

# BC Parents of Special Needs Kids - Action for Equitable Access to Education

## Survey Results

For

## **Surrey School District**

### Important Details:

This survey is not scientific, and should only be used as a reference point to further discussion regarding current opinions of parents who have children who have extra learning support needs in public bricks and mortar education in their community. Parents/caregivers who have children who are accessing a public bricks and mortar school (or had accessed in the past) were invited to participate via the survey being posted on a number of Facebook groups for parents who have children with disabilities. The survey was also posted on twitter and shared via email.

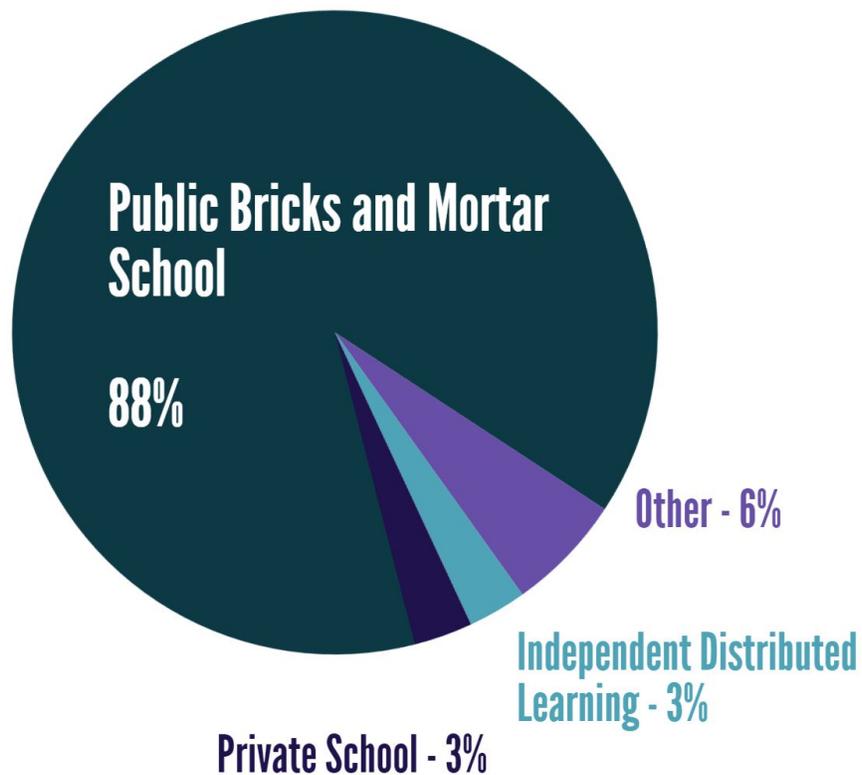
The survey was open for two weeks, and generated a total of 318 responses from across the province of British Columbia. Parents/caregivers were asked to identify their school district on the survey, and Surrey was one of the higher numbers of responses.

**A Total of 34 responses were received from parents/caregivers identifying themselves as being from the Surrey School District.**

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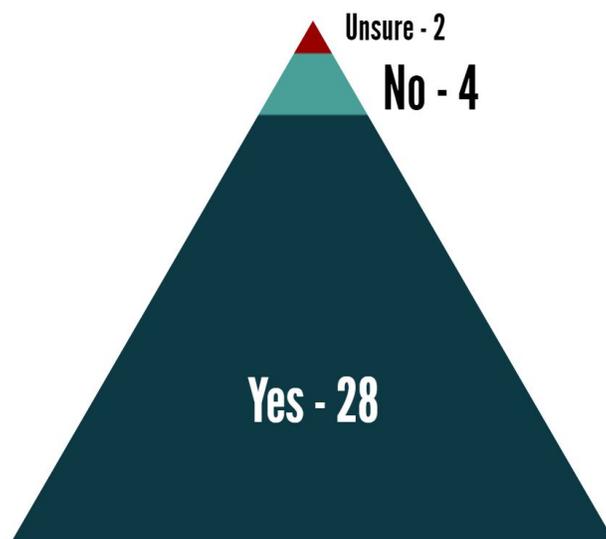
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Parents/caregivers were asked to identify what type of schooling their child was currently accessing.



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Parents/caregivers indicated whether or not their child currently has a designation/category.

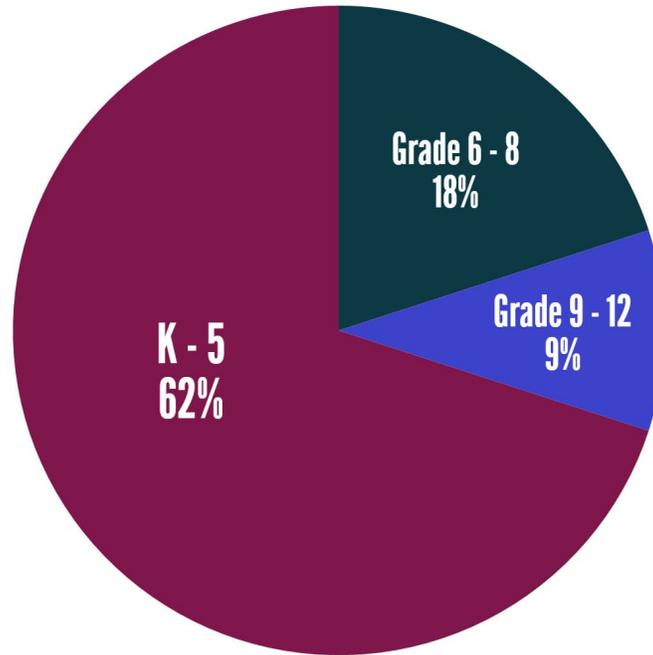


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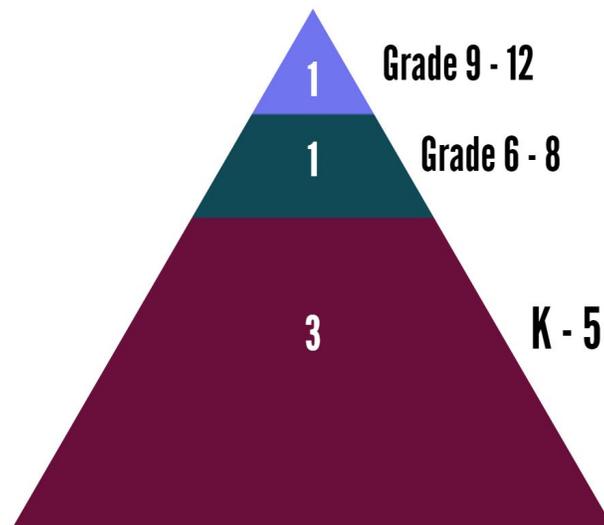
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Parents/Caregivers were asked to indicate the current grade level of their child.



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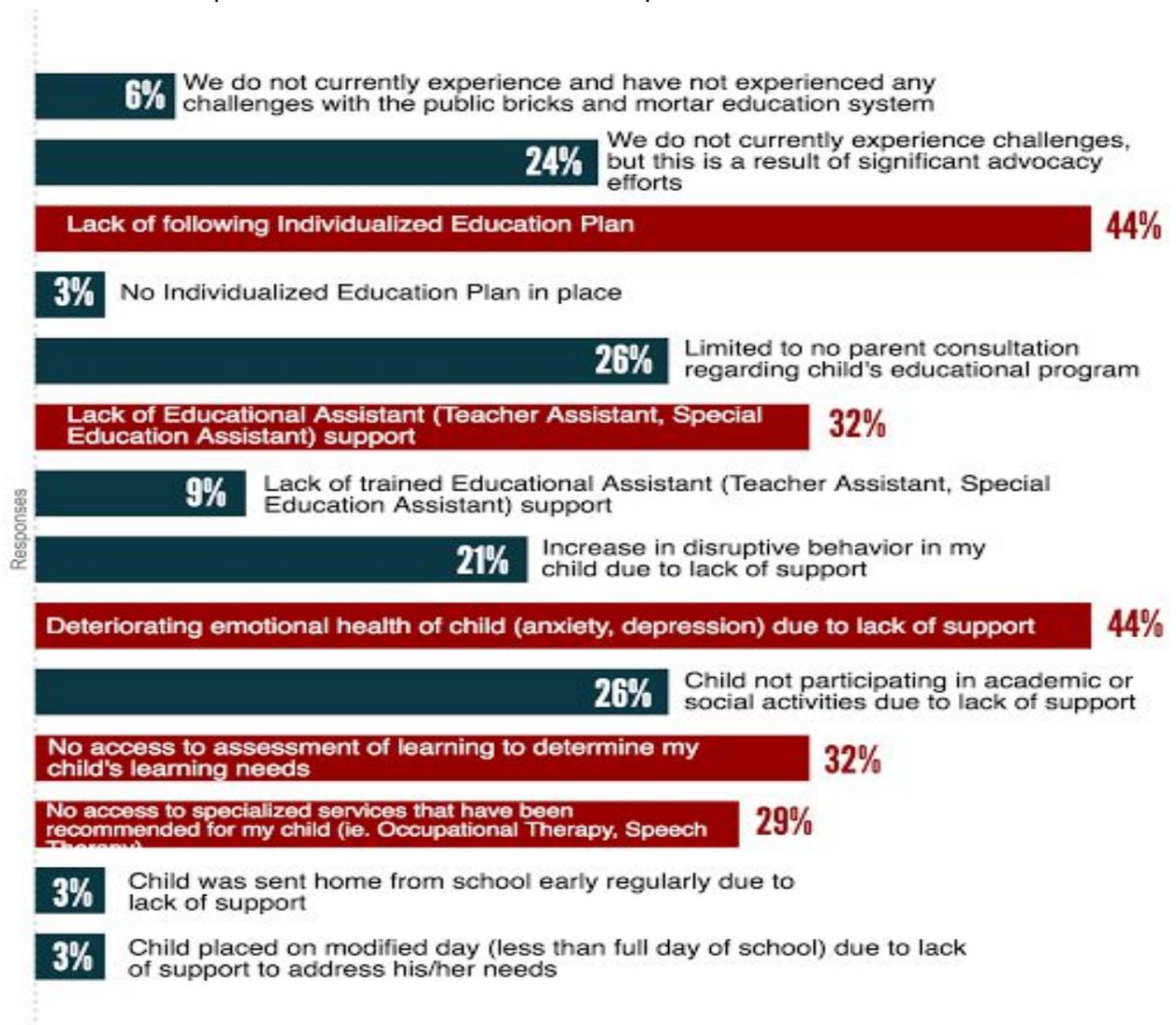
**Of the parents/caregivers who indicated** they had removed their child from public bricks and mortar school in Surrey, this is the breakdown of the last grade level their child attended.



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Parents/caregivers were asked to identify the challenges they experience(d) in public bricks and mortar schools. Participants were allowed to indicate multiple checkboxes.



Five parent/caregivers indicated "Other", providing the following comments:

*"Long wait list for Psycho Ed assessments"*

*"We've had some minor challenges met with open communication at our school."*

*"Not attending anymore, will not graduate! No program for severe anxiety available for grade 11/12"*

*"Child being excluded from activities and class instead of activity being adapted so could join"*

*"Constant visits to principal's office or sent out in the hall while unsupported."*

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Parents/caregivers were asked to share which statement was most accurate regarding their experience with public bricks and mortar education for their child.



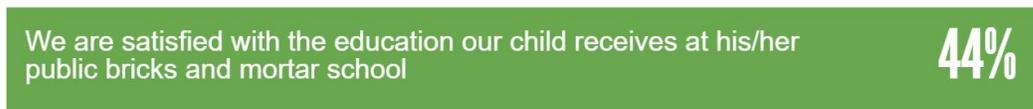
Our family felt 'forced out' (no other choice) of the public bricks and mortar education system



Our family 'opted out' (chose to leave) of the public bricks and mortar education system



We are not satisfied with the education our child receives at his/her public bricks and mortar school, however we do not have an option of removing our child



We are satisfied with the education our child receives at his/her public bricks and mortar school

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Parents and Caregivers were invited to share any other comments regarding public bricks and mortar education in the Surrey School District.

#### Comments from Surrey Respondents

1. Advocating and getting help for my child is a full time job.
2. Our children's situation at public school has improved dramatically, but only with strong advocacy, moving houses, and changing School Districts.
3. My child will not be able to graduate due to the current system.
4. I would like to see more collaboration with home when reducing support. I feel this will set students up for success. In our case, support was reduced and during times that ABA SW is away, our son engages in attention seeking behaviour. The result is that he is sent out of the class or to the office. This causes a negative impact with peers and there is nothing in place to break this chain of events. We are currently working on a strategy to motivate him to get back on track. However, we find it difficult to meet with the school team. Another issue is that since my child appears to be very high functioning, it is difficult for the school to see his troubles with executive functioning (common with ASD). Some negative behaviours are an escape from being overwhelmed. It's very difficult to explain to new teachers at the beginning of each year

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because our child is also gifted. The lack of ASD education with staff is a concern because it's almost that they don't believe that a child can write a four page essay on a topic of interest but can't follow 2-3 step instructions...instead our child needs visuals or to write down the steps because he has a hard time organizing and planning. Overall, school is okay but always looking to make it better. We have thought about home schooling and know that one day it might be necessary. Thanks for your time.

5. Pleased that we are able to provide my son with ABA support.
6. There should be ongoing consultation between the district principals and school principals with regard to the types of needs, of different services and any other programs to help equip a principal in their job.