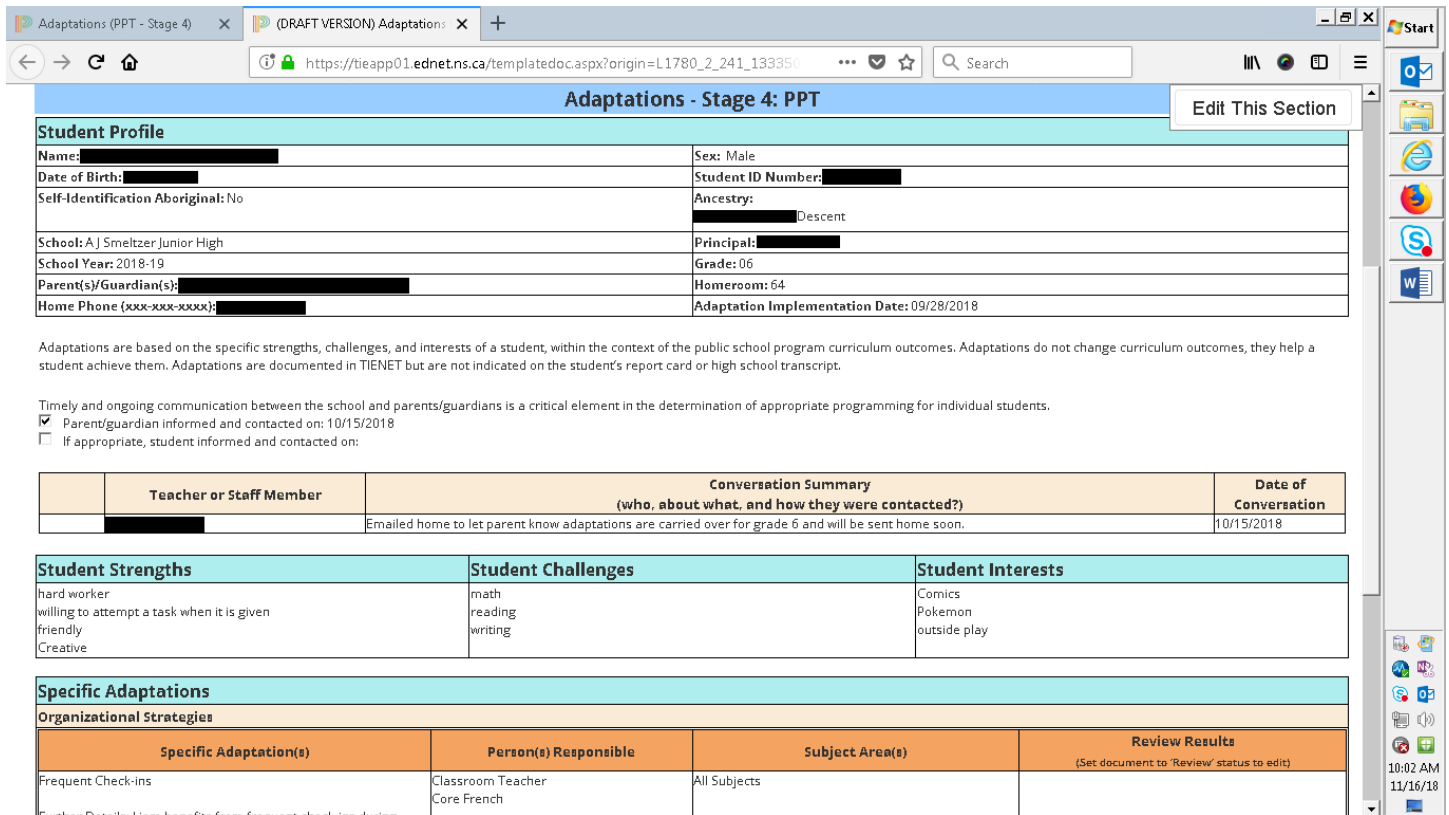


As part of our ongoing improvements, we are pleased to provide the third release of changes to TIENET.

## 1. Improve Layout of Individual Program Plan (IPP) and Adaptations

To improve ease of use, usability, and reduce confusion, we improved the layout of IPPs and Adaptations. This included adding more white space and organizing the documents to be more intuitive. Keep in mind, all IPPs and Adaptations in 'Draft' or 'Review' status will have the new layout automatically applied.

### Previous: Adaptations layout



**Adaptations - Stage 4: PPT** Edit This Section

**Student Profile**

Name: [REDACTED]	Sex: Male
Date of Birth: [REDACTED]	Student ID Number: [REDACTED]
Self-Identification Aboriginal: No	Ancestry: [REDACTED] Descent
School: A.J Smeltzer Junior High	Principal: [REDACTED]
School Year: 2018-19	Grade: 06
Parent(s)/Guardian(s): [REDACTED]	Homeroom: 64
Home Phone (xxx-xxx-xxxx): [REDACTED]	Adaptation Implementation Date: 09/28/2018

Adaptations are based on the specific strengths, challenges, and interests of a student, within the context of the public school program curriculum outcomes. Adaptations do not change curriculum outcomes, they help a student achieve them. Adaptations are documented in TIENET but are not indicated on the student's report card or high school transcript.

Timely and ongoing communication between the school and parents/guardians is a critical element in the determination of appropriate programming for individual students.

Parent/guardian informed and contacted on: 10/15/2018  
 If appropriate, student informed and contacted on:

Teacher or Staff Member	Conversation Summary (who, about what, and how they were contacted?)	Date of Conversation
[REDACTED]	Emailed home to let parent know adaptations are carried over for grade 6 and will be sent home soon.	10/15/2018

Student Strengths	Student Challenges	Student Interests
hard worker willing to attempt a task when it is given friendly Creative	math reading writing	Comics Pokemon outside play

**Specific Adaptations**

Specific Adaptation(s)	Person(s) Responsible	Subject Area(s)	Review Results (Set document to 'Review' status to edit)
Frequent Check-ins Further Details: Liam benefits from frequent check-ins during	Classroom Teacher Core French	All Subjects	

## Update: Adaptations layout

**Adaptations - Stage 4 (PPT)**  
 Implementation Date: 11/22/2018

**Student Profile: Dillard, Lane Charles Storey**

<b>Name:</b> Dillard, Lane Charles Storey	<b>Ancestry:</b>	<b>School Year:</b> 2018-19
<b>Student ID:</b> 24152	<b>Self-Identification Aboriginal:</b> No	<b>School:</b> Advocate District School
<b>Sex:</b> Male	<b>Parent(s)/Guardian(s):</b> Vladimir Britt,	<b>Principal:</b>
<b>DOB (mm/dd/yyyy):</b> 06/16/2002	Rebecca Clarke	<b>Program:</b>
<b>Grade:</b> 04	<b>Home Phone:</b> 555-555-5555	<b>Homeroom:</b> 200

**Notifications**

Timely and ongoing communication between the school and parents/guardians is a critical element in the determination of appropriate programming for individual students.

Parent/guardian informed and contacted on:

If appropriate, student informed and contacted on:

**Conversation Log**

Teacher or Staff Member	Conversation Summary (who, about what, and how they were contacted?)	Date of Conversation
B. Student Strengths, Challenges, and Interests (S/C/I)		

## 2. Simplified Print View of IPP for Parents/Guardians

You may continue to print the IPP as normal, but a new parent-print version of the IPP is now available on the print screen. The parent-print view **hides** the four SIO-related boxes (marked with a red border) from the printed hardcopy for parents/guardians:

**Specific Individualized Outcome(s)** – Specific individualized outcomes are statements outlining steps that lead to the attainment of the annual individualized outcomes. Specific individualized outcomes are arranged according to the development process involved and expected progression toward identified annual outcomes.

IPP Course Code	Specific Individualized Outcome	Instructional Strategies	Assessment Strategies (conversations, observations, products, etc.)	Resources (materials, assistive technology, equipment, etc.)	Person(s) Responsible for Implementation and Evaluation (Name and Position)
					<a href="#">Click here for IPP Matrix</a>
Ongoing Evidence of Learning (conversations, observations, products). Please also specify author(s) and date.					

To print the parent-print version of the IPP:

- a. Open the IPP you wish to send a shortened version to the parents/guardians.
- b. Pull down the **Print...** menu and select **Selected Sections**
- c. Click the **Select All** button to check all sections
- d. Pull down the **Print For** menu and select **Parents/Guardians**
- e. Click the **OK** button
- f. Follow the prompts to send the document to your printer

Print Selected Sections ✕

**Print large spaces for hand writing**

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**Print which sections?**

Supporting Information

Description of Individual Program Plan

**Transition Planning \***

**Signatures \***

*\* Sections in bold-face are not complete*

**Print For?**

### 3: Meeting Minutes Improvements

The following improvements have been made to both the *Student Meeting Minutes* and *School Meeting Minutes*:

- (a) Automatically bring forward the participants list from the previous meeting minutes.

**Previous:** users had to manually add one participant at a time to every meeting minute document.

**Meeting Participants:**

<b>Name:</b>	
Vladimir Britt	
Rebecca Clarke	
<input type="button" value="↻"/> <input type="button" value="↑"/> <input type="button" value="↓"/> <input type="button" value="×"/>	PAMBEHAVIOUR (Behaviou (ID) <input type="text" value="lookup"/> / <input type="text" value="non-lookup"/>
<input type="button" value="↻"/> <input type="button" value="↑"/> <input type="button" value="↓"/> <input type="button" value="×"/>	PAMSCHOOLADMIN (Schoc (ID) <input type="text" value="lookup"/> / <input type="text" value="non-lookup"/>
<input type="button" value="↻"/> <input type="button" value="↑"/> <input type="button" value="↓"/> <input type="button" value="×"/>	<input type="text" value=""/> (ID) <input type="text" value="lookup"/> / <input type="text" value="non-lookup"/>
<input type="button" value="+ Add Row"/>	

**Update:** users now only have to add participants into the *first* meeting minutes document of the school year. After that, the meeting participants will automatically populate into future meeting minutes. Users can then manually add or remove any participants that were auto-populated. That revised list of participants will then automatically populate into the next meeting minutes within the same school year.

- (b) Allow participants to be auto-populated from a Group created in the built-in Communication module.

**Previous:** participants could not be created from a Group.

**Update:** Both the *Student Meeting Minutes* and *School Meeting Minutes* now have a button to **Insert Staff from a Messaging Group**.

**Meeting Participants:**

Name:	Title:	Attending:
Baker Smith	Parent/Guardian	<input type="checkbox"/> Y <input type="checkbox"/> N
Bo Patterson	Parent/Guardian	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="button" value="↻"/> <input type="button" value="↑"/> <input type="button" value="↓"/> <input type="button" value="×"/>	<input type="text" value=""/> (ID) <input type="text" value="lookup"/> / <input type="text" value="non-lookup"/>	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="button" value="+ Add Row"/>		
<input type="button" value="Insert Staff From Messaging Group"/>		

To populate the meeting participants from a Group created in TIENET's Communication module:

- a. Open the *Student Meeting Minutes* or *School Meeting Minutes*
- b. Click the button **Insert Staff From Messaging Group**
- c. Click **Select** next to the Group ID you wish to populate from, or click **+ Add New Messaging Group** and enter the following data into the popup window:
  - i. Group ID
  - ii. Description
  - iii. Users In This Group
  - iv. Sharing Options
  - v. Click **Save**
  - vi. Click **Select** next to your newly created group.
- d. The document's meeting participants will then automatically populate from this group.

## 4. Some Documents to be Auto-Finalized when Files Attached

In March 2018 we applied a new “Bulk-Finalization” feature that automatically sets documents to *Final* status after a period of inactivity (e.g., not edited for 60 days).

In January 2019 we will further reduce workload for users by applying “Auto-Finalization” to 22 documents. These documents will automatically get set to Final one minute after a file is attached to the document. Keep in mind, files can continue to be attached to a document in Final status; there’s no need to unfinalize it first.

Category	TIENET Document Name	Finalize after period of inactivity	Finalize after file is attached?	
Program Planning	Request for a Team Meeting	90 days	Yes	
	Student Special Transportation Needs (Referral)	60 days	-	
	Student Transition Plan (for students not on IPP)	90 days	-	
Reports/Transcripts (IPP)	IPP - High School Work Placement Record	60 days	-	
	Individual Program Plan Report	40 days	-	
Additional Programming Information	Programming Document	25 days	Yes	
Confidential Record - Meeting Minutes	Student Meeting Minutes	25 days	Yes	
Confidential Record - School/Board Documents	Assistive Technology	25 days	Yes	
	Autism Spectrum Disorder (School/Board)	25 days	Yes	
	Behavioural Report	25 days	Yes	
	Consent Forms & Information Sharing Forms	60 days	Yes	
	Level A & B Assessment Report	25 days	Yes	
	Psycho-Educational (School/Board)	25 days	Yes	
	Severe Learning Disability	25 days	Yes	
	Speech Language Pathology (School/Board)	25 days	Yes	
	Suspension (Greater than 10 Days)	25 days	Yes	
	Confidential Record - External Documents	Autism Spectrum Disorder (External)	25 days	Yes
		Community Services	25 days	Yes
		Early Intervention	25 days	Yes
		Justice (Other than YCJA File)	25 days	Yes
Medical/Physical Health		25 days	Yes	
Mental Health & Addictions		25 days	Yes	

	Physio & OT Report	25 days	Yes
	Psycho-Educational (External)	25 days	Yes
	Speech Language Pathology (External)	25 days	Yes
	Vision & Hearing Report	25 days	Yes

## 5: Tabular results data to have zebra stripes to improve readability

Long tables of data (e.g. Reports and student's document library) will have alternating zebra stripes to improve readability.

**Previous:** long lists of data didn't have alternating zebra stripes.

**Update:** The Student document library and Standard Reports now have zebra stripes, making them easier to read.

**Adaptations (PPT - Stage 4): Advocate District School**

Type	Modified on	Current School	Document Created At	ID	Last Name	First Name	Doc Status	School Year	Current Grade	Active?	Sex	Implementation Date	Proposed Review Date	Actual Review Date	Last Modified On	Current IPP?	Aborted
Stage 4 (PPT)	08/28/2018, 08:27 PM	Advocate District School	Advocate District School	24147	Barnett	McKenzie	Draft	2018-19	03	Yes	Female	08/16/2018			08/28/2018, 08:27 PM	Yes	No
Stage 4 (PPT)	09/27/2018, 09:41 PM	Advocate District School	Advocate District School	24113	Batess	Idona	Final	2018-19	12	Yes	Female	08/01/2018	01/08/2019	09/20/2018	09/27/2018, 09:41 PM	Yes	No
Stage 4 (PPT)	09/28/2018, 10:21 AM	Advocate District School	Advocate District School	24113	Batess	Idona	Draft	2018-19	12	Yes	Female	09/07/2018	11/05/2018		09/28/2018, 10:21 AM	Yes	No
Stage 4 (PPT)	08/16/2018, 02:26 PM	Advocate District School	Advocate District School	24106	Kirby	Felix	Draft	2018-19	03	Yes	Male	08/16/2018			08/16/2018, 02:26 PM	No	No
Stage 4 (PPT)	08/16/2018, 09:54 AM	Advocate District School	Advocate District School	24132	Wyatt	Malcolm	Draft	2018-19	08	Yes	Male	08/16/2018			08/16/2018, 09:54 AM	Yes	No

5 Documents

**Adaptations (PPT - Stage 4): Bayview Community School**

Type	Modified on	Current	Document	ID	Last Name	First	Doc	School	Current	Active?	Sex	Implementation	Proposed	Actual	Last Modified	Current	Aborted
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