

## MyEd Handout for 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*
- *Previous -> Past. A plan that was used in the past*

**New Feature: Advanced Filter**  
The toggle next to the filter opens up an advanced filter function useful for narrowing a search using specific parameters.



### *Naming*

SD61 uses a convention for naming IEPs, for example, **61-IEP-(current month)-(current year)**. 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. Set the "Start Date" and "End Date" for the current school year
9. Update the plan name to reflect the current school year.
10. **Click Save**

The screenshot shows the 'Plan Details' form with the following fields and annotations:

- Name:** [Redacted]
- Case Manager > Name:** [Redacted]   (An arrow points to the 'QX' button with the callout: "\*\*Use the magnifying glass to choose your name from the list")
- Status:** Active
- Start date:** 9/4/2017 (An arrow points to the calendar icon with the callout: "\*\*Use the calendar icons to set the start and end dates for the current school year.")
- End date:** 8/30/2018 (An arrow points to the calendar icon with the callout: "\*\*Use the calendar icons to set the start and end dates for the current school year.")
- Plan review date:** [Empty]
- Plan Name:** R1 IEP-December 2017 (An arrow points to the text with the callout: "Type the 'Plan Name' directly into the box")
- Parent Consulted:** [Empty]

## Parent Consultation

The [Plan Details](#) tab is also where you will check the box for [Parent Consultation](#). Parents must be offered the opportunity to participate in the IEP process. This box **MUST** be checked on **all IEPs**.

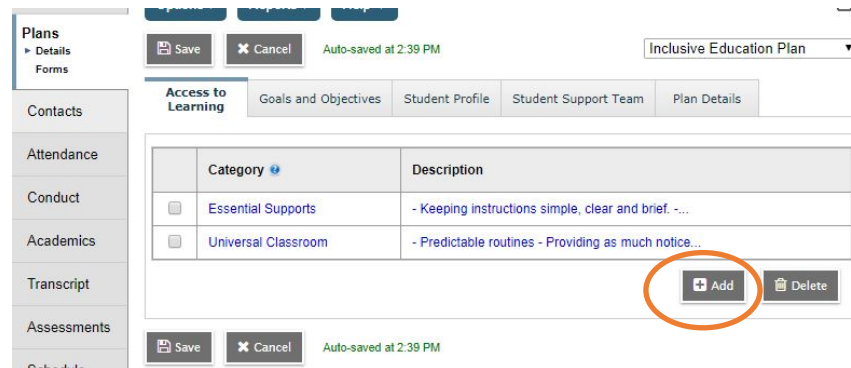
The screenshot shows a software interface for editing an IEP plan. On the left is a sidebar with menu items: Plans, Details, Forms, Contacts, Attendance, Conduct, Transcript, Assessments, Schedule, Membership, and Transactions. The main area has tabs for 'Access to Learning', 'Goals and Objectives',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

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

The screenshot shows the front page of an IEP form. It has two main sections: 'Ministry Designation' with a dropdown menu showing 'A', and 'Parent/Guardian Information' with a sub-section 'Parent/Guardian Consultation' containing a checked checkbox. A blue arrow points to this checkbox. Below the 'Parent/Guardian Information' section, there are fields for 'Mother Name' and 'Home Phone'.

## 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.



The screenshot shows the 'Access to Learning' tab in a software interface. The interface includes a sidebar with navigation options like 'Plans', 'Contacts', 'Attendance', 'Conduct', 'Academics', 'Transcript', 'Assessments', and 'Schedule'. The main area displays a table with two columns: 'Category' and 'Description'. The 'Category' column has a dropdown arrow. The 'Description' column has a text input area. Below the table are 'Add' and 'Delete' buttons. The 'Add' button is circled in orange.

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 (Plan Tab)

The screenshot displays a 'Student Profile' form with several sections:

- My Interests:** 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 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
- My Interests:** [redacted]'s 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:** [redacted]'s 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.
- My Interests:** 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 from Parent, Grandparents and teacher)
  - simple, clear and brief instructions
  - see what needs to be done before doing it
- What You Need to Know About Me:** [redacted] input) I like food. I am anti-peach.
- Strengths:** Reading, spelling and writing. (Team meeting input) Loves learning.
- Stretches:** Art. (Team meeting input) Expressive and directed school work.

Save, Save, Save!!!

### Note:

Diagnostic and medical information will be recorded in the **Other Relevant Information** 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.*

Other Relevant Information
Diagnosis of Autism, VICAN, August, 2017 Infantile Spasms, Dr. [redacted] Feb 2017 SLP progress reports OT progress reports PT progress reports EA full time

## Student Support Team (Plan Tab)

Sort Order	UsualLast	UsualFirst	Name	Role
<input type="checkbox"/> 0			██████████	Parents
<input type="checkbox"/> 0			██████████	Occupational Therapist
<input type="checkbox"/> 0			██████████	Physical Therapist
<input type="checkbox"/> 0			██████████	Speech Language Pathologist
<input type="checkbox"/> 0			██████████	Teacher
<input type="checkbox"/> 0			██████████	Educational Assistant

Sort Order
<input type="checkbox"/> 1
<input type="checkbox"/> 2
<input type="checkbox"/> 3
<input type="checkbox"/> 4
<input type="checkbox"/> 5
<input type="checkbox"/> 6
<input type="checkbox"/> 7

### **New Feature: Sort Order**

To control the order people's names appear on the printed IEP, now we can assign a number to each row of the **Student Support Team** list. It's recommended that the parents/guardian name appear first in this list.

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 (Plan Tab)

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

Access to Learning

**Goals and Objectives**

Student Profile

Student Support Team

Plan Details

**Goals**

ID	Domain	Goal	Current

Goal Number

Domain

Category

Subcategory

Position Responsible

Goal

Goal Bank Selection | [Add to Goal Bank](#)

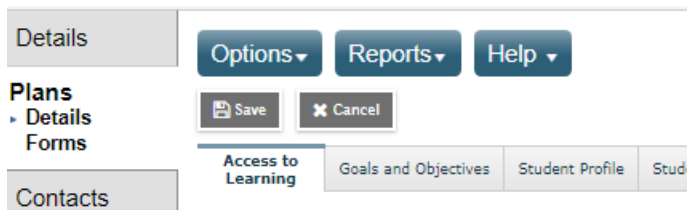
Current Ability

**Objectives**

SeqNo	Person Responsible	Objective	Strategies	Current Ability	Method of Measuring Progress
No matching records					

## Printing

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



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

**\*\*Contact the GVSD Help Desk if you have questions.**