

## MyEd Training Handout for LSTs

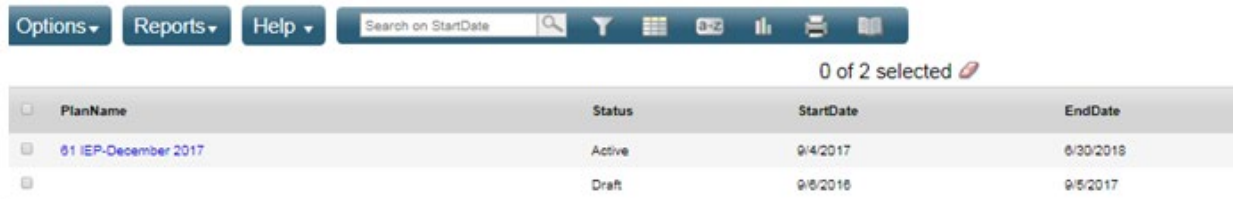
**NOTE: Always be in Student Services view to work on your IEPs**

### *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*



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

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



Student List :: 02 - |Last, First

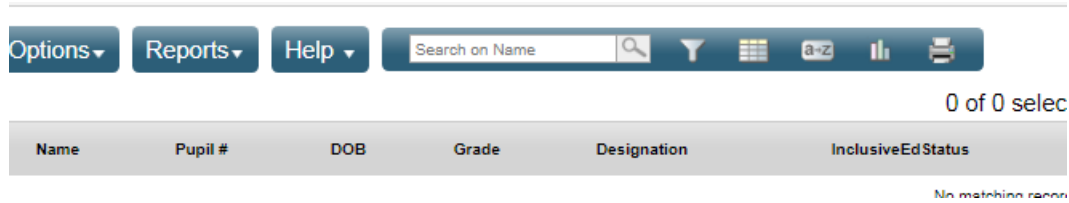
\*These picture symbols are alerts

### *Naming*

SD61 uses a convention for naming IEPs, for example, **61-IEP-(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:** Branyik, Alyana
- Case Manager > Name:** Fahr, Jennifer (with a magnifying glass icon circled in orange and a blue arrow pointing to it from a text box: "\*\*Use the magnifying glass to choose your name from the list")
- Status:** Active
- Start date:** 6/4/2017 (with a calendar icon circled in orange and a blue arrow pointing to it from a text box: "\*\*Use the calendar icons to set the start and end dates for the current school year.")
- End date:** 6/30/2018 (with a calendar icon circled in orange and a blue arrow pointing to it from the same text box)
- Plan Name:** R1 IEP-December 2017 (with the text circled in orange and a blue arrow pointing to it from a text box: "Type the 'Plan Name' directly into the box")

Buttons for "Save" and "Cancel" are visible at the top and bottom of the form.

## 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**.

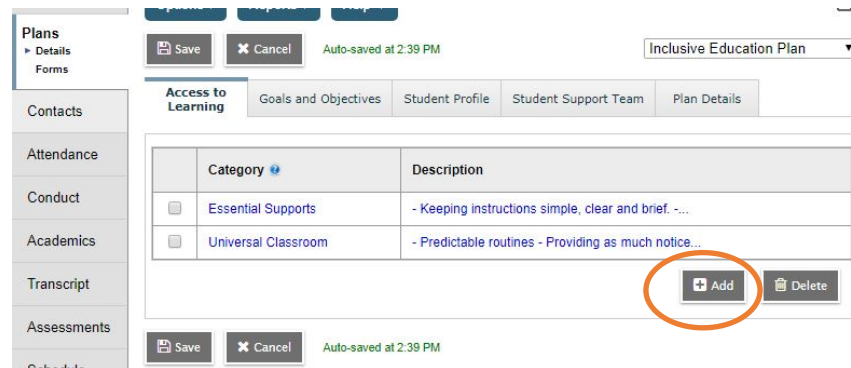
The screenshot shows a software interface for editing an IEP plan. On the left is a sidebar with menu items: Plans, Details, Forms, Contacts, Attendance, Conduct, Transcript, Assessments, Schedule, Membership, and Transactions. The main area has tabs for 'Access to Learning', 'Goals and Objectives', '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 (8/30/2018), Plan review date, Plan Name (01 IEP-December 2017), and Parent Consulted (checked). A blue arrow points to the 'Parent Consulted' checkbox. There are 'Save' and 'Cancel' buttons at the top and bottom of the form.

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 parts. The first part is 'Ministry Designation' with a dropdown menu showing 'A'. The second part is 'Parent/Guardian Information' with fields for 'Mother Name' and 'Home Phone'. To the right of these fields is a 'Parent/Guardian Consultation' checkbox, which 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.



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)

**Student Profile**

**My Interests**  
[input] I like videos and video  
(Team meeting input) Kickboxing, me

**My Learning Preferences**  
[input] input was a drawing of a figure  
(Team meeting input) Quiet working e

**What You Need to Know About Me**  
[input] I like food. I am anti-p

**Strengths**  
[input] Reading, spelling and  
(Team meeting input) Loves learning

**Stretches**  
[input] Art  
(Team meeting input) Expressive lan- directed school work.

**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

**My Interests**  
[input]'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**  
[input]'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

**Save, Save, Save!!!**

### 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 (Plan Tab)

UsualLast	UsualFirst	Name	Role
			SLP
			OT
			Education Assistant
			PT
			Grandmother
			Student
			Grandfather
			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 (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**

The screenshot displays the 'Goals and Objectives' section of a software interface. At the top, there are navigation tabs: 'Access to Learning', 'Goals and Objectives' (selected), 'Student Profile', 'Student Support Team', and 'Plan Details'. Below the tabs is a table with the following structure:

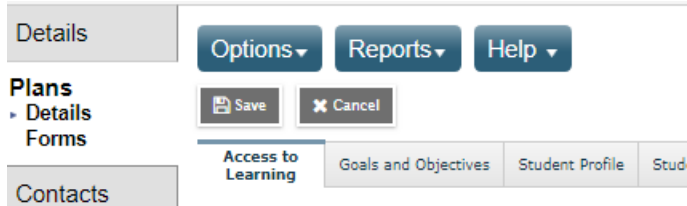
Goals			
ID	Domain	Goal	Current Ability

Below the table is a form for adding a new goal. The form includes the following fields and sections:

- Goal Number: Text input field.
- Domain: Drop-down menu.
- Category: Text input field.
- Subcategory: Text input field.
- Position Responsible: Text input field.
- Goal: Text input field.
- Current Ability: Text input field.
- Objectives: A table with columns: SeqNo, Person Responsible, Objective, Strategies, Current Ability, Method of Measuring Progress. Below this table is the text 'No matching records'.
- Buttons: 'Add', 'Cancel', 'OK', and 'Save'.

## 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 the GVSD Help Desk if you have questions.**