How to Navigate the new SSDAS IEP
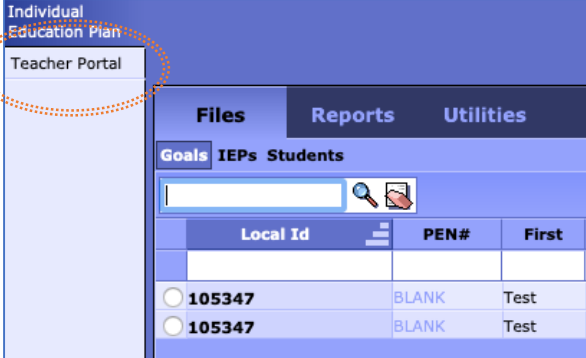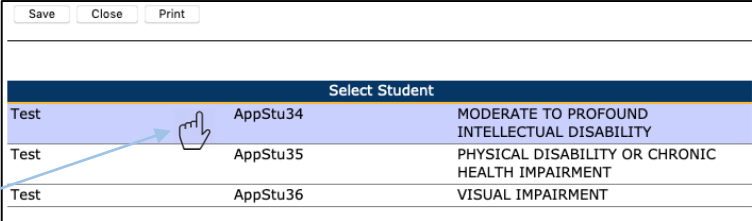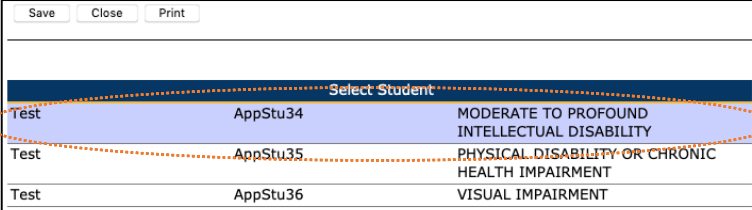
November 2020

This tutorial will show you how to navigate the new SSDAS IEP.
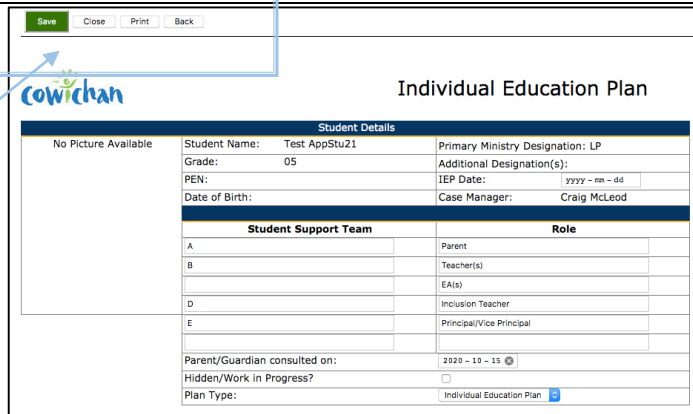You must be assigned case manager to a student by Tech Services to view the student.
A student may have more than one case manager.

Use only Safari or Firefox. Navigate to the SSDAS website to login. https://www.awinfosys.com/das2/sd79/default.asp Enter username and password. Email techservices@sd79.bc.ca if you need a user/password.	**SSDAS** *Student, School and District Administration System* **Please enter login information** User Name: Password: Login ➔ **Parents** You must activate your child. If you have more than one child each child needs to be activated. Please click here to activate your child(ren) and/or if you have forgotten your username or password.
Once logged in, on the sidebar, click on Teacher Portal.	Individual Education Plan — Teacher Portal — **Files Reports Utilities** — **Goals** IEPs Students — Local Id PEN# First — 105347 BLANK Test — 105347 BLANK Test
Click on IEP Entry.	Things to do... — SSDAS Home — Remedy — IEP Entry — Change Password — Logout — LEARN COWICHAN
You will now see the following list of students to select from: Hover on the selected student you wish to edit/create IEP for and the selected student name will turn blue.	Save Close Print — Select Student — Test AppStu34 MODERATE TO PROFOUND INTELLECTUAL DISABILITY — Test AppStu35 PHYSICAL DISABILITY OR CHRONIC HEALTH IMPAIRMENT — Test AppStu36 VISUAL IMPAIRMENT
Click on the highlighted student and an IEP window will open.	Save Close Print — Select Student — Test AppStu34 MODERATE TO PROFOUND INTELLECTUAL DISABILITY — Test AppStu35 PHYSICAL DISABILITY OR CHRONIC HEALTH IMPAIRMENT — Test AppStu36 VISUAL IMPAIRMENT
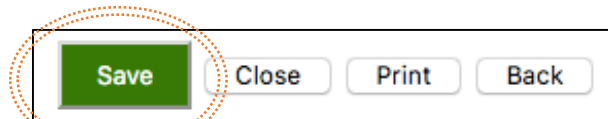
<u>Save, Close, Print, Back</u> Located at the top left of the screen. It remains fixed there as you scroll through the IEP.	 Individual Education Plan
Click green **Save** button often. (It takes a few seconds and a popup IEP Saved will appear).	
Click **Close** to close IEP window (remember to save first!).	
Click **Print** and wait for print box to pop up. <mark>Note:</mark> Ensure print headers and footers is unchecked.	
Click **Back** to return to caseload list.	
<u>Student Details Section</u> This section is auto populated. Primary Ministry Designation and Case Manager(s) will also auto populate. Additional designation will soon be fillable.	
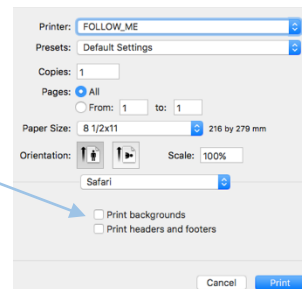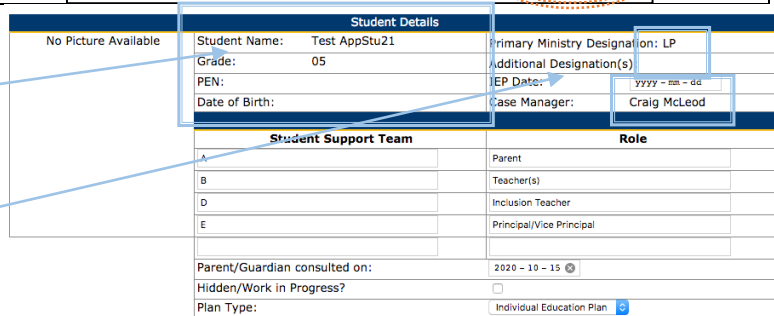
Enter **Student Support Team** members and **Role**. Once all boxes are filled and you save another box will appear.	**Student Support Team** / **Role** table: A — Parent B — Teacher(s) D — Inclusion Teacher E — Principal/Vice Principal
Enter date IEP started.	Additional Designation(s): IEP Date: yyyy – mm – dd Case Manager: Craig McLeod
Enter date of IEP meeting or Parent/Guardian consultation.	Parent/Guardian consulted on: 2020 – 10 – 15
Ensure **Hidden/Work in Progress** button is checked to hide from others while in draft version.	Hidden/Work in Progress? ☐
Dropdown select either Individual Education Plan or Learning Plan.	Plan Type: Individual Education Plan
<ins>**Personal Profile and Learning Profile Section**</ins> Boxes can be dragged larger by grabbing lower right corner of box. Click focus area(s) for the year. Clicking icon of Core Competency will open a browser window and link to clicked Core Competency.	My Personal Profile — My Interests / My Learning Preferences / What you need to know about me. My Learning Profile — Thoughts from my team / Personal / Social / Intellectual; My Strengths; My Stretches; My Focus Area This Year; Core Competency connections: Positive Personal +, Personal Awareness +, Communication, Social responsibility, Creative thinking, Critical thinking
Complete personal profile with student, parent, teacher and/or other input.	My Personal Profile My Interests: – drawing with a pencil – gymnastics and dance – helping people My Learning Preferences: – talking and writing What you need to know about me: – I'm super shy. – when I see someone I know I feel really happy. – I'm good at drawing, adding and subtracting, and dancing.
Complete learning profiles with student, parent, teacher, and/or other's input.	My Learning Profile Thoughts from my team / Personal / Social / Intellectual My Strengths: Keep my desk neat and look after my books. / Hang out, dance. Work on projects with a partner. / Talking helps me learn. Reading helps me understand. My Stretches: Asking for help when I'm confused. Listening / I feel shy in a big group. Team Thoughts: / Listening better. Team Thoughts:

Supports and Plans Section

Enter various supports/plans provided and the date the support/plan was first implemented.

Clicking on the **Universal**, **Essential** or **Supplementary** heading will open browser window and link to examples of each. Note: Do not be in full screen or your IEP will auto close and unsaved changes will be lost. Hold "control" and click then select "open in new window".

Core Competency Section

Important: Select drop down **Core Competency** and **Goal** first. If you enter in or copy and paste information into the objective boxes only and try and save the information will be lost. Chose from preset options and/or customize **Core Competency** and/or **Goal**.

Enter the objective in the **Objective:** box.

This is also where you may enter current level of functioning and progress updates for each objective.

If you fill all goal and/or objective boxes and save an additional box will populate. You must click save for the additional box to populate.

<u>Curricular Competency Section</u> **Important:** Select drop down **curricular area** and input **"Big Idea:"** first. If you enter in or copy and paste information into the objective boxes only and try and save the information will be lost. Chose from preset options and/or customize curricular area.	**Curricular Competency-Based Goals** Area of Learning: Preset: [Mathematics] Teacher/Support Staff: Classr assist Custom: Mathematics Big Idea: Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers. Learning Standard: Develop mental math strategies and abilities to make sense of quantities by Objective: understanding the relationship between digit places to 100,000. Oct 2020-emerging (knows ones and tens place value) Instructional Strategies: place value chart, Objective: Instructional Strategies:
Big Idea: is clickable and links to the "BC's New Curriculum" page. You can copy and paste or enter customized "Big Idea". Enter **Learning Standard:** These can be referenced on "BC's New Curriculum" page or enter customized Learning Standard. **Note:** Do not be in full screen or your IEP will auto close and unsaved changes will be lost. Hold "control" and click then select "open in new window".	**Curricular Competency-Based Goals** Area of Learning: Preset: [Mathematics] Teacher/Support Staff: Classr assist Custom: Mathematics Big Idea: Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers. Learning Standard: Develop mental math strategies and abilities to make sense of quantities by Objective: understanding the relationship between digit places to 100,000. Oct 2020-emerging (knows ones and tens place value) Instructional Strategies: place value chart, Objective: Instructional Strategies:
Enter the objective in the **Objective:** box. This is also where you may enter current level of functioning and progress updates for each objective.	Standard: Objective: understanding the relationship between digit places to 100,000. Oct 2020-emerging (knows ones and tens place value) Objective:
Space to add **Additional Comments:** that are pertinent to know, but not directly related to IEP. You may upload files here: ex. (behaviour plan, health plan, seizure plan, etc.)	Additional Comments: File(s):

Select date and enter descriptor of assessment. Ex. (VICAN report, psych-ed, etc). <mark>Note:</mark> Only enter 1-2 of the most recent and/or pertinent assessment(s).	**Assessments/Support** **Date** | **Assessment/Support** yyyy - mm - dd yyyy - mm - dd yyyy - mm - dd
End of year review, transition notes and considerations for following year.	**Transitions and Recommendations** Accomplishments: What strategies have worked well: Considerations for next year: Transition Plan Summary: