
SCHOOL CONTACT INFORMATION

BOISSEVAIN SCHOOL: (204-534-2494)

Stephanie Emberly, Principal

Allan Hicks, Vice-Principal

Holly Laing, Student Services Guidance Counsellor

Krista Clyne, Student Services Resource Teacher

Pam McMillan, Student Services Resource Teacher

Sonia Stewart, Student Services Resource Teacher

Cassandra Sprott, Reading Recovery—Boissevain

CAN-AM SCHOOL: (204-776-2151)

Stacey Ganske Principal

HOLMFIELD SCHOOL: (204-523-4355)

Sheri Haney, Principal

KILLARNEY SCHOOL: (204-523-4696)

Terry Beazley, Principal

Giselle Beaupré, Vice-Principal

David Riley, Student Services Guidance Counsellor

Terry Simpson, Student Services Resource Teacher

Lisa Blixhavn, Student Services Resource Teacher

Grant Wiesner, Student Services Resource Teacher

Cari Smith, Reading Recovery Teacher

MAYFAIR SCHOOL: (204-523-8768)

Pam Skeoch, Principal

SCHOOL CONTACT INFORMATION

MINTO SCHOOL: (204-776-2041)

Landon White, Principal

Maggie Andres, K-8 Student Services Resource Teacher

WELLWOOD SCHOOL:

(204-776-2344)

Tanice Gudnason, Principal

TMSD OFFICE CONTACT INFORMATION

Grant Wiesner Assistant Superintendent of Student Services
204-523-7531

Kate Forbes Speech-Language Clinician
204-523-7531

Corrie Wiesner Speech Language Clinician
204-523-7531

Jessica Boutilier School Psychologist
Karen Ott Vandekamp
204-523-7531

Sarah Hibbert Occupational Therapist
204-748-2692

Theresa Wallace Physiotherapist
204-748-2692

For more information regarding the development of IEP's, the document A Handbook for Developing and Implementing IEP's; Early to Senior Years can be obtained from your local student services resource teacher or is available online at www.edu.gov.mb.ca.

Turtle Mountain School Division

STUDENT SERVICES
'SUPPORT FOR SUCCESS'

INDIVIDUAL EDUCATION PLAN

THE 'SUPPORT FOR
SUCCESS' PLAN



*A brochure for
Parents/Guardians*

An IEP (Student Success Plan) is ...

A written plan describing the outcomes or goals based on the child's current needs and skills.

AN EFFECTIVE IEP...

- Involves parents as active and equal team members in planning and implementation
- Are working documents, linked to daily planning and activities
- Involve all members of the team
- Identify clearly who is responsible for teaching the child on a daily basis and for gathering information about progress
- Are "living documents" revised as the child's circumstances and progress indicate
- Link clinician and consultant reports and programming to daily programming

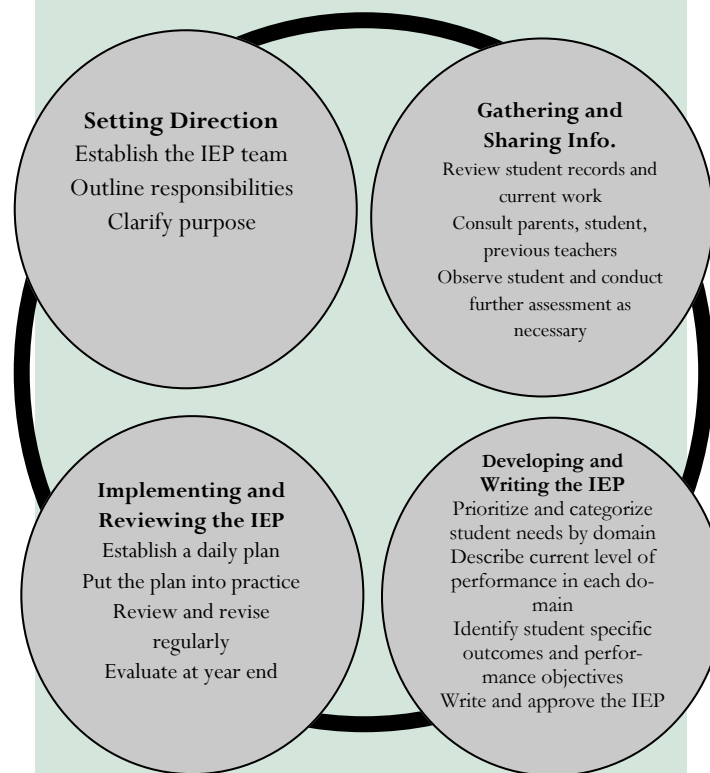
AN IEP MUST INCLUDE:

- Student identification and background information
- Current level of performance
- Student specific outcomes
- Performance objectives
- Methods, material strategies
- The names of the team members who will implement the IEP and the setting where it will be implemented.
- Plans and timelines for evaluation and review

AN IEP IS NOT...

- A description of everything that will be taught to a student
- Restricted to curricular/curriculum issues and concerns
- Is not just for students with severe disabilities
- Drawn on classroom resources alone

An Overview of the IEP Process



WHO NEEDS AN IEP?

- Students requiring support to meet the curriculum outcomes.
- Students receiving Low Incident categorical support from Manitoba Education.
- Students in Senior Years receiving the individualized (I) programming designation.
- Students in Senior Years receiving a modification (M) course designation on an individual course basis.
- Students receiving Group A URIS support.

Role of Parents/Guardians

What is your role?

- To provide an understanding of your child's past experiences, and his or her goals, interests and responses.
- To advocate for child.

How can I take part in the IEP planning?

- Have regular contact with the school.
- Take an active role in the decisions made for your child.
- Ask about services and resource available.

Before the IEP meeting you may want to ...

- Discuss the agenda with the Student Services Resource Teacher or classroom teacher.
- Ask how your child may be part of the IEP process.
- Write down the thoughts and questions you want to talk about in the meeting.
- Think about your goals and hopes for your child.
- Think about the concern you want addressed.

At the meeting:

- Provide information about your child and how he or she learns and behave outside school.
- Ask questions if anything is unclear.
- Ask how you can help work on some goals at home.

After the meeting you can help by:

- Keeping in touch with the teacher or case manager.
- Working on the IEP goals at home.
- Telling the teacher of any change in the home that may affect his or her ability to work at school.