

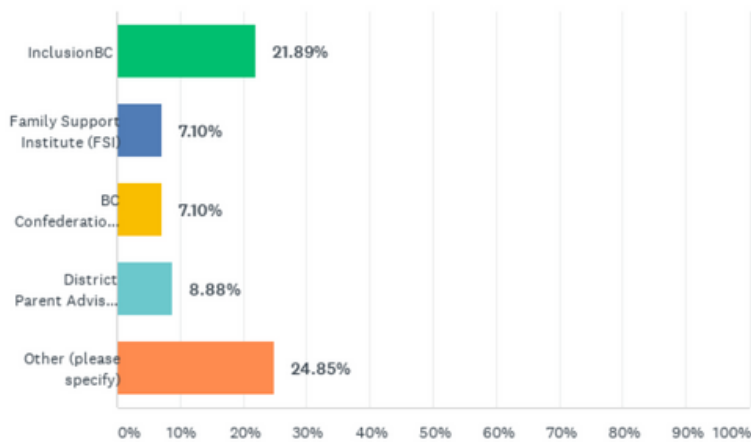
We also asked if they had contacted any other organizations for support, and if so, who. It is important to note that we connected respondents to Inclusion BC at their request, so the number is potentially higher than it may have otherwise been.

Other organizations that respondents contacted included the Ministry of Children & Family Development (MCFD), AutismBC, Autism Support Network, POPARD, the Representative for Children & Youth, Reach, and local parent-advocacy groups such as PADAL.

A number of Respondents expressed in this category that they didn't realize some of these options existed. The Other category also included respondents saying 'no' which is an option we had missed in 2020/21.

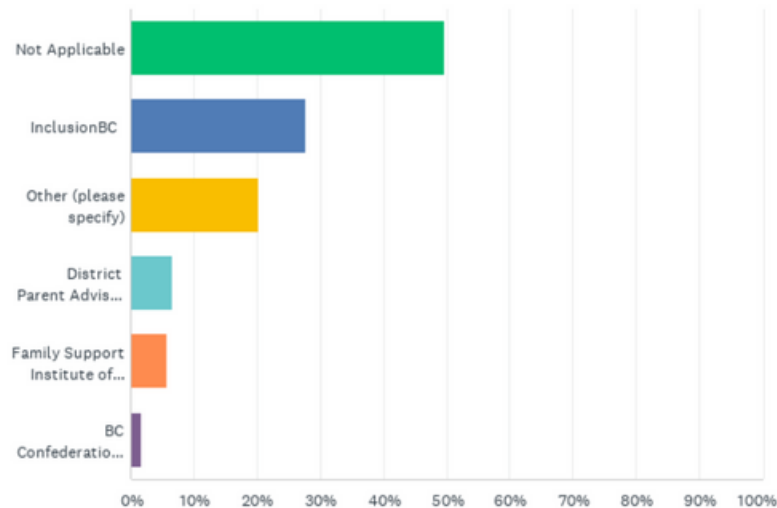
2020/21:

Q27 Have you contacted any other organizations so far for support? Please check all that apply.



2021/22:

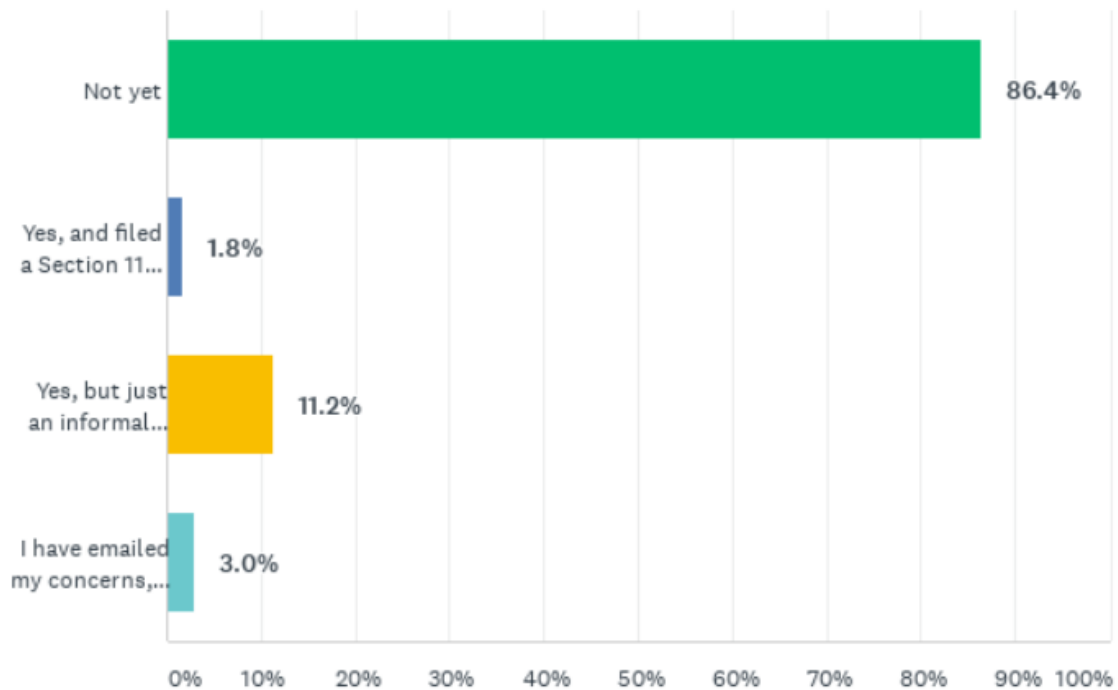
Q23 Have you contacted any other organizations so far for support? Please check all that apply.



At the time that our respondents filled out the Tracker, in 2020/21 86.4% had not yet contacted their Board (92% in 2021/22), and in 2020/21 11.2% had engaged in informal discussions only; 5% in 2021/22. Three respondents in 2020/21 and 2 in 2021/22 had filed Section 11 formal appeals in their District, and about 3% each year had emailed their Board but had not yet received a response.

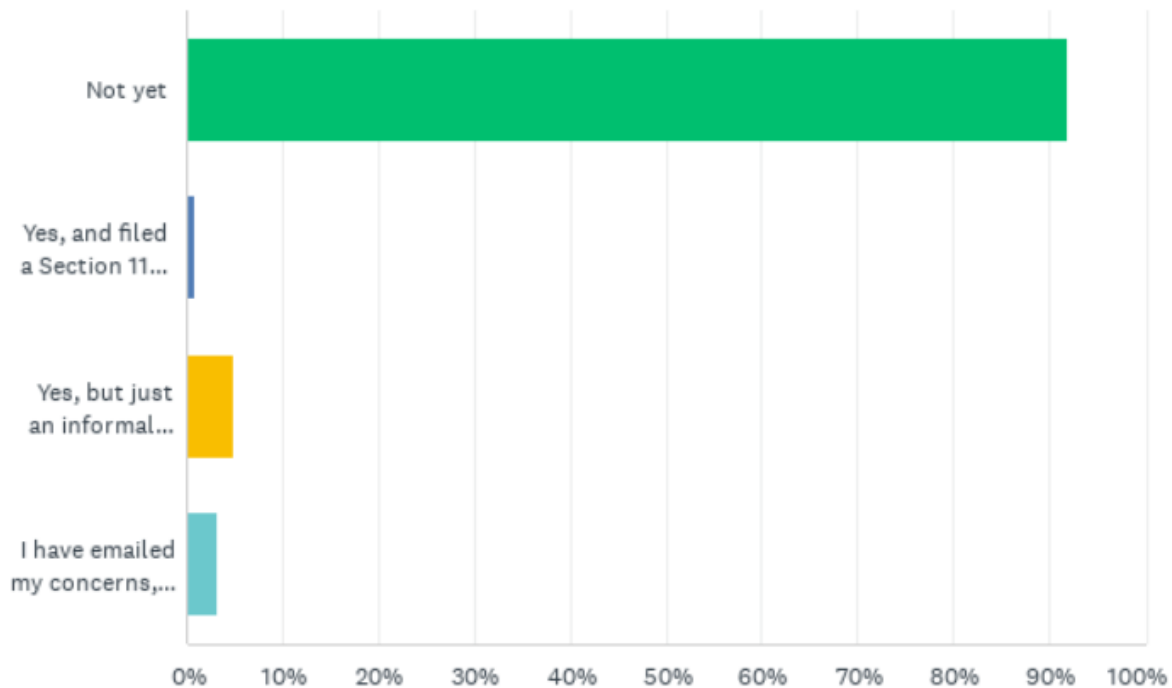
2020/21:

Q28 Have you contacted your Board of Education?



2021/22:

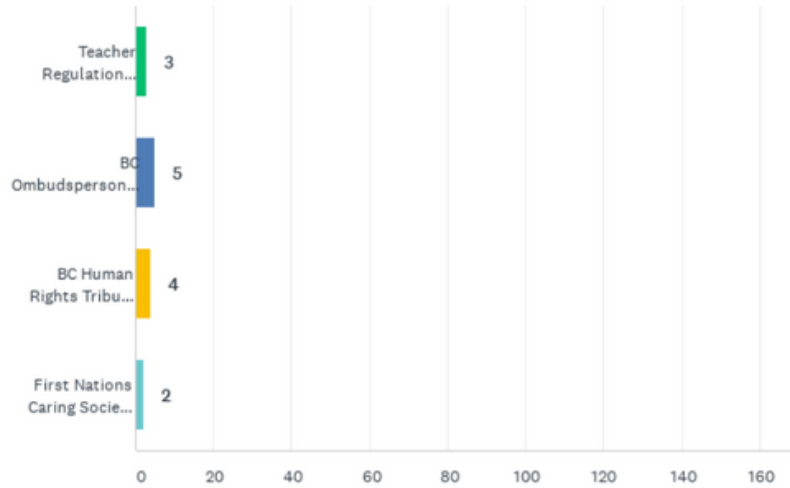
Q24 Have you contacted your Board of Education?



We asked if Respondents had filed a complaint with any regulatory body or organization. Very few did - it appears that very few parents are using these complaint mechanisms. Families who do use them tell us they don't always result in a satisfactory resolution, and systemic change is rare.

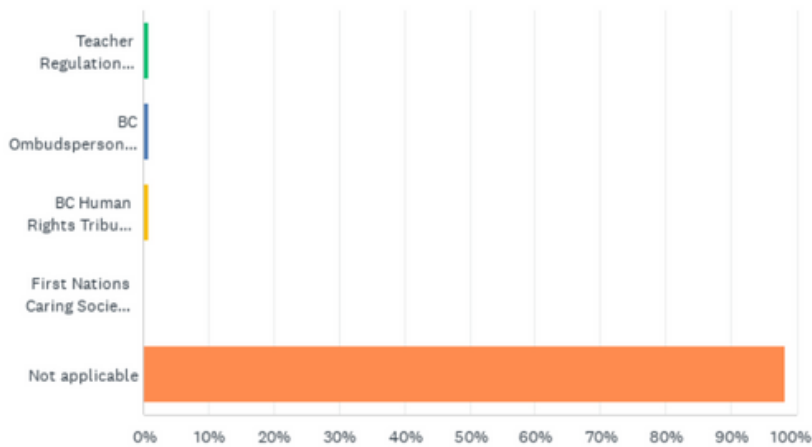
2020/21:

Q30 Have you filed a complaint with any of these organizations? Check all that apply.



2021/22:

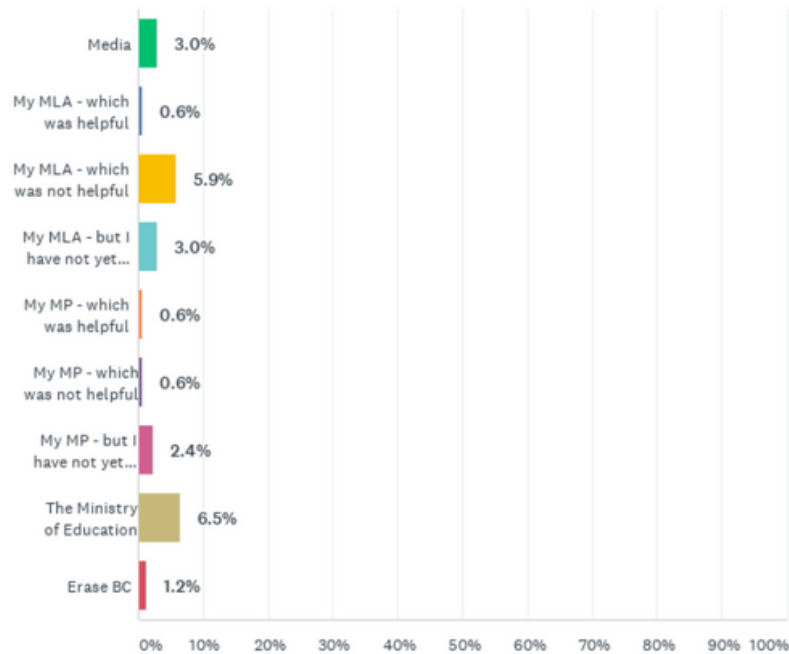
Q26 Have you filed a complaint with any of these organizations? Check all that apply.



We asked if Respondents had contacted any of their Representatives, such as MLAs or MPs. While most had not yet considered this option, a few people did choose to do this. Local MLA's were the most commonly contacted (at a combined 9.5% in 2020/21 and 8.13% in 2021/22) but mostly these contacts were found to be unhelpful. The Ministry of Education was the second most contacted in both years.

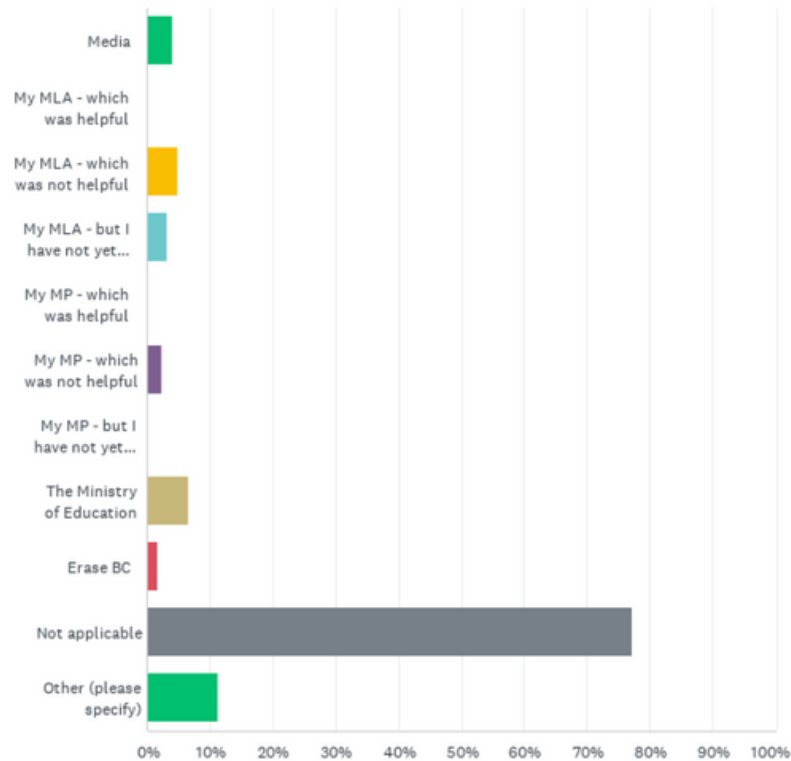
2020/21:

Q31 Have you contacted any of these for additional support? Please check all that apply.



2021/22:

Q27 Have you contacted any of these for additional support? Please check all that apply.



Retaliation

Retaliation is a subject that has been discussed at length within the private parent forum. As a reminder, we did do a snapshot about this issue in February 2021 titled "[Discrimination by the Numbers](#)". However, an excerpt from our blog post written by Nicole Kaler deserves to be restated here:

“And so it began. Everytime I forced my hand on one issue we lost ground on something else. The cause and effect were subtle and it messed with me badly. I was transformed from an informed advocate with a clear plan to meet goals, to an unwilling participant in a balancing act of adult emotional tolerance. I went from forming partnerships to help the school take the best care of my child possible, to strategizing compromises to bank wiggle room for requests.

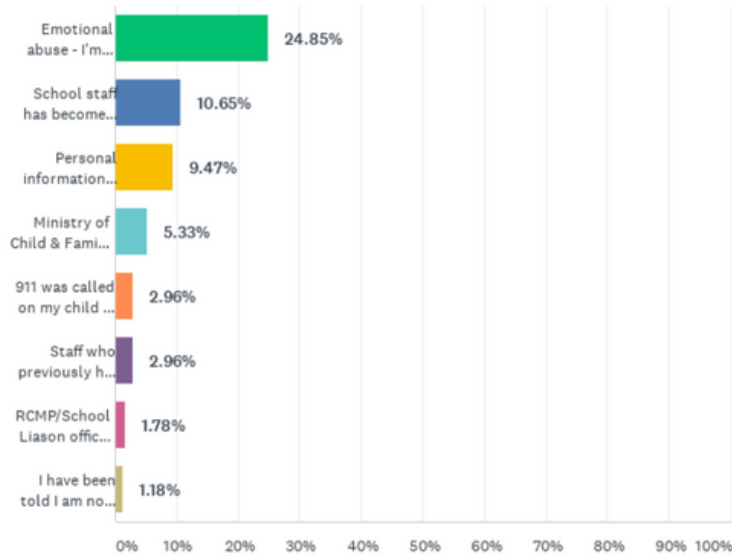
I am not naive. I know there are consequences to disrupting well established discriminatory practices. People don't like having their authority challenged and retaliation is the tool of oppression. But I also knew about the experiences of other families: harassment, threats of being reported to MCFD, children restrained and locked in rooms. None of that ever happened to us, so who am I to talk about the stress and reality of retaliation?

This new report from the Exclusion Tracker reminded me that we cannot underestimate the power of microaggressions to control our behaviour and willingness to advocate. I encourage parents to read this report and never trivialise any action/experience that makes you compromise your goals for your child or youth because “it could be worse” or “at least they are not (insert one of the horrible things that happen to others)”.

- NICOLE KALER

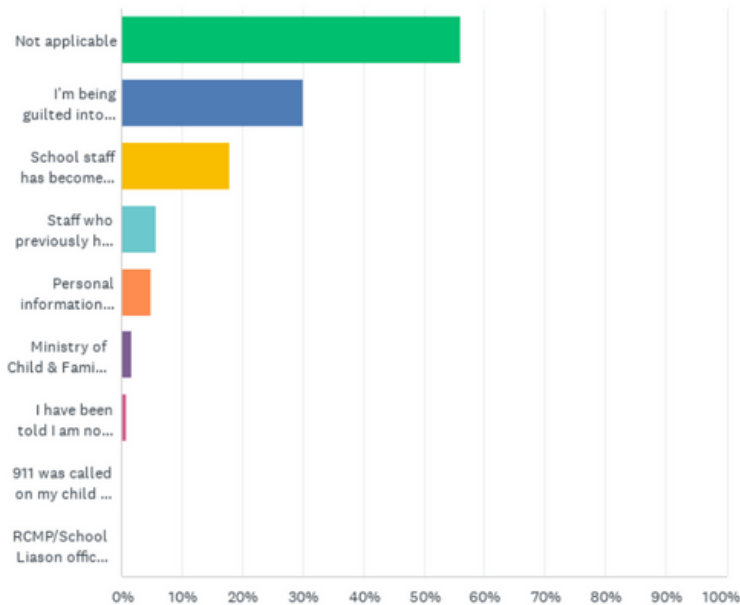
2020/21:

Q32 Have you faced any type of retaliation for your advocacy? Please check any that apply.



2021/22:

Q28 Have you faced any type of retaliation for your advocacy? Please check any that apply.



The unfortunate reality is that many of our parents have experienced retaliation due to their advocacy on behalf of their child. When presented with an example of, “I’m being guilted into accepting less for my child, because it will take away from another student”, almost 25% of us in 2020/21 and over 30% in 2021/22 of us felt that it applied to our situations.

As parents and guardians, we are strongly inclined to work collaboratively with school teams, even at the risk to our own employment. As noted in previous reports, a number of our parents have been told directly by schools that they “do not receive enough funding” for our children to attend full time. This is especially true for students who are pending assessment, have a provisional diagnosis, or their designation does not bring in much (or any) supplemental funding despite the needs of that student. Parents and guardians who are not connected with a support network of other families of disabled students or other community resources will often believe what they are told without questioning. Others just don’t have the energy to pursue it.

Other issues raised were “school staff has become hostile to me or my child” at 10.7% in 2020/21 and nearly 18% in 2021/22, and “personal information distributed without consent” at 9.5% in 2020/21 and nearly 5% in 2021/22.

The most extreme types of retaliation were MCFD complaints (5.3% in the previous year and 1.63% last year); 911 being called on students (2.9% in 2020/21 and thankfully none in 2021/22), and improper [Section 177](#) (1.2% and 0.81%).

RCMP/Police and School Liaison Officers (SLOs) being contacted is particularly problematic for our Indigenous, Black, and Persons Of Colour (IBPOC) community members. More information from partners Moms Against Racism is available [here](#), and information about the Vancouver SLO program can be found [here](#).

PAC Involvement

Despite the many barriers to participating in the PAC for parents and guardians of disabled children and youth, respondents follow the PAC page (22.6% in 2020/21 and 17.07% in 2021/22), volunteer for events and fundraisers (14.9% and 10.57%), and attend meetings (12.5% and 16.06%). 8.3% in 2020/21 and 11.38% in 2021/22 were on the PAC board.

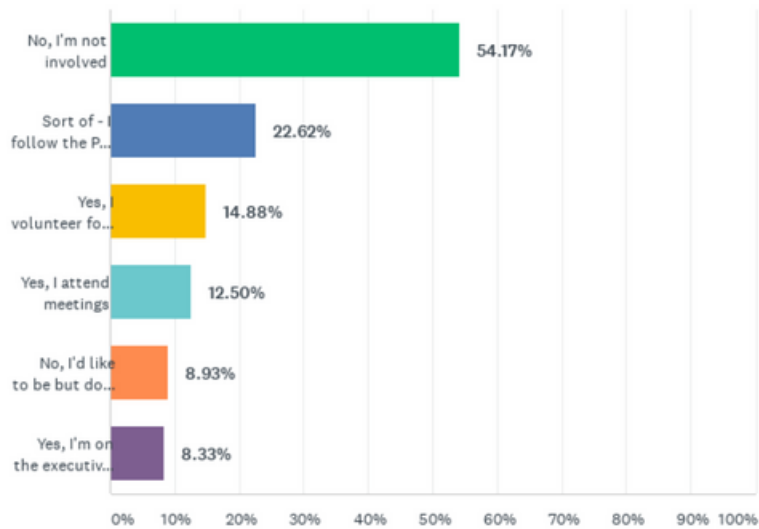
Still, about half in each year said they were not involved at all. The Parent Advisory Council (PAC) and District PACs are the official voice at the table for Parents to be shareholders in our public education system, as recognized by the [School Act](#). We would like to see more representation for the disability community when speaking to school, District and provincial issues in public schools.

The pandemic has reduced the number of volunteers in all areas of non-profits and PACs are no exception either. Hopefully we'll see these numbers increase.

In the coming year we plan to work on strengthening our relationships and representation within and alongside the PAC system and will work closely with BCCPAC to help address this disparity.

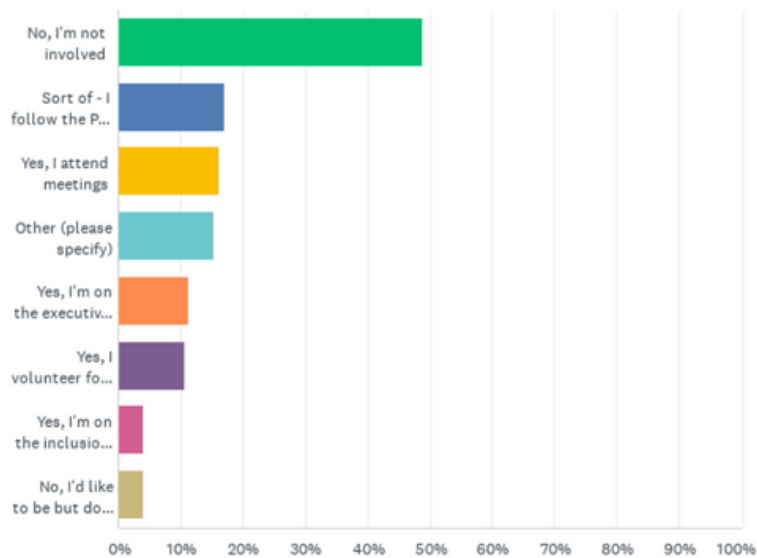
2020/21:

Q33 Are you involved with your school PAC (Parent Advisory Committee)? Check all that apply.



2021/22:

Q29 Are you involved with your school PAC (Parent Advisory Committee)? Check all that apply.



PAGE 3 - (OPTIONAL) DEMOGRAPHIC INFORMATION

The (optional) demographics section was a new feature added in the 2020/21 school year, although we did touch on this in our June snapshot from 2019/20. We are also aware that depending on how many times an individual did feel the need to report exclusions, that the data could be skewed towards over-representation. However, this does give us an idea of who is using our Tracker at this time. Here are a few interesting findings:

Employment

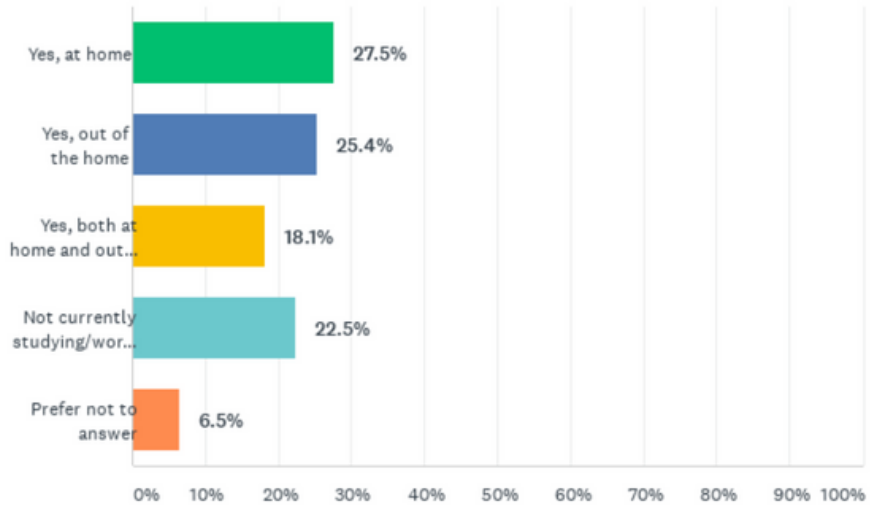
27.5% of respondents reported that they were working exclusively from home in 2020/21, 25.4% were working exclusively outside of the home, and 18.1% were working in some combination thereof. Collectively, that means 73.2% were students, employed or volunteering in some capacity in addition to their parenting and caregiving duties.

In 2021/22, 22.55% were working at home and 32.35% were working outside of the home, reflecting the shift back to in-person work in this year after more flexible work from home conditions earlier in the pandemic.

22.5% were not working in any of these capacities in 2020/21 and 21.57% in 2021/22.

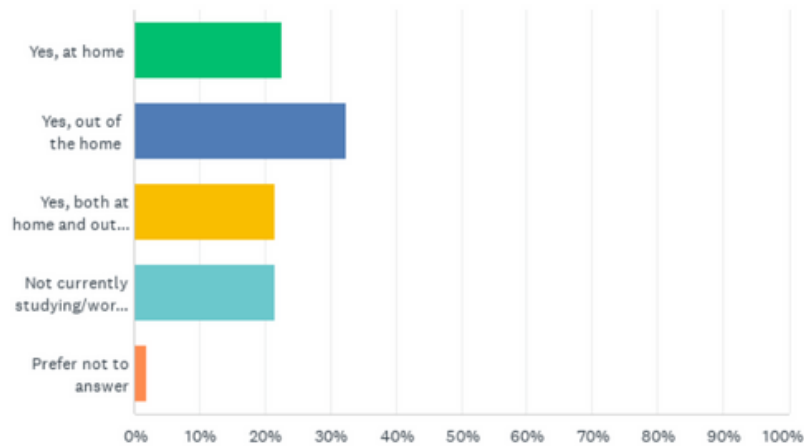
2020/21:

Q35 Are you currently a student, or working at a paid position or volunteering?



2021/22:

Q35 Are you (the parent/guardian) currently a student, or working at a paid position or volunteering?



Disability or Designation Status

We asked our respondents if they personally would have had a designation in school under the current criteria. Some diagnoses are considered more heritable than others, and can impact advocacy and interactions with schools. Almost 60% in 2020/21 said no, and 21% did not know. In 2021/22, 53.92% said no and 17.65% said they didn't know.

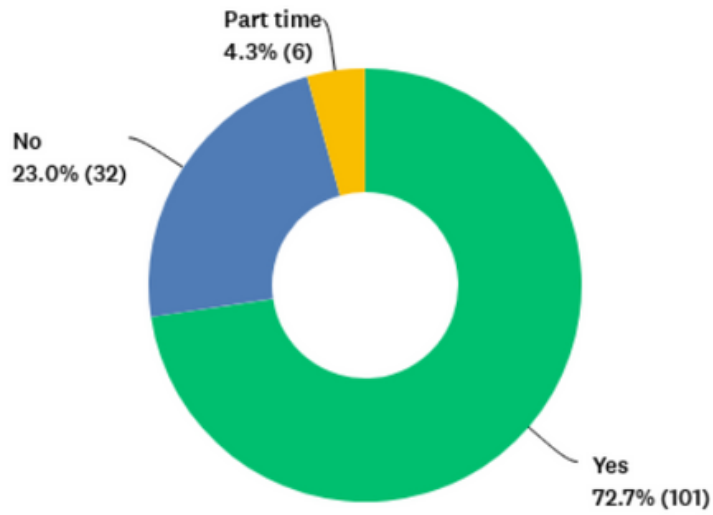
In 2020/21, over 20% of our respondents stated yes, they would have personally met the criteria. In 2021/22, that number was 27.45%. The World Health Organization (WHO) estimates the number of people with disabilities to be around 15% of the total population. Other sources say 20 to 25%.

Family Considerations

The majority of our respondents do live with a full-time partner. However, that does leave almost 1 in 4 (23% and 22.55%) in 2020/21 and 2021/22 who are single parents/caregivers.

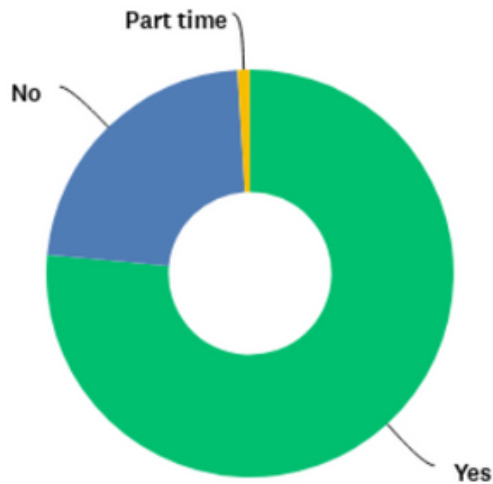
2020/21:

Q39 Do you have a partner living with you?



2021/22:

Q39 Do you have a partner living with you?



Income, Private Therapies & Supports

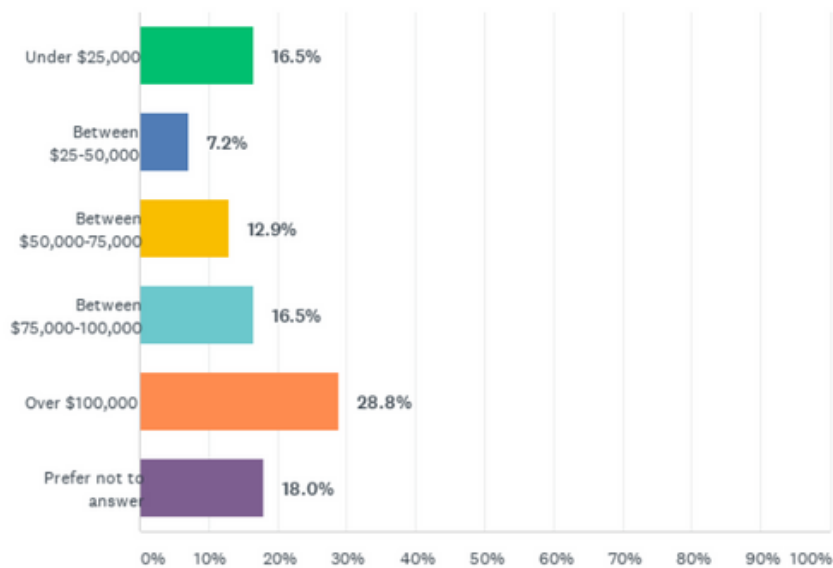
16.5% of respondents reported an income below \$25K in 2020/21, and around 9% said the same in 2021/22.

7.2% and about 9% were between \$25 and \$50K.

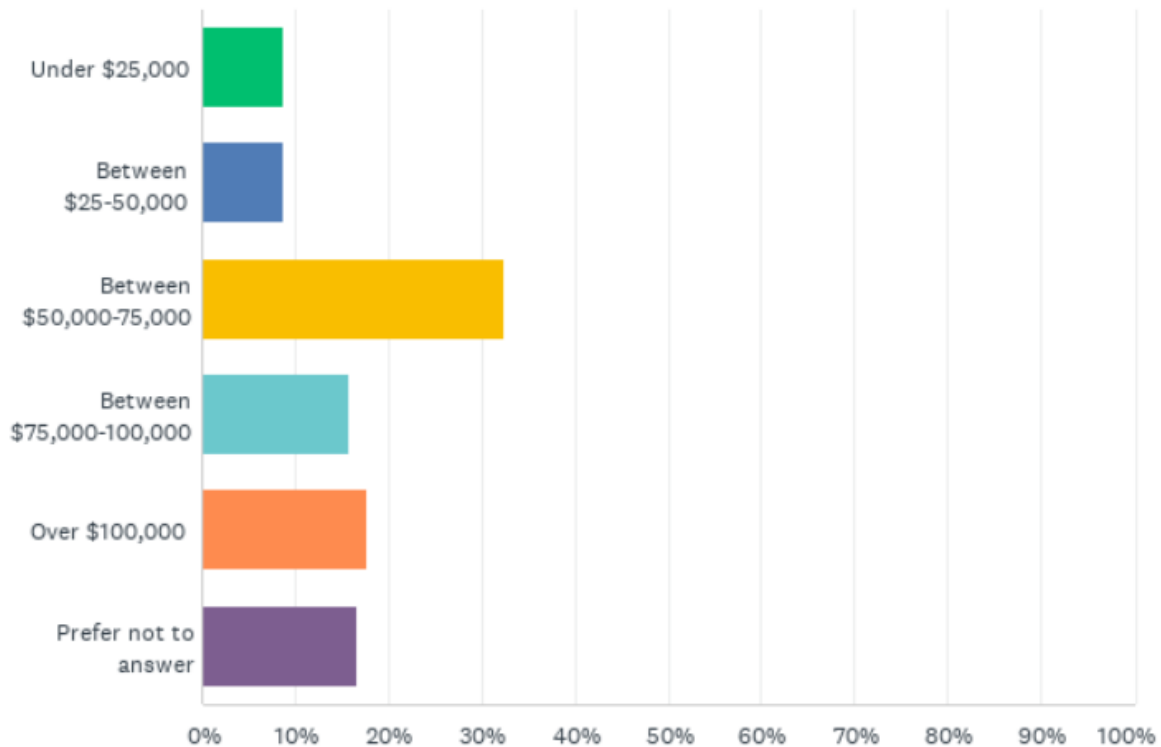
Other respondents reported higher incomes than this and given that we promote the survey and collect our data online, the demographic we reach may be skewed away from some lower income families.

2020/21:

Q44 What was your net family income last year? (this will be on your Child Benefit statement)



2021/22:



We also asked about paying privately for support that students should be receiving in school (see ‘Special Education’ Policy [Manual](#), Section D). This is a hotly debated topic, because the ‘Special Education’ learning grant funding provided from the Ministry of Education is “pooled” for Districts to use as they see fit [without accountability](#). Many school district staff have verbally told parents that they spend more than double what they receive on support for students with disabilities. As noted before, there is no Provincial [standard](#) of training for EA’s, or regulatory body.

Many of our children require support from multiple specialists, such as Speech-Language Pathology (SLP), Occupational or Physical Therapy (OT/PT), specialized therapies, tutoring to remediate Learning Disabilities, and more.

These are all highly individualized programs for the student's specific needs and many are necessary to support equitable access to education.

Parents reporting paid for the following services privately:

	2020/21	2021/22	Current cost
Counseling	38.1%	40%	\$105-\$150/hr
Tutoring (specialized)	25.2%	22%	\$95/hr, \$320/month
In-home intervention	23%	26%	\$30-75/hr
SLP services	15.1%	15%	\$90-\$160/hr
Occupational therapy (OT)	12.9%	16%	\$120-\$150/45 min to an hour
Physical therapy (PT)	3.6%	10%	\$110-\$120/hr
Assessment for diagnosis	23%	17%	\$2000-\$3000
Psychoeducational assessment	16.5%	8%	\$2000-\$3600
SLP assessment	10.1%	9%	\$450-\$500
OT assessment	12.9%	12%	\$750-\$1000
PT assessment	6.5%	9%	\$500-\$800
Psychologist	'other'	'other'	\$240/hr, \$800/month
RDI consultant	'other'	'other'	\$800/month
Counselor - travel, attending school meetings	'other'	'other'	\$60-\$90/hr
Technology - software and hardware	'other'	'other'	\$300-\$5000

While this was not a part of the Exclusion Tracker, when crowd sourcing the approximate costs for these services a discussion ensued online with families of disabled children and youth in our private forum discussing other costs which can be related to education in that if those funds were not spent, education would not be possible:

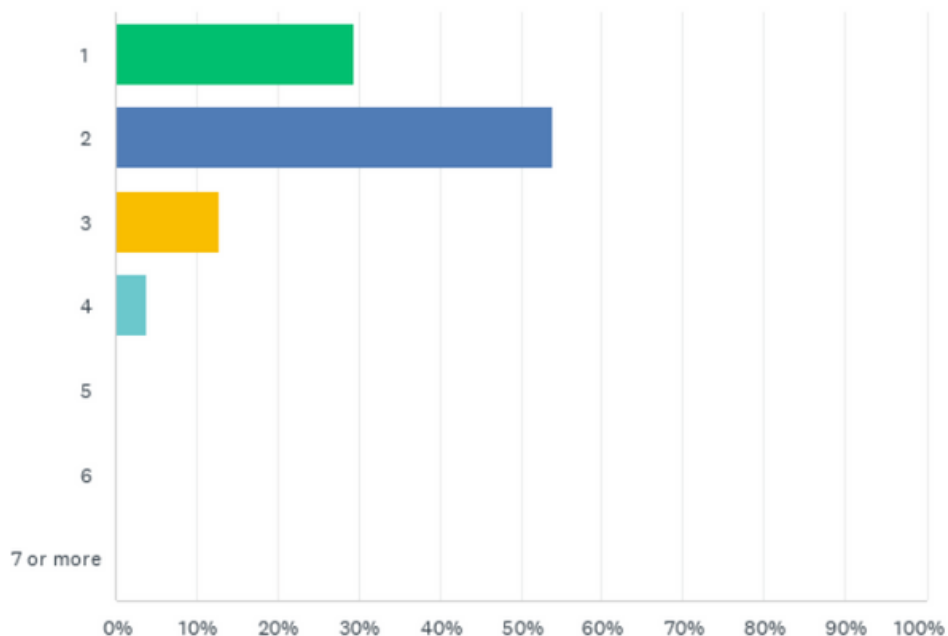
	Relationship to education	Current cost
Internet costs	To access OT, PT, counseling, doctors, etc from rural and remote areas	\$90-\$110/month
Other therapies (Music, Art, Equine, etc)	Mental health, regulation	\$100/hr
Child care	To cover partial days, and exclusions	\$1500-\$3000/month
Time off from paid employment	appointments, school meetings, times when child is not allowed to be at school	Hundreds to thousands per month
Medication	Essential for many students to manage their health, anxiety and other disability symptoms to be able to access their education	Huge range - hundreds to thousands per month not covered by extended health or fair pharmacare
Letters from doctors	To confirm disabilities, support needs, absences, etc	\$50-\$100 per letter
Travel	to see psychologists, doctors, and other specialists from rural and remote areas	\$3000+ per visit

These costs, some of which at least should clearly be paid for by the public school system in BC, result instead in financial hardship for many families, who sacrifice other things to make the payments for these items. And there are many families who would be glad to pay for these services privately for the sake of their children, but they cannot afford to, so their children go without, perpetuating inequities.

Loss of income over repeated absences from having to pick up their child early or miss days due to exclusion is another cost.

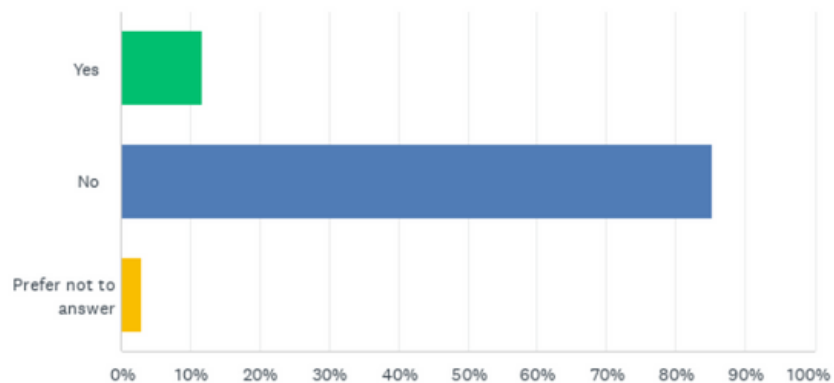
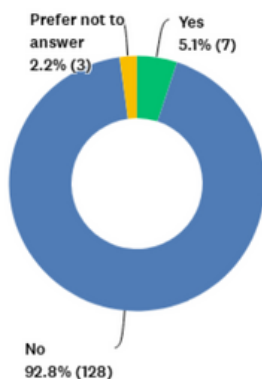
Many families have more than one disabled school-aged child/youth. The above costs should be multiplied by the number of children for whom families need to pay these costs. In 2021/22 we didn't ask how many children with disabilities were living in the home but we did ask how many children. Over 70% have more than one child.

Q38 How many children do you have at home?



2SLGBTQQIA

This acronym refers to people who are Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual. We wondered if students and/or parents with systemically oppressed identities were being impacted differently by exclusion. About 5% of parents/guardians in 2020/21 and nearly 11% in 2021/22 identified as 2SLGBTQQIA, and 4.3% in 2020/21 and nearly 12% in 2021/22 indicated their children identified as 2SLGBTQQIA.



2020/21, parent/guardian vs. 2021/22, child

Immigration, Language and Ethnicity

We asked Respondents about theirs and their children's immigration status, another protected characteristic. The majority of parents and their children were Canadian citizens born here or abroad. We did have a few Permanent Residents, "Yes, Other" unspecified and less than 1% each year either preferred not to answer, or were sponsored by another family in Canada.

No refugees were represented in our Survey, and about a third of respondents each year chose to skip this question.

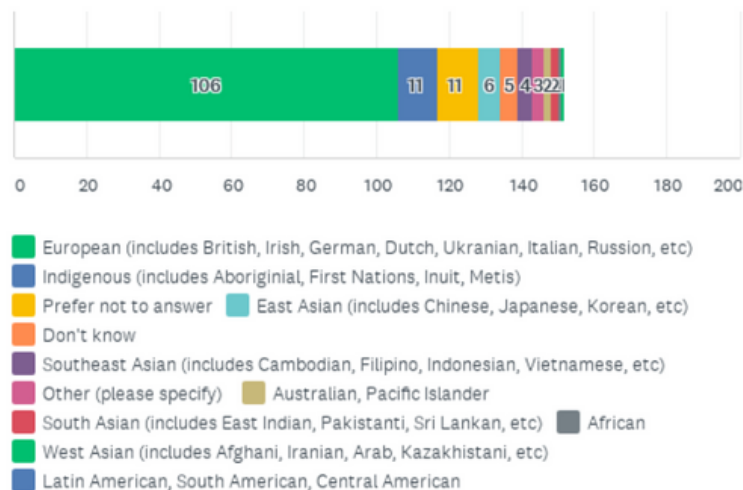
We also asked about languages spoken at home/first languages spoken in an attempt to uncover any other barriers for families to advocacy and education access.

There have been a number of [discussions](#) regarding Race, Ethnicity and Origin leading up to the US 2020 census. “Race” felt too much like pedigree bloodlines, and “Origin” felt inaccurate as it didn’t apply to the Individual’s origin. Ethnicity felt like the most respectful option to collect this information.

We asked about both the Parent and Child’s ethnicity. The majority of parents chose European (76.8% in 2020/21 and 86.27% in 2021/22). Just under 8% each year chose Indigenous. East Asian, South Asian, African, and West Asian were all represented at under 4%. This question used a “check all that apply” format, meaning some respondents identified multiple ethnicities.

2020/21, parent:

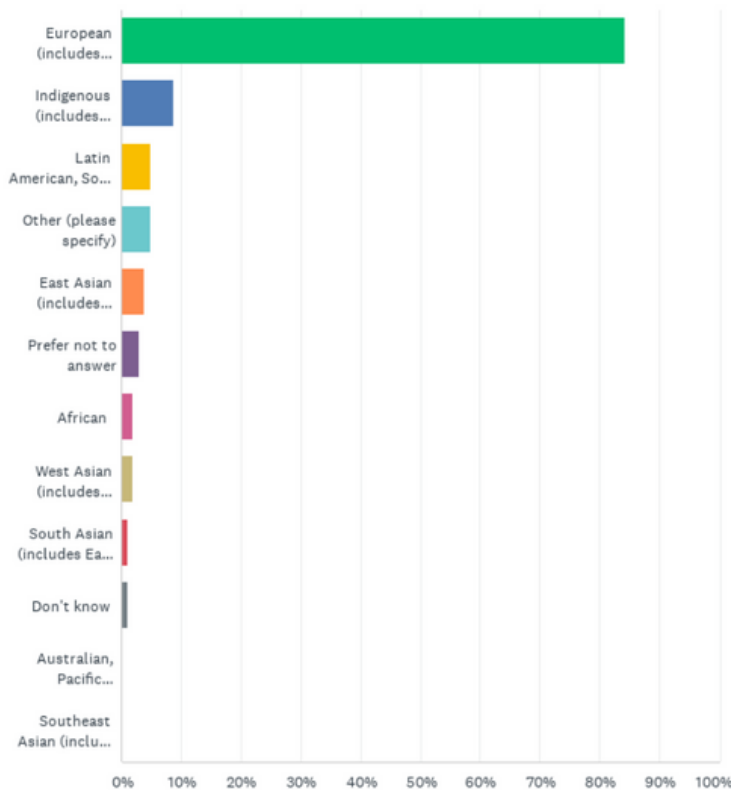
Q52 What best describes your (the parent/guardian) ethnicity?



The majority of respondents also chose European (71.9% in 2020/21 and 84.31% in 2021/22) as at least one of their child's ethnicities. 9-10% each year chose Indigenous. Latin American, East Asian, South Asian, African, and West Asian were all represented at under 5%.

2021/22, child:

Q51 What best describes your child/youth's ethnicity? (select all that apply)



Multiple Systemically Oppressed Intersecting Identities

Students and families with multiply oppressed, intersecting identities are most at risk of both exclusion and especially seclusion and restraint. Students and their families who are disabled, racialized, queer, and living in extreme poverty are in the least stable position to fight back.

When cross-referencing the data over the last 2 years, we see the intersection of identities telling us stories. The identities in the following have been changed but reflect actual individual reports from the 2021/22 survey:

A Kindergarten student is waiting for assessment. There was an incident where they showed some aggression and now are only allowed to attend 2 hours per day. They are West Asian and African, and have a single parent earning under \$25K per year.

A South Asian grade 7 student has a disability designation. Their parent is also single and earning under \$25K a year. The parent is also disabled and notes that they aren't always well enough to advocate. The student is being excluded by being denied support for their learning disability and not learning with the class.

A high school student of European ethnicity who identifies as 2SLGBTQQIA and is in care of the Ministry of Children and Family Development has been restrained more than once this school year and is currently excluded with no indication of when they can return to school.

What we learned most in the past two years of collecting this data on immigration, language and ethnicity is probably that we are not reaching enough different groups of families in BC. We plan to revise our distribution of the survey to try to reach a more diverse group in future years.

Recommendations

Over 4 years of collecting data we have learned some things and have uncovered some others that we need to investigate more.

From the Path Back to Inclusion section and data and comments from respondents, we are developing some recommendations for schools, school districts, the Ministry of Education and Child Care, and for parents, guardians and disabled students.

We plan to release these separately, but in the meantime here are some simple steps for everyone:

How do we stop exclusion?

1. See that the way we look at disability is the issue - the barriers to equitable access to education for disabled children and youth are mainly the environment around them, the lack of adaptations and modifications to curriculum, and the attitudes of people around them. Children come to school as they are, and they all deserve and have the right to be educated.
2. Start teaching educators how to include and teach to all students in a much deeper way. We need significant changes to post-secondary programs in BC.
3. Change and update all legislation and policies at all levels of government that are discriminatory and that allow the exclusion of disabled students.
4. Stop allowing the segregation, seclusion and restraint of students. With the exception of congregated programs such as those for students who are Deaf and Hard of Hearing, all students should be able to be included in regular classrooms unless they choose not to be for various reasons. Programs that automatically segregate by type of disability without choice by the student are still in wide use around the province. We've covered seclusion and restraint above but it should not be allowed under any circumstances. Until we take away this option, some will always choose to use it rather than finding alternatives.

5. Talk to your friends, family and colleagues about why disability inclusion is important. 40 years of research shows that inclusion has better outcomes for everyone - disabled students, nondisabled students, and educators as well.

The Last Words

Finally, we asked our respondents, "How are you feeling about your child's access to education at this time?" These are just some of the responses we received over the two years. We feel they speak for themselves.

"My child was anxious and stressed about having to be with his teacher today. Had a panic attack in the vehicle and refused to go into school."

"Many things. Adequate support not provided from kindergarten. Today a concerned parent told me my daughter has been left out of several outings. Principal not following what psychologists, psychiatrist recommending. She has been made to miss recess and movement breaks on many occasions. He will not listen. Today he said to my face that they plan outings for when she is gone on purpose."

"Child asked to stay home, no proper supports in place at school, no homework or assignments given to help give my kid an education at home. Emails saying that until her behavior changes she can't do longer days"

"Child was forced to choose to either give up sensory regulation tool (stuffed animal) or sit out of gym class."

“Our child is unable to attend school due to her complex health issues and the possible life threatening risk if she becomes sick with Covid-19. She requires 1:1 support but the school district is refusing to support this through payment to her microboard.”

“School initially refused to accommodate, because Kindergarten isn't mandatory, and then after discussion with the Superintendent, assigned the Hybrid teacher to my daughter. Hybrid teacher has sent a single worksheet in 3 weeks. We haven't had access to any other resources for remote learning.”

“Child will be sent home at lunch hour due to lack of supervision for his anaphylaxis”

“My child missed the last few weeks of school. I would like to share that my child's Pediatrician has said “the damage the teacher has inflicted on your son cannot be fixed”. The Psychologist who completed my son's Psych-Ed assessment said “You need to get your son away from this teacher”. I have had SO MANY meetings with the principal this year. The teacher has caused such harm. She does not like feedback; she literally all year long has emotionally and mentally harmed my child. I have reported her to the school board as well as the TRB. Please include the dates from [RANGE - REDACTED] as days of exclusion.”

“He goes to school for 20 minutes a day! When he escalates, everybody leaves the room and he's left to deal with his trauma on his own.”

“Have not filed a section 11. That is next. Spoke with MLA as well as Minister of Education. I found both to be unsatisfactory. Have been told repeatedly by Associate Superintendent that our district gives “50% more funding for children with inclusive needs, than what the Ministry of Education provides. I can tell you my child is not even getting 5% of that funding! I am looking at pulling my son from the Public School System for September. I am currently interviewing different independent schools.”

“I do have concerns about potential damage to the current relationship with the school. We have been told several times that because his designation is provisional, his supports are coming from budget designated for other students.”

“Our son is motivated to go back, he is autistic and verbal. He cannot understand while the school is not letting him go back. We requested for a meeting with all the team in attendance. The school is not willing to have him back till a meeting is done. That will be about 7 school days missed at least. Inclusion BC has agreed to attend the meeting.”

“Child was asked to stay home from field trip (not the first time) due to safety concern (not listening to adult) he needs 1-to-1 support but is told he does not qualify for it”

“Child's stress over free time/recess breaks has been apparent for the past 3 years; school continually 'forgets' that he will need additional support post break/long weekends, to integrate successfully into playground/peer activities.”

“Teaching staff were annoyed by my five year old child having autistic sensory outbursts. They didn't like being responsible for calming him down when something was bothering him. They just phone me and demand that I pick him up early. Often, he was fine when I arrive, but they insist that I take him away anyhow.”

“Child was not presumed competent to attend field trip with class on two consecutive days. Parents were not informed ahead of time. When we contacted school on second day they apologized and changed plans so that child can attend field trip with peers.”

“No time frame has been given to when hours can be increased at school. No paper/written document stating their plan. Have been requesting since September of 2019. Was finally email their “fluid plan” end of January when principal retired. Have received no support from zone coordinator or VP of district. VP [NAME REDACTED] suggested I ask our social worker for funds for respite during the day...”

“My son did the things we have taught him to do when frustrated, which he did, but was still sent home.”

“In our opinion, COVID was used as an excuse to cancel her program.”

“My son is in an [PROGRAM NAME REDACTED] classroom with 7 staff to 5 kids, and still is being asked to only be at school for 2 hours a day. They will gradually add 15 minutes a day every 2 weeks for “good” behaviour. At the beginning of this school year he was being sent home just about every other day, with a one day suspension following the day he was sent home. I have already engaged Inclusion BC.”

“Although I was kindly asked to keep my son home for the afternoons in the month of December, and I said yes, I also feel if I had said no, the environment would become increasingly negative. I don't want my identity to be shared with the school.”

“My son goes to school every day but sits on a computer watching YouTube from 11-3. He is not getting regular EA support to help him integrate into the class and be successful. He is not getting any learner support even though he is Emerging in 5 out of 8 subjects.”

“This was the first day of two that my child has been asked to stay home this week, so that the staff could have a break to "regroup and make a plan" for his return. Monday of this week, he had the best day he's had so far with zero behaviours. The following day he was allowed to escalate several times and return to the classroom still escalated which resulted in some physical aggression towards others, that got him sent home early that day. A phone call came to my home later that evening, in which the resource teacher and principal asked me to keep him home for at least 2 days, though they specified that it was not a consequence, punishment or suspension of any kind.”

“The principal has decided to limit time at school for the transition. She has unilaterally prescribed a timeline and is not responding to child's requests to attend for longer time. She flatly refuses to provide classroom support in order to lengthen time at school.”

“My child, who is at home because he is medically-compromised is NOT receiving lesson plans, assignments, social time, teacher time from our school district. He has had a total of 4.5 hours of Zoom calls in almost three weeks of classes, with only two hours of what I'd term as 'academics'. We are totally on our own out here.”

“He has not started school for the year yet because there was no help hired for him before school started. They will let us know when they have someone hired for him.”

“She is not welcome at school until next Tuesday and then only for 1 hrs in the am and 1hr in the afternoon. This is less than what she had before Covid. I'm her grandmother and I can't attend my medical appointments because of this. I am so frustrated.”