

How to Navigate the IEP Process in BC

Every Child Can Learn — when families are empowered, informed, and supported.

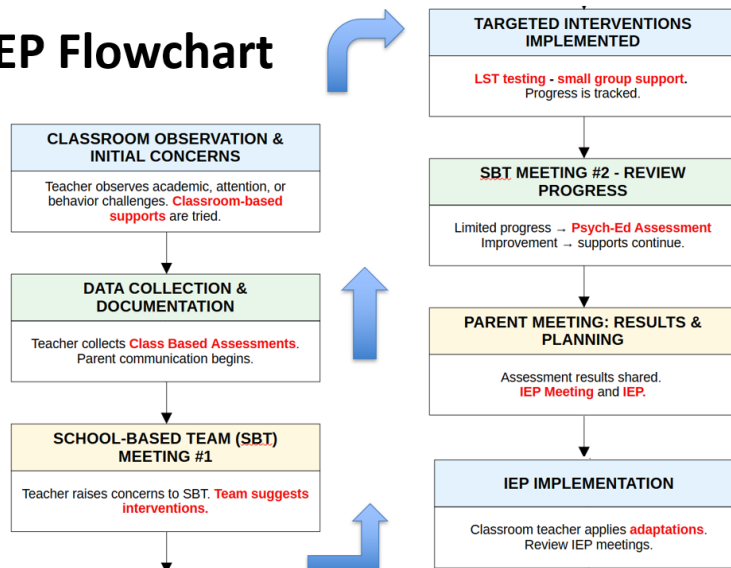
This guide was created to help parents understand the steps, timelines, and supports available in British Columbia's Individual Education Plan (IEP) process so you can confidently advocate for your child.

Every Child Can Learn



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IEP Flowchart



Understanding the IEP Journey

The IEP process in BC follows seven important steps. Here's what each one means for your child:

1. Classroom Observation

Teachers notice early learning challenges and try classroom strategies like visuals, chunking, or preferential seating.

2. Data Collection & Documentation

Classroom assessments such as DIBELS, MAZE, or ELA samples are collected to track progress.

3. SBT Meeting #1 (LST Testing)

School-Based Team (SBT) meets with Learning Support Teachers and staff to decide next steps for targeted interventions.

4. Targeted Interventions

Short-term (6–8 week) plans are tried — either in-class (push-in) or small group (pull-out) support.

5. SBT Meeting #2 (Psych-Ed Referral)

If little progress is seen, the team may refer your child for a psycho-educational assessment. Wait times vary by district.

6. Parent Meeting – Results & Planning

Parents meet with the psychologist and school team to review assessment results and set goals for the IEP.

7. IEP Implementation

Once approved, the IEP becomes a legally binding document that must be reviewed and updated regularly.

Key Concepts & Terms

An Individual Education Plan (IEP) is a legally required document that outlines goals, supports, and teaching strategies for students who need additional help to succeed. It ensures equal access to education under the BC School Act and the Canadian Charter of Rights and Freedoms.

Adaptations vs. Modifications

Adaptations

Same learning outcomes, but different access methods (e.g., extra time, fewer questions, speech-to-text).

Modifications

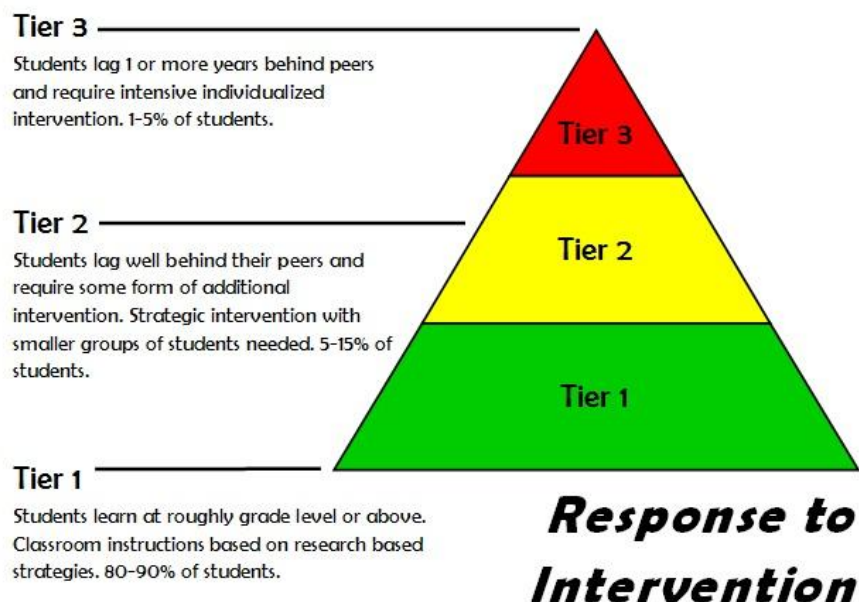
Different outcomes or grade level expectations (e.g., life skills, functional literacy or numeracy).

Example: For Dyslexia, use text-to-speech software. For ADHD, provide short breaks and a distraction-free environment.

Tiered Support (RTI)

BC schools use a three-tiered Response to Intervention (RTI) model:

- Tier 1 – Classroom strategies and universal supports.
- Tier 2 – Targeted small group or in-class interventions.
- Tier 3 – Individualized, intensive supports through an IEP.



Parent Advocacy Tools

Use this checklist to stay informed and active throughout your child's IEP journey:

- Request an IEP meeting before the second week of November.
- Ask for mid-year and end-of-year IEP review meetings.
- Confirm all sections of the IEP are updated and professionals are included (LST, SLP, OT, PT, EA).
- Ensure goals align with the psycho-educational report recommendations.
- Check that progress is monitored each term and assessment data is reviewed.
- Keep copies of all reports, communication, and meeting notes.

 **Example questions to ask your child's team:**

- How will my child's progress be measured?
- What adaptations are being used in class?
- Can you share examples of how goals are being supported?
- How often will the IEP be reviewed?

 Notes: _____

Resources & Next Steps

Explore these helpful resources and supports for parents navigating the BC IEP process:

- BC Ministry of Education — Special Education Policy
- BCEDAccess — Parent advocacy and resources
- Inclusion BC — Advocacy and inclusion supports
- POPARD — Autism and diversity training support
- Learning Disabilities Society (LDS) — Assessments and bursaries

💡 Assessment options and funding information are available through your school district, UBC, SFU, or LDS:

- **UBC Psychology Clinic** — sliding scale **\$240–\$900**; waitlist likely.
- **SFU Clinical Psychology Centre** — supervised grad students; **lower cost.**
- **Adler University Community Clinic** — **low/no-cost**; supervised by psychologists.
- **Learning Disabilities Society** (with UBC PSCTC) — **1/2 the private rate + partial / full bursary.**
- **School District Psych-Ed** — **free**, but long waitlist.
- **Private Assessment** - \$3000-4000



****If your child is in the private of Independent school (CISVA) – Ask the Principal to cover the cost of the Psych-Ed (or at least half)**

Adaptations by Learning Area

Dysgraphia (Writing & Fine Motor)

- Use 3-colour lined paper for printing and spacing support.
- Offer speech-to-text or typing options.
- Provide graphic organizers, sentence starters, and word banks.
- Use fill-in-the-blank worksheets to reduce writing load.
- Allow oral responses or scribing when fine motor fatigue occurs.
- Provide pencil grips or slanted boards for better control.
- Encourage short writing bursts with frequent breaks.
- Practice letter formation using sand trays or whiteboards.



Dyslexia (Oral Reading Fluency)

- Use 1-minute fluency reads and graph progress visually.
- Teach using OG (multisensory, structured, sequential) approach.
- Model decoding strategies and chunking of sounds.
- Use text-to-speech and audiobooks for accessibility.
- Provide a reading ruler or guide to help track lines.
- Play decoding games like Bingo (CVC words) or reading games on Blooket.com
- Use interactive reading sites (Starfall.com, Khan Academy Kids).
- Practice with magnetic letters, sound boxes, and blending drills.
- Focus on phonemic awareness through tapping, clapping, and segmenting.



Reading Comprehension

- Use visuals, story maps, and summaries to support understanding.
- Ask guiding questions before, during, and after reading.
- Highlight key words or phrases in the text.
- Use short passages and review vocabulary first.
- Connect stories to real-life examples or experiences.
- Discuss cause and effect, problem and solution relationships.
- Encourage drawing or acting out scenes to reinforce comprehension.
- Apply strategies to math word problems by underlining key words and steps.



abc Spelling

- Use mnemonic tricks (e.g., BECAUSE – **B**ig **E**lephants **C**an **A**lways **U**nderstand **S**mall Elephants).
- Practice **b/d** reversals using tactile board tracing or visual cues.
- Draw a line or box for each letter when spelling.
- Incorporate movement – air writing or tracing with fingers.
- Use small whiteboards or iPads for repeated practice.
- Play spelling games like Hangman or Snakes and Ladders.
- Include dictation practice (e.g., Past Tense words).
- Review common patterns (e.g., -ight, -tion) visually and aurally.



÷ Math

- Focus on mastery of foundational facts (addition, subtraction, multiplication).
- Use visual aids like counters, number lines, or ten frames.
- Incorporate speed drills or timed games for fluency.
- Play card games (e.g., War) or digital games (e.g., Blooket).
- Teach long division using Mnemonics (DMSB – Does McDonald's Sell Burgers).
- Provide step-by-step checklists or graphic organizers for word problems.
- Encourage use of manipulatives and math apps (e.g., Pet Bingo).
- Review real-world math examples for meaning and application.



💬 Behaviour

- Create a reward chart and use consistent positive reinforcement.
- Give frequent specific praise ("I love how you started right away!").
- Establish clear, predictable routines and expectations.
- Use visual schedules or checklists for structure.
- Teach self-regulation using the 5-point scale or calm-down tools.
- Provide small-group social skills instruction and modeling.
- Use social stories to explain appropriate behaviour in different settings.
- Maintain a communication log between home and school.



🎯 ADHD / Focus

- Use a visual timer to show time left for tasks.
- Provide frequent short breaks between learning segments.
- Seat child near teacher or in a low-distraction area.
- Allow use of headphones or quiet background music for focus.
- Provide clear, step-by-step instructions (1–2 steps at a time).
- Use movement-based learning and brain breaks.
- Incorporate a reward chart for sustained effort.
- Provide choices and clear routines for transitions.



More Adaptations:

<https://outlook.live.com/mail/0/inbox/id/AAkALgAAAAAAHYQDEapmEc2byACqAC%2FEWg0A143o8PdyCUCQ%2F515sgAWTgAJY%2FFXCgA/sxs/AAkALgAAAAAAHYQDEapmEc2byACqAC%2FEWg0A143o8PdyCUCQ%2F515sgAWTgAJY%2FFXCgAAARIAEAC84kDrEPbTRpxpVFYEqPiD>

Google Chrome Extensions:

<https://chromewebstore.google.com/category/extensions/productivity/education>

Assessments:

DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills)

<https://dibels.uoregon.edu/resources>

Core Reading MAZE Comprehension Test

https://nashtoolkit.weebly.com/uploads/2/5/8/5/25858815/core_maze_test.pdf

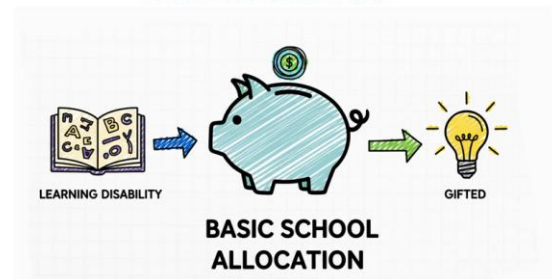
Ministry Funding Levels



- **INCLUSIVE EDUCATION FUNDING:**
- **Level 1:** Physically Dependent (**A**), Deafblind (**B**) — **\$50,730** per student
- **Level 2:** Mod-Profound Intellectual Disability (**C**), Physical/Chronic Health (**D**), Visual Impairment (**E**), Deaf / Hard of Hearing (**F**), Autism (**G**) — **\$24,070** per student
- **Level 3:** Intensive Behaviour / Serious Mental Illness (**H**) — **\$12,160** per student

NO SUPPLEMENTAL FUNDING!

- LD (Q)
- Gifted (P)
- Moderate Behaviour (R)
- Mild Intellectual (K)



IEP Complaint & Advocacy Checklist for Parents in BC

You are your child's best advocate 🌸

If your child's Individual Education Plan (IEP) is not being followed, you have the right to take action. Here's step-by-step guide to help you navigate the BC public school system and ensure your child receives the support they deserve.

Step-by-Step Process

1 Step 1: Talk to the Teacher

Schedule a kind, collaborative meeting with your child's classroom teacher to review what parts of the IEP are not being implemented. Bring examples and notes of what's missing (e.g., adaptations, supports, or goals not being addressed).

2 Step 2: Meet with the Principal or Learning Support Team

If the issue continues, ask for a meeting with the principal and/or school-based team. Share your documentation and ask what steps will be taken to ensure IEP goals and adaptations are followed.

3 Step 3: Contact the School District's Director of Instruction / Special Education Department

Each district has staff who oversee special education services. You can request a review or file a concern following your district's complaint process.

4 Step 4: File a Formal Appeal or Complaint with the School Board

If your concern remains unresolved, submit a written appeal under Section 11 of the School Act. This must usually be done within a set time period (typically 30 days).

5 Step 5: External Oversight (if still unresolved)

You may contact the BC Ombudsperson for fairness concerns, or the BC Human Rights Tribunal if you believe your child has been discriminated against based on disability.

Quick Checklist

Step	Who to Contact	What to Ask/Document	Timeline
1	Teacher / Case Manager	Meeting notes, examples of missing supports	Immediately
2	Principal / Learning Support	Request follow-up plan + timeline	Within 1-2 weeks
3	District Office	Formal letter outlining concerns	Within 30 days
4	Ombudsperson / Human Rights	Formal complaint + documentation	After internal process

Sample Email to the Principal

Subject: Concern Regarding IEP Implementation for [Child's Name]

Dear **[Principal's Name]**,

I hope you are well. I'm writing to express concern that some aspects of my child's IEP are not currently being implemented. Specifically, **[briefly describe what's missing]**.

I would appreciate an opportunity to meet and discuss how we can ensure my child continues to receive the supports outlined in their IEP. Please let me know a convenient time for us to connect.

Thank you for your attention and care,
[Your Name]

 **Need help? Book a free 15 min IEP consultation at EveryChildCanLearn.ca**

You don't have to navigate this alone — we're here to empower, inform, and support families every step of the way.