



# Triggering the Process

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**Where do we begin?**

**Asking yourself  
these questions...**

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1. What type of programs are your children attending?
  - A. Regular Stream
  - B. Choice Program (French Immersion, Mandarin Immersion, Indigenous Focus, Montessori, Fine Arts, Mini School)
  - C. Alternative Program
  - D. One of the above with extra in-class support
  - E. Student support program (Learning Support, Behaviour Support, Low Incidence and Gifted)

2. What does IEP stand for?

A. Independent Education Program

B. Isolated Exercise Plan

C. Individual Exercising Progress

D. Individualized Education Plan

E. Incredibly Energetic Person

3. Why is the IEP important?

A. So the student knows the rules

B. Because the teacher needs a curriculum tool

C. To support the student with adaptations or  
modifications & supports

D. To help create an accurate report card

4. How much personal time do you get in your day?

A. What is personal time? I'm asleep before the kids

B. Five minutes in the bathroom if I'm lucky

C. My commute home from work

D. A couple of hours of quiet after the kids go to sleep

E. Less than I'd like, but more than most

5. Do you struggle to get communication from your child's teacher?

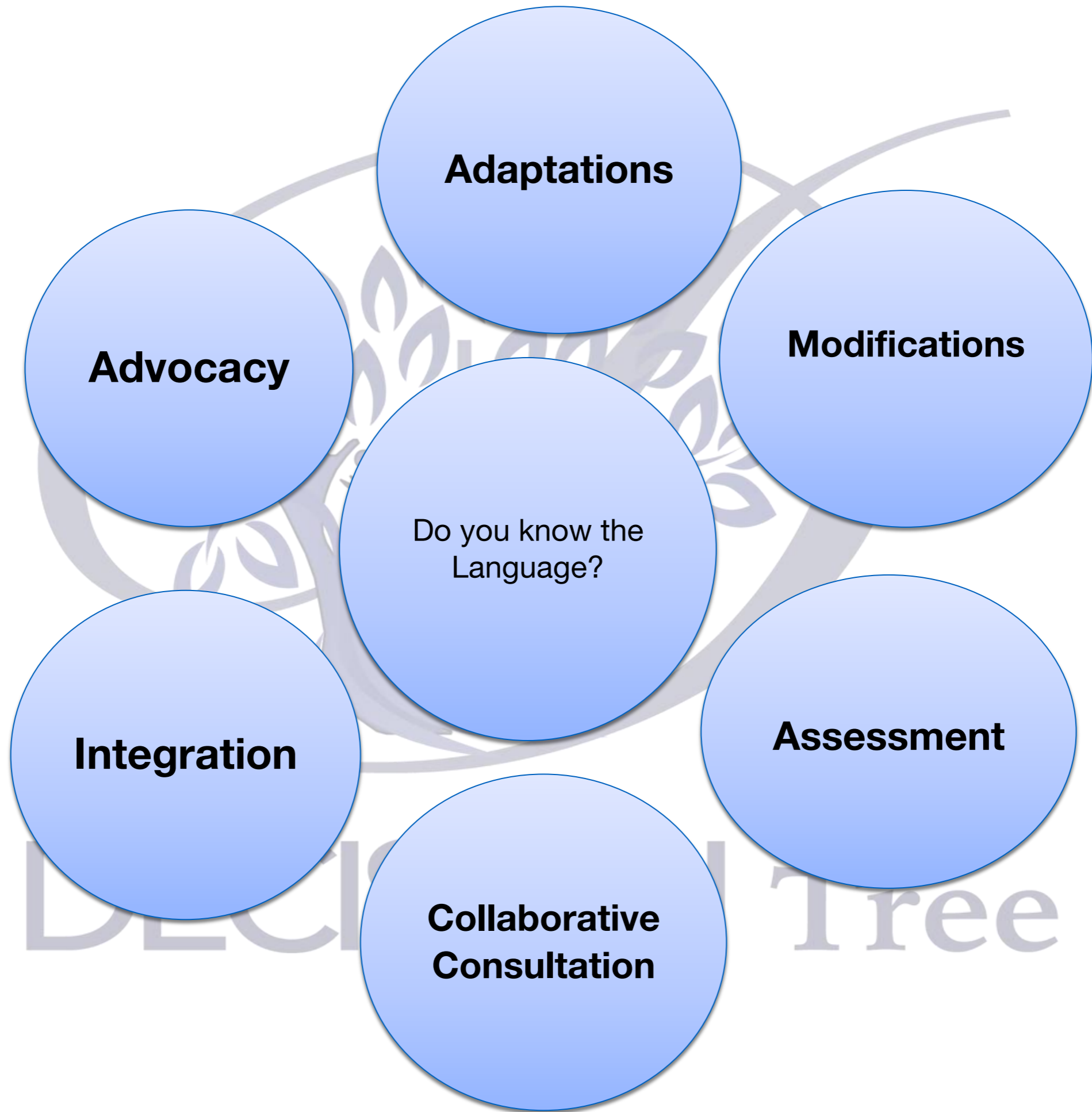
A. My teacher has an open-door policy and I visit them regularly

B. I get occasional notices from them if there is something I need to know

C. I don't feel comfortable in schools

D. I write emails but rarely hear back

E. I have not tried to communicate directly with them



**Adaptations**

**Modifications**

**Advocacy**

Do you know the  
Language?

**Assessment**

**Integration**

**Collaborative  
Consultation**



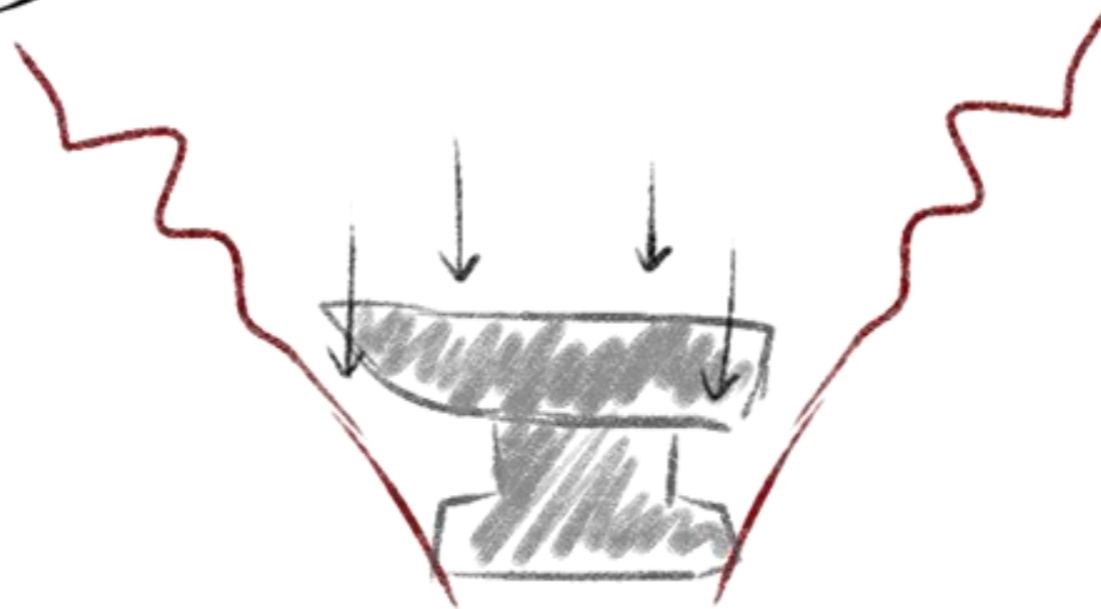


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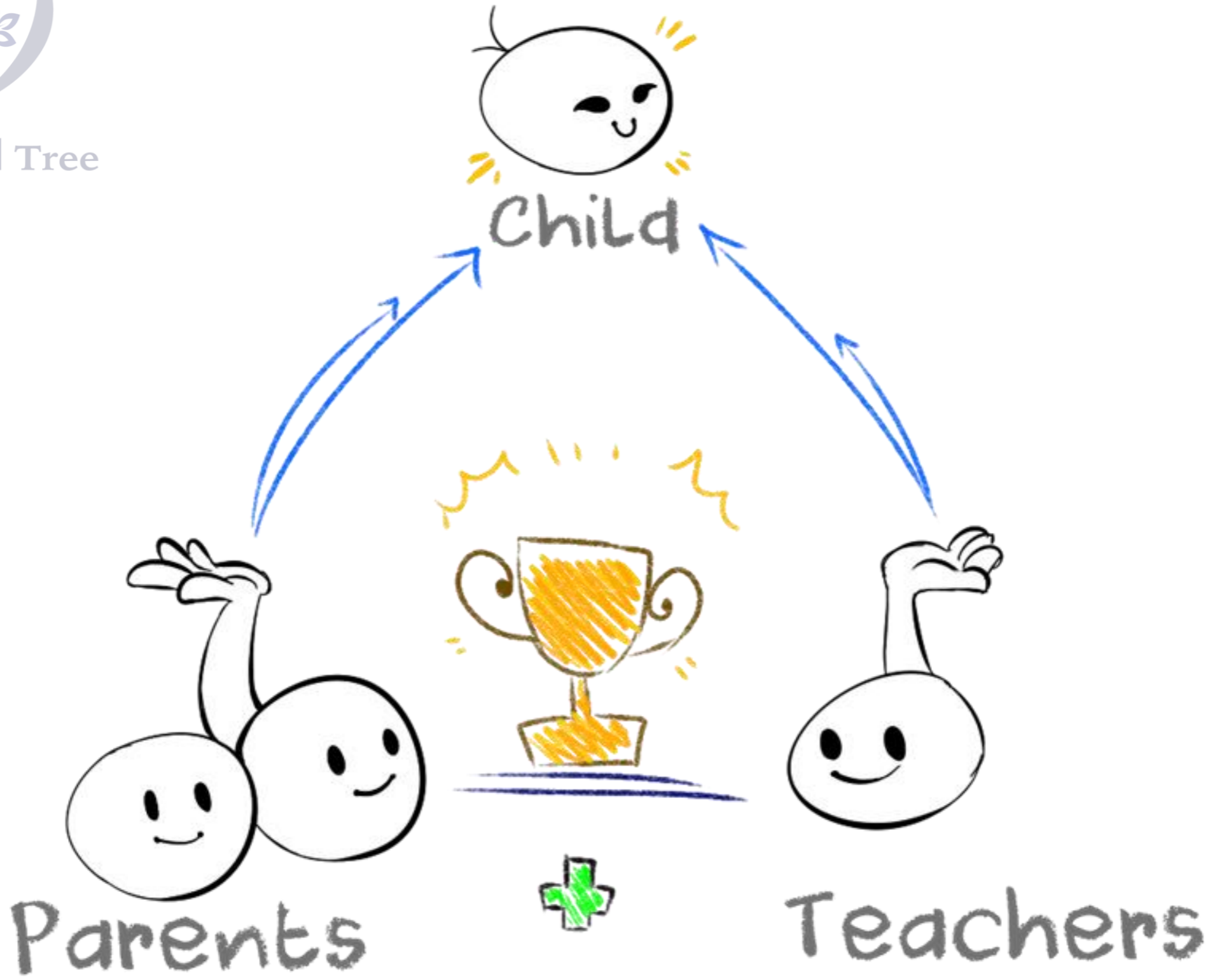
Parents



Teachers



Child





# The Binder

## **Communication:**

- a) School contact list
- b) Communication log
- c) Letters and emails to and from the school

## **Evaluations:**

- a) Request/referral for evaluation
- b) Consent to evaluate (keep copy if possible)
- c) Private evaluations (if your child has had any)

## **IEP:**

- a) Copies
- b) Manual of Policies, Procedures and Guidelines  
[https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special ed policy manual.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf)

## **Report Cards/Progress Notes:**

- a) Reports cards and progress reports

## **Behaviour:**

- a) Reports
- b) Communication

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## Supportive Information:

- <https://www.loc.gov/law/help/child-rights/canada.php#Child>
- <http://www.ucca.ca/common/data/human-rights-of-children-and-youth.pdf>
- <https://www.loc.gov/law/help/child-rights/canada.php#Child> Health and Social Welfare - print out the page it links to (specifically sub-section under "Education")
- <http://www.ucca.ca/common/data/human-rights-of-children-and-youth.pdf> - see pages 7 & 11
- <http://www2.gov.bc.ca/gov/content/justice/human-rights/human-rights-protection> - these next two links are specific to "escalation" process' which we avoid as much as possible to ensure there is healthy collaboration in the best interest of your child.
- <http://www.bchrt.bc.ca>
- (<http://www.scc-csc.ca/case-dossier/info/sum-som-eng.aspx?cas=34041> & <http://www.inclusionbc.org/human-rights-win-inclusive-education-moore-case> - These are links to the "Moore" case which was a Supreme Court Ruling granting rights to access of services.
- <https://blogsomemoore.files.wordpress.com/2012/03/iep-goals-rubric.pdf> - a template rubric on what goal outcomes could mean to you as a parent within your IEP

Inclusion is not a program but a mindset of social integration and how we treat others.

**Language and Empathy Matter**

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**See me on TEDx**

<https://www.youtube.com/watch?v=gu5XFdT7q8k&t=43s>

Supporting Families & Educators who  
journey in life with neurodiversities  
through  
Training, Advocating, Mediating &  
Counselling