



SAMPLE ADVOCACY LTR – FOR EMAIL:

Thank them
for their work

To Whom It May Concern,
I want to start this letter by saying thank you for your time. I endeavor to believe that the team xxx has xxx best interests at heart and that they value all children and their right to an inclusive, fair and equitable education.

The why of
the letter

However, as I write this letter xxx is beginning his third week at home from school. Unable to access the support he needs to continue his education. I have attempted email correspondence xxx over the course of the last x# of weeks since his "suspension." During the course of our correspondence, I am troubled by the (name challenge facing) for collaborative dialogue and clarification to the questions I have asked. I am also deeply troubled by the use of the language of "othering" in our correspondence. This does not create an environment of inclusive education which speaks to ensuring fair and equitable education for all is provided to include appropriate supports and systems within the public education system.

The
challenges
faced

One of the challenges that xxx is experiencing is, delayed executive function. This means he needs time to process and is impacted with anxiety on occurrence of transitions and demands meets them with avoidance. This is not defiant behavior. It is a learning disability. Most of his behaviours are driven by fear or anxiety triggered by being unable to predict outcomes or read facial expression quickly. The assignment that he complies with the ridged boundaries without time to process and gain understanding & support is very damaging to him, to his relationships, and his progress.

The impact of
challenges

The impact of this socially and emotionally is that it reflects in interpersonal relationships with peers and adults alike. His behavior is driven by anxiety and a need to control his environment to allow time to process and feel safe. He will dig his heels in as a coping mechanism when he is feeling pushed. Equal stance back calls him into a "meltdown" where we witness unfavorable behaviour and eloping. This lack of access to an education with proper supports at school has an impact for him at home as well. This unsupported situation at school risks his emotional safety. He has been assigned arbitrary demands by the leaders of his education with the demand to be a leader and role model versus being led and role modeled. This creates an enormous amount of stress for him. I have lost and continue to lose work which affects our financial resources and create stress. This affects his child care arrangements after school as well as access is difficult with him being at home. This is the result of not having a collaborative team towards a fair and equitable education for my child.

The goal

My ultimate goal is to find a way that we, as a team, can scaffold and support my child, collectively, proactively and positively, as I trust that is what you desire also, to see all our children succeed!

Thank you for your time and I look forward to a collaborative conversation to moving forward. I will attach some links as well for you to look at

Sincerely,

Name Here

www.surreyschools.ca/EducationalPrograms/SpecialNeedsSupport/Pages/default.aspx
<https://www.loc.gov/law/help/child-rights/canada.php#Child>
<http://www.ucca.ca/common/data/human-rights-of-children-and-youth.pdf>
<http://www.scc-csc.ca/case-dossier/info/sum-som-eng.aspx?cas=34041>
<https://www.youtube.com/watch?v=gu5XFdT7q8k&t=1s> - Suzanne Perreault
<https://www.youtube.com/watch?v=RYtUJ8MjiY> - Shelley Moore