

MyEd Training Handout for New LSTs

NOTE: Always be in Student Services view to work on your IEPs

Plan Status and Dates

The Plan Status is determined by the start and end dates of the plan.

A *Plan Alert is triggered by an ACTIVE plan status.

- *Active -> Current. The plan you are following for the day to day support of the student*
- *Draft -> Future. A plan that you are preparing for a future implementation*



PlanName	Status	StartDate	EndDate
01 IEP-December 2017	Active	9/4/2017	6/30/2018
	Draft	9/5/2016	9/5/2017

- *Previous -> Past. A plan that was used in the past*



Student List :: 02 - |Last, First

*These picture symbols are alerts

Naming

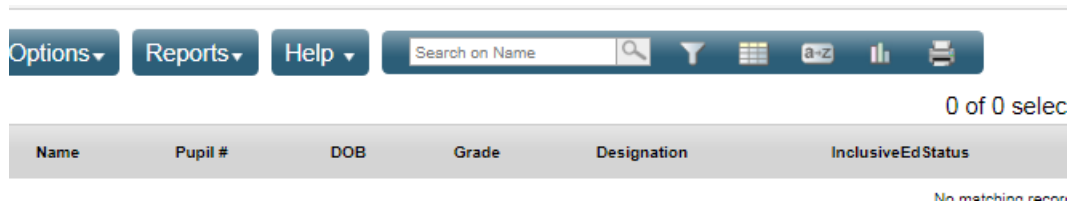
SD61 uses a convention for naming IEPs, for example, [61-IEP-September-2018](#).

When a new designation is brought into MyEd, the Plan will be named using this convention.

My Cases: Plan Details (Plan Tab)

To create a list of your caseload, you must first assign yourself as Case Manager.

From the [Student top tab](#), use the filter to select [All Records](#).



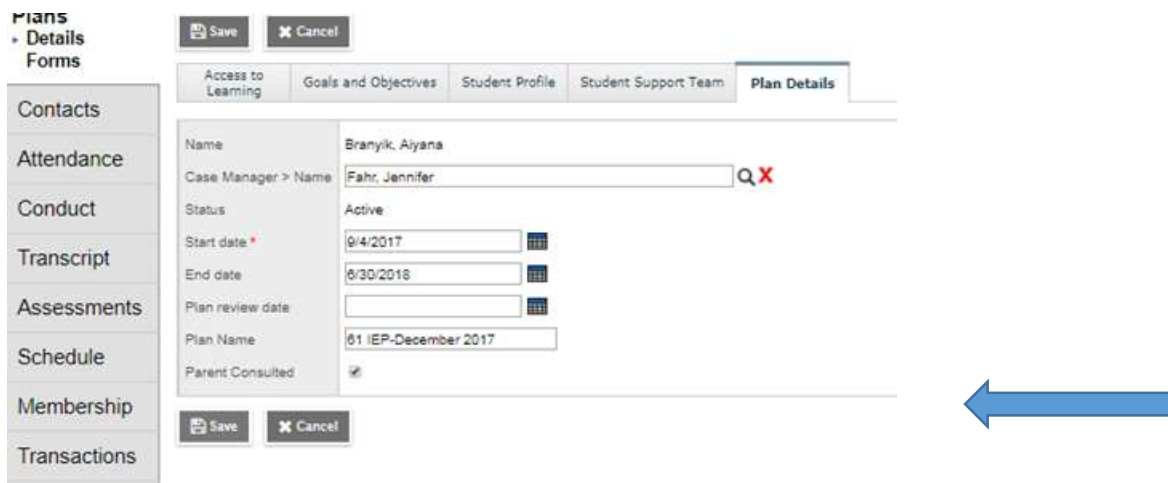
To assign yourself as Case Manager, open the **Active** plan and click on [Plan Details](#). Use the magnifying glass to access the pick list and choose your name from the list.** As you assign yourself, the students will appear on your [Current Cases](#). You can then filter for [My Cases](#) rather than [All Records](#).

1. Student top tab
2. Filter for "All Records"
3. Click on Student Name
4. Click Plans side tab
5. Click on the Active Plan Name
6. Click on the Plan Details top tab
7. Assign yourself as Case Manager using the magnifying glass
- 8. Click Save**

The screenshot shows the 'Plan Details' form. At the top are 'Options', 'Reports', and 'Help' dropdown menus. Below them are 'Save' and 'Cancel' buttons. The form has several tabs: 'Access to Learning', 'Goals and Objectives', 'Student Profile', 'Student Support Team', and 'Plan Details'. The 'Plan Details' tab is active. The form fields are: 'Name' (Branyik, Aiyana), 'Case Manager > Name' (Fahr, Jennifer), 'Status' (Active), 'Start date' (9/4/2017), 'End date' (8/30/2018), 'Plan review date', 'Plan Name' (81 IEP-December 2017), and 'Parent Consulted'. A magnifying glass icon is circled in orange next to the 'Case Manager > Name' field, with a blue arrow pointing to it. A callout box with a black border contains the text: '**Use the magnifying glass to choose your name from the list'.

Parent Consultation

The **Plan Details** tab is also where you will check the box for **Parent Consultation**. This box **MUST** be checked on **all IEPs**.



The screenshot shows a software interface for editing an IEP plan. On the left is a sidebar with menu items: Plans, Details, Forms, Contacts, Attendance, Conduct, Transcript, Assessments, Schedule, Membership, and Transactions. The main area has tabs for 'Access to Learning', 'Goals and Objectives', 'Student Profile', 'Student Support Team', and 'Plan Details'. The 'Plan Details' tab is active, showing a form with the following fields: Name (Branyik, Aiyana), Case Manager > Name (Fahr, Jennifer), Status (Active), Start date (9/4/2017), End date (6/30/2018), Plan review date, Plan Name (61 IEP-December 2017), and Parent Consulted (checked). There are 'Save' and 'Cancel' buttons at the top and bottom of the form. A blue arrow points to the 'Parent Consulted' checkbox.

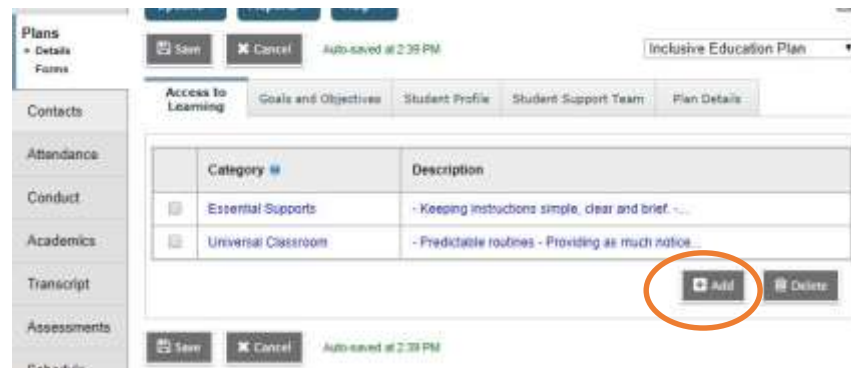
Once this box is checked and **saved**, it will print on the front page of the IEP.



The screenshot shows a form section with two main areas: 'Ministry Designation' (containing the letter 'A') and 'Parent/Guardian Information'. The 'Parent/Guardian Consultation' checkbox is checked. A blue arrow points to this checkbox.

Access to Learning (Plan Tab)

Access to Learning is the section of the Plan used for documenting essential and universal supports specific to the student and the current classroom setting.



Category	Description
Essential Supports	- Keeping instructions simple, clear and brief. -...
Universal Classroom	- Predictable routines - Providing as much notice...

1. Click Add
2. Use the drop down arrow in the *Category* column to select *Essential* or *Universal*
3. Use the free form box in the *Description* column to type in the supports specific to the student.
4. Click Save

Universal Classroom Supports:

These are supports that could be made available to any student to foster greater inclusion in the classroom. List supports here that are particularly helpful for this specific student.

Essential Supports:

These are supports identified through psycho-educational and/or medical testing and are necessary in order for the student to access the curriculum.

They may require the use of technology or the direct involvement of specialist support staff.

Student Profile

The image shows a 'Student Profile' form with three example profiles. Each profile has sections for 'My Interests', 'My Learning Preferences', and 'What You Need to Know About Me'. The profiles are:

- Profile 1 (Left):**
 - My Interests:** I like videos and video games. (Team meeting input) Kickboxing, making up his own comics, reading, video games, drawing.
 - My Learning Preferences:** (input was a drawing of a figure sitting in a box reading a book) (Team meeting input) Quiet working environment.
 - What You Need to Know About Me:** (input) I like food. I am anti-peanut butter.
 - Strengths:** Reading, spelling and handwriting. (Team meeting input) Loves learning.
 - Stretches:** Art. (Team meeting input) Expressive, independent school work.
- Profile 2 (Top Right):**
 - My Interests:** (Input from Parent, Grandparents and teacher) - playing and being with friends, - puzzles and building things.
 - My Learning Preferences:** (Input from Parent, Grandparents and teacher) - simple, clear and brief instructions, - see what needs to be done before doing it.
- Profile 3 (Bottom Right):**
 - My Interests:** (input) I like videos and video games. (Team meeting input) Kickboxing, making up his own comics, reading, video games, drawing. Tyler loves writing stories for his own enjoyment.
 - My Learning Preferences:** (input was a drawing of a figure sitting in a box reading a book) (Team meeting input) Quiet working environment, breaking large amounts of work into manageable chunks, routine, specific spot to work in, de-cluttered work space.

At the bottom of the form is the slogan "Save, Save, Savell!"

Note:

Diagnostic and medical information will be recorded in the **Functional Needs Assessment** field in the **Student Profile** tab. You may also record any reports (OT, PT, SLP, Vision, Hearing, medical, psychology) as well as the services the student receives. You may record the **Community Agency** for IBI students in this field.

***If a student meets criteria for more than one MOE designation category, enter the secondary category in this field.*

Functional Needs Assessment

Global Developmental Delay
Full-time shared EAP support
Individual Care Plan, Nursing Support, Sept 2017
OT/PT progress reports, Sept 2017
SLP progress report, May 2017

Student Support Team

User/Last	User/First	Name	Role
			SLP
			OT
			Education Assistant
			PT
			Coordinator
			Student
			Coordinator
			Case Manager
			Mother
			Teacher

All members involved in supporting the implementation of the IEP are listed in the [Student Support Team](#) tab. This should be District staff such as case manager, teacher, EA, administrator, SLP, Psychologist, OT, PT. Parents are also included.

**Outside agencies are not listed in this field. Their contributions are made as part of the IEP meeting, and are recorded using a sign-in sheet for record keeping.*

Goals and Objectives

1. Click the Add button to enter a Goal
2. Enter a Goal Number: **Goal numbers must be a unique numeric and/or alpha identifier.**
3. Select a Domain for the goal using the drop down arrow
4. Enter the name of the Position Responsible for implementing the goal's objectives (usually Teacher, sometimes Parent, SLP, OT, PT, LST...)
5. Type in the "Big Idea" goal in the Goal box
6. Enter a brief description of the student's current ability in relation to the goal in the Current Ability box
7. Click the Add button to add an Objective
8. Enter a sequence number
9. Type in the person (or people) responsible (Teacher, EA, LST, Case Manager,...)
10. Type in the specific Objective related to the goal in the Objective box
11. List the Strategies that will be used to support this objective in the Strategies box
12. In the *Objectives* Current ability box, enter the STATUS of the objective (in progress, achieved, improvement noted, etc.)
13. In the Method of Measuring Progress box, type in the method that will be used to track, monitor, record....the progress of the objective.
14. Click OK
15. **Click Save**

ID	Domain	Goal	Current Ability
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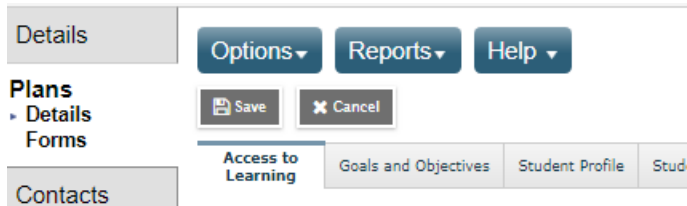
Method of Measuring Progress

Objective	Status
Responsible Person	Method

Buttons: Add, Cancel

Printing

To **print** the IEP, open the **current** IEP. Click on the **Reports** button above the IEP tabs.



From the drop-down, choose **Inclusive Education Plan**. Click **Run**, and the IEP will print to your screen as a PDF. You can download or print from there.

****Contact your District Learning Support Teacher or Sandra Dyck if you have questions.**