

Transition to School

New Westminster Kindergarten Entry

Prepared by:

- *School District #40*
- *BC Centre for Ability*
- *Simon Fraser Society for Community Living –
Supported Child Development Program*



School District #40



*Adapted from Capital Region Queen Alexandra Centre for Children's Health
Revised on October 20, 2008*

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★ A Strategy:

“The workbook helped calm me down about the whole process and go through it methodically, confident that we were not missing any important steps.”

INTRODUCTION

This is a workbook.

Use it as a guide for your child’s entry into school. The transition checklist works both as an overview of this process and your record of your contact with school or school district personnel.

Your child’s transition into the school system will follow a definite timeline, so the rest of the workbook is divided into months. There’s a month-by-month outline of what actions you could be taking as the school district learns about your child. This timeline is meant only as a guide and can be adjusted to fit your particular circumstances. Provided are worksheets which can assist you as you prepare for meetings and can help you to document their outcomes.

As you are going through this transition process, remember you are a member of a larger team which can include a Supported Child Development Consultant, representatives from the BC Centre for Ability, a School District #40 Student Services representative, child care providers or other professionals. Use these other team members as a resource at any stage along the way.

This booklet was developed in collaboration with the BC Centre for Ability, the Supported Child Development Program of the Simon Fraser Society for Community Living, and the New Westminister School District #40. Please let us know if you have suggestions for improving this booklet. We will update the booklet based on feedback received from families and school personnel.

BC Centre for Ability

2805 Kingsway
Vancouver, BC V5R 5H9
Tel: 604-451-5511
Fax: 604-451-5651

New Westminister SCDP

811 Royal Avenue
New Westminister, BC V3M 1K1
Tel: 604-521-8078
Fax: 604-521-8074

School District #40

1001 Columbia Street
New Westminister, BC V3M 1C4
Tel: 604-517-6240
Fax: 604-517-6390

✓ A Caution:

*“People forget that
I have been
advocating for my child
for her entire
life and I am not
prepared to stop when
she enters school.”*

ADVOCACY PHONE LIST - to be completed during the process

SCHOOL DISTRICT #40

Resource Teacher:

Name: _____

Phone: _____

Your child’s school-based team:

Resource Teacher: _____

Principal: _____

Teacher: _____

Other (Speech Language Pathologist, Counselor,
Itinerate Teacher): _____

Other school district resource personnel:

Name: _____

Phone: _____

Role: _____

Name: _____

Phone: _____

Role: _____

Name: _____

Phone: _____

Role: _____

✓ **A Caution:**

“I’ve had so many professionals telling me what to do, I walk away feeling confused. It’s never an easy decision.”

OCTOBER – DECEMBER

- Begin to gather information such as previous reports you have been given by the various agencies, therapists and other professionals involved with your child.
- As you start thinking about school entry, begin talking with various people such as:
 - Centre for Ability team members
 - Supported Child Development Consultant
 - Your child’s daycare or preschool staff
 - Other professionals involved with your child
- If your child would benefit from further assessments, this is a good time to talk with your doctor / team and pursue such referrals.
- Confirm your neighbourhood school by phoning the School District:

New Westminster School District #40
1001 Columbia Street
New Westminster, BC V3M 1C4
Tel: 604-517-6240 Fax: 604-517-6390
Website: www.sd40.bc.ca

- Parents may choose to contact Diane Halkett, District Administrator of Special Education (604-517-6369), New Westminster School District, to individually communicate information regarding your child’s needs.
- You may be asked to sign an updated consent form for the Centre for Ability (CFA) and Supported Child Development Program (SCDP). Consent forms enable the CFA and SCDP to release relevant information about your child to the school board in order to make them aware of his or her needs. Your permission is necessary to share any information.
- CFA and SCDP will begin to orient you to the kindergarten entry process and will liaise with other relevant agencies to coordinate information related to your child.

♥ A Pleasure:

“My daughter went to preschool in our area and went on to kindergarten with some of her preschool friends. This really helped her inclusion, and it helped me as her mom, because then I knew some of the other moms.”

JANUARY - FEBRUARY

- Many parents are anxious about whether or not their child has the social and academic skills to be successful in kindergarten. While there are readiness skills checklists available, the levels of ability and skill development demonstrated by children entering kindergarten are extremely varied. Kindergarten curriculum generally follows a similar philosophy to that of early childhood education. That is, children are expected to learn through discovery and play with materials and through interaction with other children. There are also a small number of structured activities such as story and circle time.
- If you have concerns, and your child attends a child care setting, it is best to discuss them with your child’s care provider. You can also talk to other people on the team involved with your child to assist you.
- CFA, SCDP, and the New Westminster School District #40 will host a kindergarten transition meeting for parents. The goal of the meeting is to introduce you to district staff and address your worries and concerns about the transition process. Information is shared about kindergarten ‘curriculum’, Special Education Assistants (SEA) and other support / resource personnel.
- SCDP and CFA are able to meet with you to discuss plans for your child’s kindergarten entry. Even if you are undecided, it is a good idea to register your child in January. Registering your child opens up the possibility of discussing issues and asking questions with school district personnel. It also secures a place for your child at your child’s neighbourhood school in September in case circumstances change over the next several months. When you do register, you may cite a preference of either morning or afternoon kindergarten. Generally, your child will be in a ½ day program. Your child will switch in February from morning to afternoon or afternoon to morning kindergarten. For some children with special needs, full day kindergarten may also be available.
- To register your child for kindergarten: registration begins in January at all elementary schools and you are encouraged to register your child as early as possible to guarantee a placement for your child at their local school. If you do not register your child before 3:00 p.m. of the first day of school in September, placement will occur according to space and resources available within the school district.

- To register in a school, you must supply the following information: your child's birth certificate, proof of residence (e.g. hydro bill, rental agreement, etc.) and all immunization records.
- Applications for enrolment are available at your local school or at the School District #40 Administration office located at 1001 Columbia Street. Contact the school board office at 604-517-6240 to find out what catchment area you live in, if you are not sure.
- The principal of your local school will be the main contact for parents to call regarding basic concerns, available services, etc.
- If you wish to request that your child be considered for admission to a school outside of your catchment area, you will need to complete a "cross boundary" application and are asked to do so by mid-March (the specific date will be announced in the local community newspapers in January). "Cross boundary" applications are available at all schools and school district offices. Decisions, with regard to these requests, will be made after 3:00 p.m. on the first day of school in September.

★ A Strategy:

“Meeting school district staff can be really intimidating. I have found it easier to write out my questions ahead of time.”

MARCH - APRIL

- A representative of New Westminster School District #40 will meet with the Centre for Ability Early Intervention staff and Supported Child Development consultants to discuss what services your child might require once in the school system. The Student Services representative can also clarify how assistant time is allocated in their district to individual schools and specific children.
- With your written consent, CFA will provide copies of your child's CFA reports written in the last year to the New Westminster School District #40. CFA will also complete a child profile, which is a summary report by the therapy staff at CFA outlining your child's strengths and areas of need. It is shared with your child's school-based team to facilitate better planning for your child's school services. Also with parental consent, SCDP will provide a kindergarten transition report and any reports released.
- Should your child have some special health concerns, the Public Health Nurse in your school will contact the In-School Support Program nurse in your region. Together, with you and the school, an individual Health Care Plan will be developed.
- In order for any professional to share information with the school district, parents must sign a Release of Information form. Besides giving your permission, this form outlines exactly what information, from verbal to written reports, is shared. A release form should be provided by any organization with staff on your child's team.
- The following forms, Transition to School Information and Release of Information should be completed and returned to Diane Halkett, District Administrator of Special Education.

School District #40 (New Westminster)

STUDENT SERVICES

TRANSITION TO SCHOOL INFORMATION FORM

Child's Name: _____ Date of Birth: _____

Address: _____ Postal Code: _____

Mother: _____ Phone: (H) _____ (W) _____

Father: _____ Phone: (H) _____ (W) _____

Preschool/Daycare: _____

Preschool/Daycare Phone: _____ Contact Person: _____

Elementary School: _____

Is the child presently receiving any of the following services?

	√	Contact Person:	Phone:
Occupational Therapy	<input type="checkbox"/>	_____	_____
Physiotherapy	<input type="checkbox"/>	_____	_____
Speech/Language Therapy	<input type="checkbox"/>	_____	_____
Medical Procedures	<input type="checkbox"/>	_____	_____
Hearing Services	<input type="checkbox"/>	_____	_____
Vision Services	<input type="checkbox"/>	_____	_____
Supported Child Development	<input type="checkbox"/>	_____	_____
Social worker (<i>involved with your child/family</i>)	<input type="checkbox"/>	_____	_____
Other	<input type="checkbox"/>	_____	_____

Will the child require transportation services to attend school? **YES** **NO**

Description of Needs/Diagnosis:

Additional information: (e.g. Medications, behaviour programming)

Please attach any assessments, reports, documentation, or information that might be helpful in planning for your child's transition to school.

Form completed by: _____ Date: _____

Signature: _____

(Legal Guardian)

♥ A Pleasure:

“We told stories about him so the people would see the other side of him. Stories of his first soccer game—about how another child got hurt and he was the first there to comfort him.”

MAY to JUNE

- The Student Services representative may arrange a visit with your current child care provider to observe and meet your child in a familiar environment.
- A transition meeting at your child’s school may be organized by the school-based team and, if so, an invitation will be extended to your family and other key professionals in your child’s life.
 - The main reason for this meeting is so that the school team is more aware of your child’s strengths and needs as well as to develop recommendations about the level and type of support your child will need while at school.
 - This information, combined with your input prior to and during this meeting, and external assessments of your child (such as Sunny Hill Health Centre) is used to determine the type of assistance your child will receive.
 - School-based team members attend the meeting. They may include the school administrator, the kindergarten teacher, the learning support teacher, or other school district support personnel.
- Here are some sample questions:
 - When will the kindergarten teacher be assigned?
 - Will I be able to meet with the teacher before school starts?
 - Will the teacher be able to observe or consult with the child care provider about my child?
 - Ask the principal what support services are available at the school. This gives the principal a chance to share the school’s philosophy.
 - Will it be appropriate to set up a communication book?
 - Will I be welcomed to share information with the rest of the class regarding my child’s special needs?
- If your child is eligible for a special education assistant (SEA), the following questions may be considered:
 - How will the school’s assistant be selected?
 - Will my child get to meet the school’s assistant before September?

★ A Strategy:

“As you will probably notice throughout our short video, our daughter will use various ways to communicate to different people with differing skills.”

♥ A Pleasure:

“Our son has been lucky enough to connect with a little girl in his class.

She is then able to model for him, ‘Hey, Mark, we are going to do this now!’ Having one or two children acting as buddies to the child with the disability can make a big difference.”

- Will the school’s teaching assistant be released for prep time, to attend meetings and training sessions specific to my child’s disability?
 - Will the school’s assistant be assigned to my child or to the classroom?
 - What if we arrive at school in September and there is no assistant in place?
 - Who will train the school’s assistant to carry out the procedures in my child’s Health Care Plan?
 - What happens if the school’s assistant is ill? What is the policy for substitute assistants?
 - Are there opportunities for parents to volunteer in the school?
 - Will my child receive therapy services through the school?
 - Will the therapists be welcome in the classroom to observe and consult?
 - Where will direct therapy occur?
 - How will my child’s progress be monitored?
 - When will the first Individual Education Plan (IEP) meeting be and who will organize it?
 - Will my child be included in all class field trips and other school activities?
 - Will my child be supervised at recess?
 - Does the school have gradual entry?
 - Are there the necessary toileting facilities for my child?
 - What experience has the school staff had including children who require extra supports?
- Consider special activities to assist your child with the transition to kindergarten. All schools have organized special days for parents and children to visit the kindergarten class. This is an opportunity for you and your child to meet the teaching staff, the children who may be in the class, and their parents. Your child will have a chance to become more familiar with the classroom and the school. If necessary, additional visits to the classroom to prepare your child for September may be arranged with the classroom teacher at this time.

FOR YOUR RECORDS:

Questions to ask during the transition meeting:

-
-
-
-
-

The key points you heard:

✓ A Caution:

“Be patient. Let your child settle into a new school. It takes time for all children to adjust to new leadership as well as new settings. Prioritize the basic needs for safety, behaviour, and, if appropriate, for learning. Then wait while the children, the teacher, and the teaching assistant become acquainted.”

SEPTEMBER – OCTOBER

- Centre for Ability staff will have provided final discharge reports to the New Westminster School District #40 staff and to you prior to the start of school (providing CFA has your consent to release information).
- If your child will be receiving transportation, you will have been contacted by the New Westminster School District #40 to outline details.
- School starts: All children transitioning to kindergarten have a gradual entry. The timeline for your child's gradual entry will depend on your child's needs. You will have already discussed this with your child's school staff.
- Mid-September: If you have not heard from your child's resource teacher, you may want to give him/her a call to set up a meeting. Arrange a time to meet with the teacher to:
 - Ensure reports and other written information have been received by the school.
 - Briefly review your child's abilities and your concerns.
 - Provide the teacher with a copy of the description / letter you developed about your child.
- Individual Education Plan (IEP): After a few weeks, the classroom teacher or the school resource teacher will want to confirm a date for the initial IEP meeting. Let them know if you would like to attend. Also you can request that any community therapists or SCDP already involved in your “team” be part of the meeting

HOW CAN I HELP PREPARE MY CHILD FOR KINDERGARTEN?

- Write a brief description of your child and what's important to you about your child going to school.
 - Highlight important characteristics, abilities, learning styles and concerns regarding your child.
 - What your goals/hopes are for your child.
 - What support you feel your child needs.
 - This can be distributed to various school board personnel who will be working with and making decisions about your child.
 - Include a picture of your child or prepare a video that shows routine activities, play times, group settings involving your child.
- Be vocal about who your child is, what your hopes are for your child, and what your child needs. In the spring and in early September, consider being active to be successful with the kindergarten teacher and the resource teacher.
- In the spring, as well as late August / early September, take your child to visit the new school. This may help your child to become familiar with the new setting. It is a good idea to visit the playground. You can also request to visit the kindergarten class with your child. Also, try to have any necessary equipment for your child in place in the classroom by September. It can frequently require time to make the necessary arrangements for such equipment. School staff may arrange for an observation visit to your child's child care setting.
- In May, ask the kindergarten teacher if you can visit the classroom. Bring a camera and take some pictures of the classroom and the teacher so that your child can have them over the summer.
- Practice the school routine with your child prior to starting kindergarten; begin to revolve routines at home around the typical kindergarten day.
- Help your child build skills in playing independently and with peers; attending to task; self care; waiting; sharing; following directions; etc.
- Keep a binder or file folder of information regarding your child; include past reports and new school related information; e.g. names, titles and numbers of school based personnel; notes from school related meetings; etc.
- Parents are the most important part of the transition team for their child, so be vocal, be curious, and advocate.
- Also think about your own needs in this transition process – recognize your own need for preparation in this change – this can be an emotional time for a parent, giving rise to anxieties and fears for your child's move to another stage of his or her life.

HELPFUL INFORMATION ABOUT MY CHILD:

1. To enhance communication with my child ...
2. To encourage my child ...
3. To prepare my child for change ...
4. To facilitate social/play and interaction with my child ...
5. To promote my child's independence in the classroom ...
6. My child's learning strengths are ...
7. My child's specific learning characteristics are ...
8. My child's gifts are ...
9. My child's learning needs are ...
10. Things to watch for regarding my child include ...
11. My child enjoys ...
12. My concerns when my child is in kindergarten are...
13. My goals for my child during kindergarten are ...

**FOR YOUR RECORDS:
How can I help prepare my child for kindergarten?**

Things to be in place for September "Things To Remember"	Who's responsible?	Date completed.
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

★ A Strategy:

“We let everyone know our expectations, our goals and our dreams as a family. That way, we could incorporate the IEP in our everyday world.”

What is an IEP?

Confirm whether your child is eligible for an Individual Education Plan (IEP). It is a document which outlines how the school will support your child’s learning needs and, in particular, it:

- Develops an educational plan for your child
- Identifies goals and objectives
- Identifies who will implement these goals and objectives and evaluate them
- Outlines strategies with which to achieve goals
- Outlines a timeline for review.

How is an IEP developed?

It is a professional working document created in consultation with parents/caregivers, school team, and other resource people who will be and/or have worked with your child.

- An IEP meeting is usually held in October/November with reviews at least once per academic year.
- It will involve determining priorities for the child and developing them into specific strategies.

How can parents prepare?

Prepare an outline prior to the meeting, including:

- Your child’s strengths, needs and wants
- What your child can do, what your child is learning to do, and how your child learns best.

FOR YOUR RECORDS: The IEP

List your child's strengths:

List your goals for your child:

Short Term:

Long Term:

List the ways that already help your child to learn:

EDUCATION RESOURCE LIST

School District #40 (New Westminster) – School Board Office

Tel: 604-517-6240

Fax: 604-517-6390

Website: www.sd40.bc.ca

Tel: 604-517-6240

Superintendent of Schools – John Woudzia

STUDENT SERVICES CONTACTS:

Student Services – Janet Grant, District Principal

Tel: 604-517-6160

Special Education Services – Diane Halkett, District Administrator

Tel: 604-517-6369

The following programs and services may be accessed through your child's school and are coordinated through the school based teams and/or school based resource teacher:

- Specialized services for students who are fully dependent on an adult's support for all activities of daily living, personal care and mobility
- Specialized services for students who are deaf or hard of hearing
- Specialized services for students who are blind or visually impaired
- Speech and language therapy / services
- School counseling
- Aboriginal education support
- School nursing services
- OT / PT services

SCHOOL CONTACTS:

Classroom Teacher: _____

Principal: _____

Counselor: _____

Public Health Nurse: _____

OTHER SCHOOL-BASED SUPPORT:

Resource Program: _____

Learning Assistance: _____

English as a Second Language: _____

Gifted: _____

COMMUNITY RESOURCES

BC ELKS ASSOCIATION

604-513-0155

The objectives are (a) to promote mental, spiritual and physical development for children throughout British Columbia; (b) to continue providing camp facilities not available elsewhere for children; and (c) to maintain those facilities while building new camps.

BURNABY NEW WESTMINSTER YMCA CHILD CARE RESOURCE & REFERRAL

604-294-1109

Child care support program for licensed and license-not-required child care providers. Provides child care referral service for parents, ongoing training for caregivers, and information for parents to help choose a child care setting.

CANADIAN NATIONAL INSTITUTE FOR THE BLIND

604-431-2121

Provides adjustment to blindness services for all ages including counseling; orientation and mobility; free Braille and talking book library; and eye safety programs. Works with people who are experiencing any degree of low vision.

CEREBRAL PALSY ASSOCIATION OF BC

604-408-9484

Services include education, advocacy, information and resources, lending library and a bi-monthly newsletter.

COMMUNITY LIVING BRITISH COLUMBIA MINISTRY OF CHILDREN & FAMILY DEVELOPMENT

604-660-8124

604-660-8180

Information and support services for people with developmental disabilities and their families.

DEAF CHILDREN'S SOCIETY OF BC

604-525-6056

Offers a family-centered approach to support deaf and hard of hearing children and their families by improving the ability of the family to develop and advocate for opportunities to maximize their child's development.

DOWN SYNDROME RESEARCH FOUNDATION

604-444-3773

Their mandate is to empower people with Down syndrome to achieve their potential; lead independent and fulfilled lives; and participate fully in the communities in which they live.

D.P.A.C. (DISTRICT PARENT ADVISORY COMMITTEE)

604-523-1774

B.C. EPILEPSY SOCIETY

604-875-6704

A non-profit, charitable organization dedicated to serving the well being of people living with epilepsy.

FAMILY RESOURCE CENTRE

604-461-1167

FAMILY SUPPORT INSTITUTE

604-875-1119

Provides support and advocacy for families of children with disabilities as well as resources, information, workshops, and tools for empowerment of families and individuals. Acts as a regional resource to parents in their own communities

FAMILY & INDIVIDUAL SUPPORT PROGRAM**604-525-9494**

The Family & Individual Support Program helps to build a parent-to-parent network; builds community connections and partnerships; assists families and communities to build positive visions; encourages families to develop support networks for themselves and their families; coordinates workshops, presentations and research subjects that are of interest to families; facilitates discussion amongst families and professionals on current issues and concerns; assists families in accessing information and referral services; supports families on a one-to-one basis, as requested; and supports families during times of transition.

GIFTED CHILDREN'S ASSOCIATION OF BC**1-877-707-6111**

Dedicated to providing support and advocacy for gifted children and their families.

HEALTH SERVICES

Immunization clinics, communicable disease control information, environmental health, child care information, etc. In-school health support service for children with chronic medical conditions.

NEW WESTMINSTER HEALTH UNIT**604-777-6740****INFORMATION CHILDREN****604-291-3548**

Provides an information and referral service for parents. Responds to questions or concerns regarding children, including behavioural concerns. Publishes a booklist, various pamphlets and seasonal newsletters.

LEARNING DISABILITY ASSOCIATION**604-873-8139**

Provides effective programs and services throughout the years, from preschool intervention, social skills development, tutoring, advocacy and public education.

MENTAL HEALTH**604-660-9495**

Purpose is to provide community mental health services for children under 19 years of age. They have a community focus offering a multi-disciplinary approach. The objective is to help families with children who are experiencing mental health difficulties. Services can be direct and indirect through contracts, consultation to individuals, families, agencies and the general public.

MINISTRY OF EMPLOYMENT & INCOME ASSISTANCE**604-660-8100**

(for child care subsidy see Burnaby New Westminister Child Care Resource & Referral)

M.O.S.A.I.C.**604-254-0244**

(Multilingual Orientation Service Association for Immigrant Communities)

Provides translation, interpretation, bilingual counseling services, employment programs and English training for beginners.

PARKS AND RECREATIONAL PROGRAMS

New Westminister
Queensborough

604-527-4567**604-525-7388****SHARE FAMILY & COMMUNITY SERVICES****604-540-9161**

Non-profit community-based organization which provides leadership in a wide range of programs in response to the social needs of the residents of the Tri-Cities and neighbouring communities.

SIMON FRASER SOCIETY FOR COMMUNITY LIVING **604-525-9494**
Offers family education and support; advocacy; recreation for children and adults; life skills; residences; the Family & Individual Support Program; the Supported Child Development Program; and the Infant Development Program.

SUPPORTED CHILD DEVELOPMENT PROGRAM **604-521-8078**
Provides services to families of children with extra support needs and to child care settings that include children in the communities of Coquitlam, Port Coquitlam, Port Moody, Anmore, Belcarra and New Westminster. The SCD Program provides families and their child care provider with information, resources and strategies that assist them to meet the needs identified for their child and family; encourage their child's development and inclusion; advocate for their child and family needs; plan for smooth and successful transitions for their child, such as the transition into kindergarten.

S.U.C.C.E.S.S. **604-468-6000**
(United Chinese Community Enrichment Services Society)
Non-profit social service agency serving the Chinese community. Offers English language, family and youth counseling, employment training, orientation for new immigrants, and volunteer development.

SUNNY HILL HEALTH CENTRE FOR CHILDREN **604-453-8300**
The following programs and services may be accessed through the New Westminster School system and are coordinated through the school based team:

- Occupational therapy
- Physiotherapy
- Fraser Health Nursing Support Services

Other personnel who may ALSO be involved are:

- Special Education Technology (SET BC) Consultants

VISUAL IMPAIRMENT PROGRAM **604-434-1331**
Sunny Hill Health Centre for Children

WESTERN CANADA FAMILY CHILD CARE ASSOCIATION OF BC **604-590-1497**
A professional organization of family child care providers. To provide accessible, quality, inclusive child care services which support the needs of children, families and child care providers. To promote, support and advocate for quality, inclusive family child care.

“It is important to remember, as we forge ahead in our caring and commitment to children and young people, that this is not a journey we need travel alone. We have learned a great deal about meaningful inclusion ... We are learning to reach out and invite others to join us in our learning.”

From the introduction to
Friends Make the Difference

BIBLIOGRAPHY

Advocacy Manual: Learning Disabilities Association; South Vancouver Island; 1524 Fort Street, Victoria, BC, V8S 2J5; Phone: 250-370-9513; Fax: 250-370-9421; January 1995.

Friends Make the Difference: A guide to supporting friendships in our homes, schools and communities; British Columbia Association for Community Living; Victoria Association for Community Living; 3861 Cedar Hill X Road, Victoria, BC, V8P 2M7; Phone: 250-477-7231.

Inclusive Education: A Parent Handbook; British Columbia Association for Community Living; Annie Rousseau, 1992-1993. Victoria Association for Community Living; 3861 Cedar Hill X Road, Victoria, BC, V8P 2M7; Phone: 250-477-7231.

The Parent Binder of Support: A guide to developing a records binder and a positive working relationship with the school district; 1997. Victoria Association for Community Living; 3861 Cedar Hill X Road, Victoria, BC, V8P 2M7; Phone: 250-477-7231.

A Parent’s Guide to Individual Education Planning (IEP): Step-by-Step. The B.C. School Superintendents’ Association, #1540-1185 West Georgia Street, Vancouver, BC, V6E 4E6.