

MyEd Handout for Case Managers

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

Getting Started

Plan Status and Dates

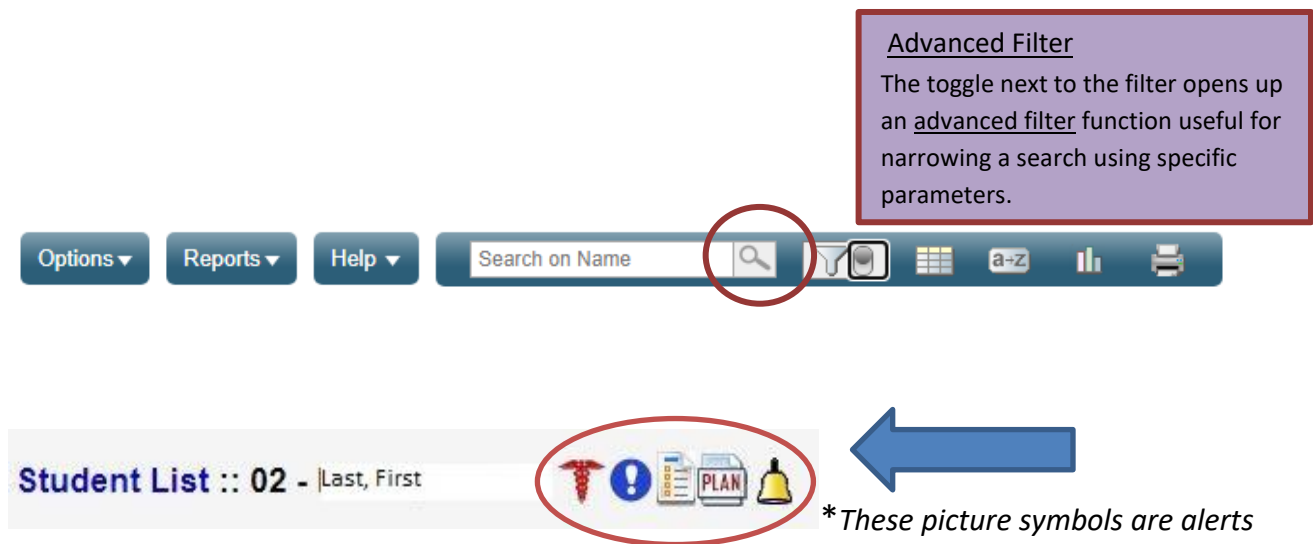
The Plan Status is determined by the start and end dates of the plan.

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*

Advanced Filter

The toggle next to the filter opens up an advanced filter function useful for narrowing a search using specific parameters.



Options ▾ Reports ▾ Help ▾ Search on Name [Search Icon] [Filter Icon] [Grid Icon] [a-z] [Bar Chart Icon] [Print Icon]

Student List :: 02 - Last, First [Alert Icons]

*These picture symbols are alerts

Naming

SD61 uses a convention for naming IEPs, for example, 61-IEP-(current school year as of September). When a new designation is brought into MyEd, the Plan will be named using this co

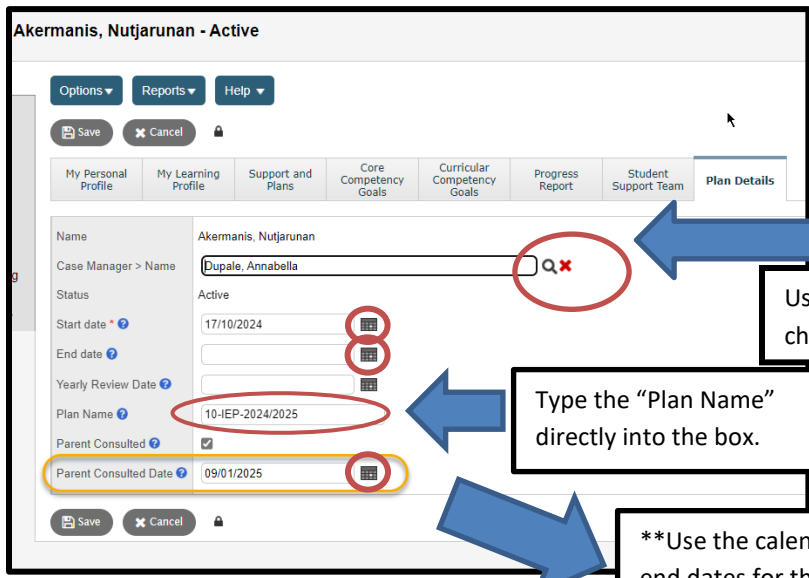
My Cases: Plan Details Top Tab

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 the "Parent Consulted" box
11. Enter the date the parents/guardians were consulted using the date picker
- 12. Click Save**



Akermanis, Nutjarunan - Active

Options ▾ Reports ▾ Help ▾

Save Cancel

My Personal Profile My Learning Profile Support and Plans Core Competency Goals Curricular Competency Goals Progress Report Student Support Team **Plan Details**

Name: Akermanis, Nutjarunan

Case Manager > Name: 

Status: Active

Start date: 

End date: 

Yearly Review Date: 

Plan Name:

Parent Consulted: ☒

Parent Consulted Date: 

Save Cancel

Use the magnifying glass to choose your name from the list

Type the "Plan Name" directly into the box.

**Use the calendar icons to set the start & end dates for the current school year and the date of Parent consultation.

Plan Details (Plans Side Tab)

From the Plans Side Tab, IEP details are entered into top tabs: *My Personal Profile*, *My Learning Profile*, *Support and Plans*, *Core Competency Goals*, *Curricular Competency Goals*, *Student Support Team*, and *Plan Details*.

My Personal Profile

My Personal Profile	My Learning Profile	Support and Plans	Core Competency Goals	Curricular Competency Goals	Progress Report	Student Support Team	Plan Details
My Interests	I love my family. I like to hug them and I like when we go to the park. I like playing with my friends and I like basketball. On my own I like to watch YouTube and play Roblox. My favourite books are the Ivy & Bean Series. My family and team notices that I like going to school and I have a lot of interests: - playing and creating, Lego, cooking - socializing, playing games, and basketball - roller skating and ice skating - stories, reading, and drawing - dancing and music - going to the park						
Location of Evidence 1	IEP meeting notes, Who Am I Profile						
My Learning Preferences	An easy way for me to show what I know is by giving a thumbs-up. I want to get better at reading. My family and team notice that: - I like routine, clear and concise directions, visual instructions and prompting, consistency - I am a tactile/kinesthetic learner; I love manipulatives and sorting - Repetition and practice help me learn						
Location of Evidence 2	IEP meeting notes						
What You Need To Know About Me	I am funny and caring My family and team notice that - I am a sweet, happy, and humorous student who is curious and inquisitive about the world around me. I am now able to follow the group plan and like to follow what my peers are doing. - I can be hard to understand (expressive language disorder). I work with both the school SLP and private SLP - I am followed by a pediatrician (Dr. Gregoire): Developmental and medical concerns include challenges with communication. - I received a Psycho-educational assessment Spring, 2023, Rachel Howard-School psychologist. I am diagnosed and designated with a SLD in reading, writing and math.						
Location of Evidence 3	IEP meeting notes; Psycho-educational report						

- **My Interests, My Learning Preferences, What You Need To Know About Me** - Free form text fields
- **Location of Evidence1, Location of Evidence2, and Location of Evidence3** - Free form text fields which correspond to the *My Interests*, *My Learning Preferences*, and *What You Need To Know About Me* fields.
- Click **SAVE** if changes have been made.

Tip: Place your cursor over the blue information circle  for more information. Click the 'double boxes'  to open the text window bigger.

My Learning Profile

Details

Options
Reports
Help

Save
Cancel
Auto-saved at 11:18 AM
Competency Based Plan

My Personal Profile
My Learning Profile
Support and Plans
Core Competency Goals
Curricular Competency Goals
Progress Report
Student Support Team
Plan Details

Thoughts from my team

My Competency Area My Focus Area	Personal and Social Personal* Communication Thinking Personal and Social	My Strengths - I like my familiar friends from last year - I am assertive - I enjoy active play - I like imaginative play - I feel safe and happy at school	My Stretches My team notices I need support with: - being put on the spot can be uncomfortable for me
My Competency Area My Focus Area	Communication ☒	My Strengths My team notices that I am working hard on the goals I've made with SLP: Working on the sounds /sh/, /ch/, /l/, /s/	My Stretches My team thinks I need support with: - speech clarity, it can be difficult for some people to understand what I am saying - when I am excited or emotional, I need more time to get my thoughts and ideas out
My Competency Area My Focus Area	Thinking ☒	My Strengths My team notices: - I can copy writing - I respond well to support and am very coachable - I follow the group plan and expected behaviours - I am a calm flexible learner,	My Stretches My team thinks I could use support with: an extra check for understanding and positive, focused feedback for correcting or improving my work.

Save
Cancel
Auto-saved at 11:18 AM

- **Thoughts from my team** - Check this box if the learning profile was completed by the team members rather than in the student's own voice.
- **My Competency Area** - Use the drop down to select
- **My Strengths** and **My Stretches** - Free form text fields
- **My Focus Area** - Checkbox
- Click **SAVE** if changes have been made.

Please Note: The starred* heading in the drop-down menu is a previous heading. Headings should be selected from the updated (not starred) language.

Support and Plans

Details
Plans
Forms
Contacts
Attendance
Conduct
Academics
Transcript
Assessments
Schedule
Membership
Transactions
Documents
Snapshots

Options
Reports
Help
Save
Cancel
Competency Based Plan

My Personal Profile
My Learning Profile
Support and Plans
Core Competency Goals
Curricular Competency Goals
Progress Report
Student Support Team
Plan Details

☐

OK

Category	Support Type	Description
Essential Supports	Environmental	COMMUNICATION: - SLP intervention, physical cues to prompt to use correct sounds, use a mirror so that can see what mouth looks like when making sounds
Universal Classroom	Environmental	COMMUNICATION: - visuals, clear concise instructions

Add
Delete

Plans

Plans	Date
No matching records	

Add
Delete

Additional Comments

See IEP file for SLP, OT

Save
Cancel

Supports

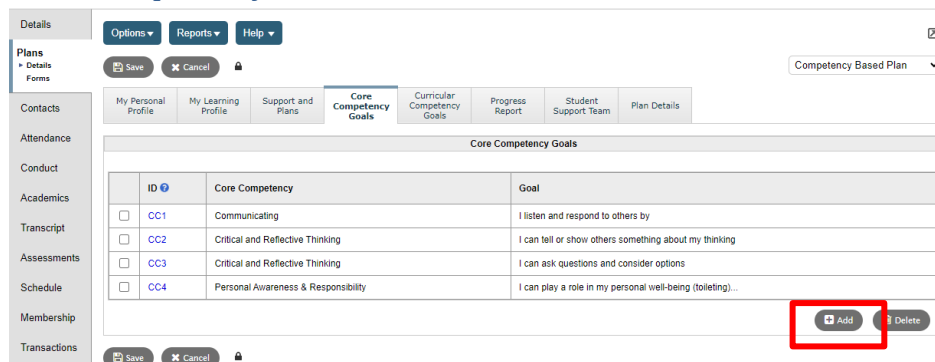
1. Click on the **Add** button
2. Choose the support *Category* (**Universal Classroom Supports** or **Essential Supports**) by clicking on the drop down menu
3. Choose the *Support Type* by clicking on the drop down menu
4. Enter the *Description*
5. Additional supports can be added by clicking **Add** again
6. Select and click **Delete** to remove a support.

Supplementary Plans - Click on the **Add** button to select the type of plan and enter the date.

Additional Comments - Free form text field

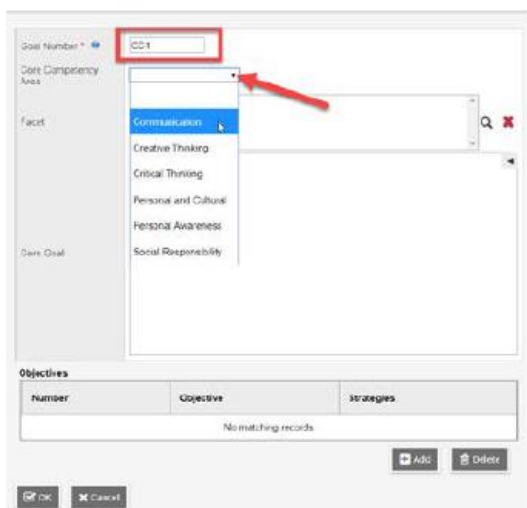
Click **SAVE** if changes have been made.

Core Competency Goals

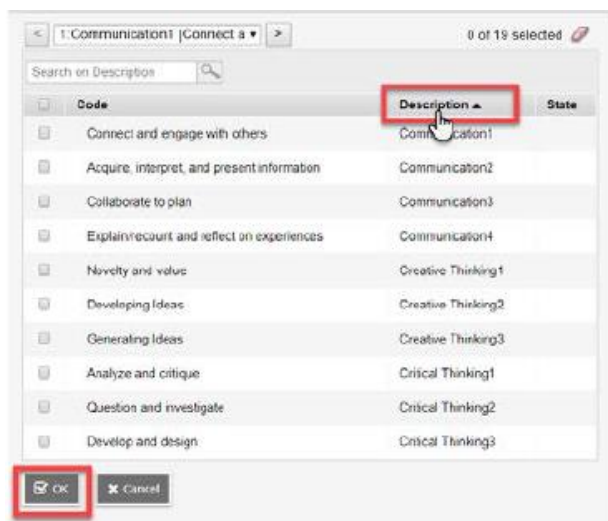


Core Competency Goals

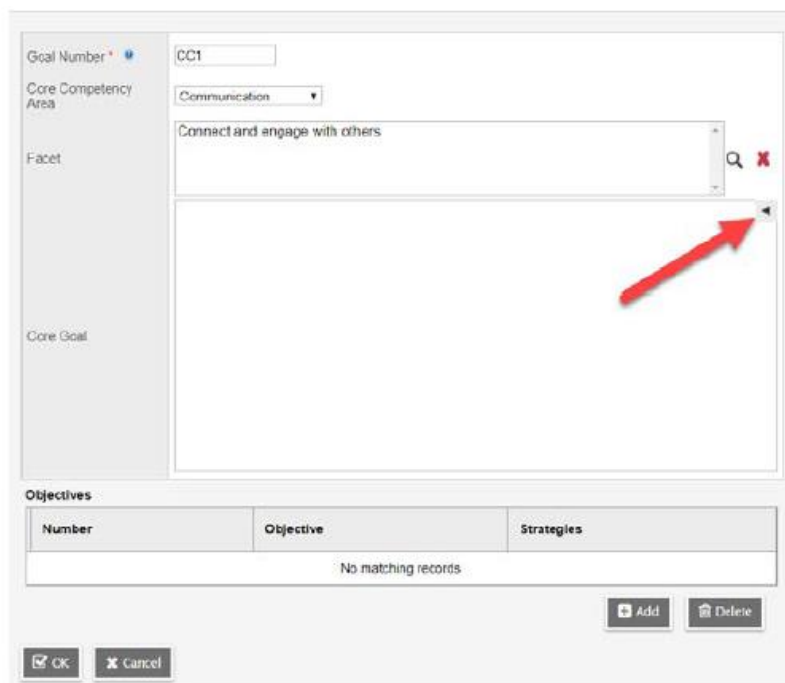
1. Click the **Add** button
2. **IMPORTANT:** Enter a **Goal Number first** - preface the number with CC e.g. CC1, CC2, CC3, etc.
3. Select **Core Competency Area** using the drop down arrow



4. Use the magnifying glass to select the **Facet(s)**, click **OK**
Hint: Click on the 'Description' heading to sort on this field

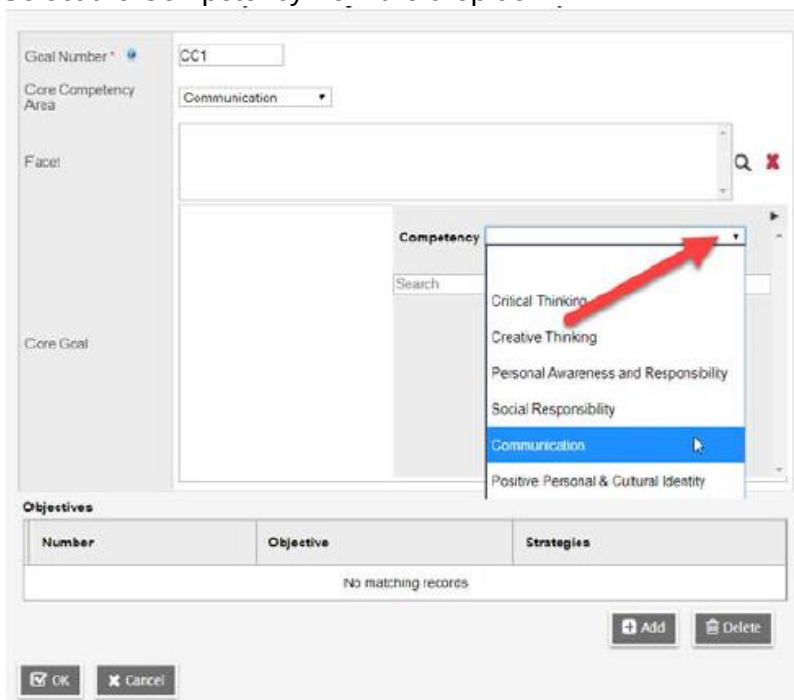


5. **Core Goals** can be selected by clicking the black triangle ◀ in the right hand corner:



The screenshot shows the IEP software interface. On the left, there are labels for 'Goal Number', 'Core Competency Area', 'Facet', and 'Core Goal'. The 'Goal Number' field contains 'CC1'. The 'Core Competency Area' dropdown is set to 'Communication'. The 'Facet' field contains 'Connect and engage with others'. A red arrow points to a black triangle in the top right corner of the Core Goal selection area. Below this, there is a table with columns 'Number', 'Objective', and 'Strategies'. The table is empty, with the text 'No matching records' displayed. At the bottom, there are buttons for 'Add', 'Delete', 'OK', and 'Cancel'.

- a. Select the Competency from the drop down:



The screenshot shows the IEP software interface with the 'Competency' dropdown menu open. A red arrow points to the 'Communication' option in the list. The list includes 'Critical Thinking', 'Creative Thinking', 'Personal Awareness and Responsibility', 'Social Responsibility', 'Communication', and 'Positive Personal & Cultural Identity'. The 'Communication' option is highlighted. Below the dropdown, there is a table with columns 'Number', 'Objective', and 'Strategies'. The table is empty, with the text 'No matching records' displayed. At the bottom, there are buttons for 'Add', 'Delete', 'OK', and 'Cancel'.

- b. Select the **Facet** to further narrow down the list.
- c. Click to insert the text into the **Core Goal** field:

Goal Number * CC1

Core Competency Area: Communication

Facet: Connect and engage with others

Search: I ask and respond to simple

Competency: Communication

Show My Codes

Facet: Connect and engage with others

Search:

I ask and respond to simple, direct questions

Communication | Connect and engage with others

I am an active listener; I support and encourage the person speaking

Communication | Connect and engage with others

I recognize that there are different points of view and I can disagree respectfully

Communication | Connect and engage with others

Objectives

Number	Objective	Strategies
No matching records		

Add Delete

OK Cancel

- d. Add to or edit **Core Goal** field as required. Click the black triangle ► to hide the selection screen again.

6. In the **Objectives** area, click the **Add** button

Goal Number * CC1

Core Competency Area: Communication

Facet: Connect and engage with others

Search: I can understand and share information about a topic that is important to me

Objectives

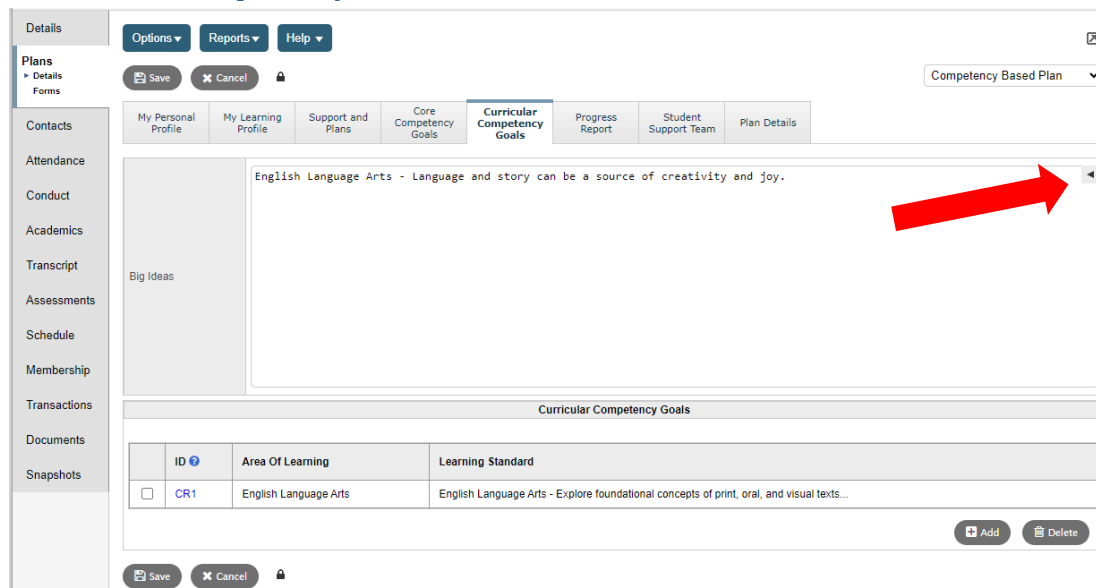
Number	Objective	Strategies

Add Delete

OK Cancel

- a. Enter the *Number*, *Objective*, and *Strategies* and click **OK**.
 - b. Click **Add** again to add additional Objectives
7. Click **OK** at the bottom of the window
 8. Additional *Core Competency Goals* can be added by clicking **Add** again
 9. Click **SAVE**

Curricular Competency Goals



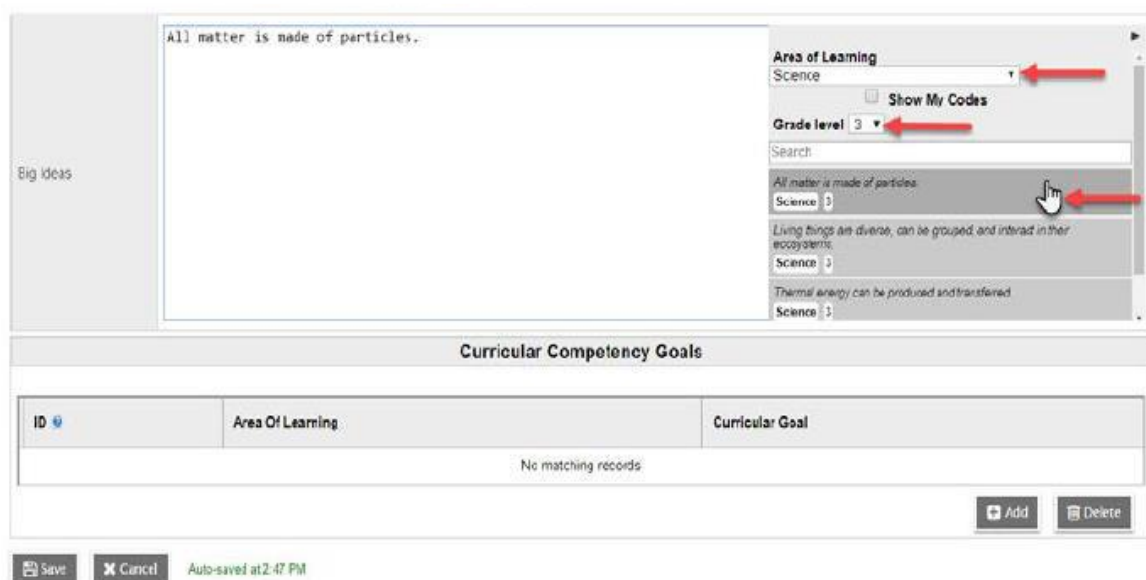
English Language Arts - Language and story can be a source of creativity and joy.

Curricular Competency Goals

ID	Area Of Learning	Learning Standard
CR1	English Language Arts	English Language Arts - Explore foundational concepts of print, oral, and visual texts...

Big Ideas –

1. Use the black triangle ◀ to expand the Area of learning bank.
2. Choose the **Area of Learning** and the appropriate **Grade Level**
3. Click to insert the Big Idea text into the field



All matter is made of particles.

Area of Learning: Science

Show My Codes

Grade level: 3

Search:

All matter is made of particles. Science

Living things are diverse, can be grouped, and interact in their ecosystems. Science

Thermal energy can be produced and transferred. Science

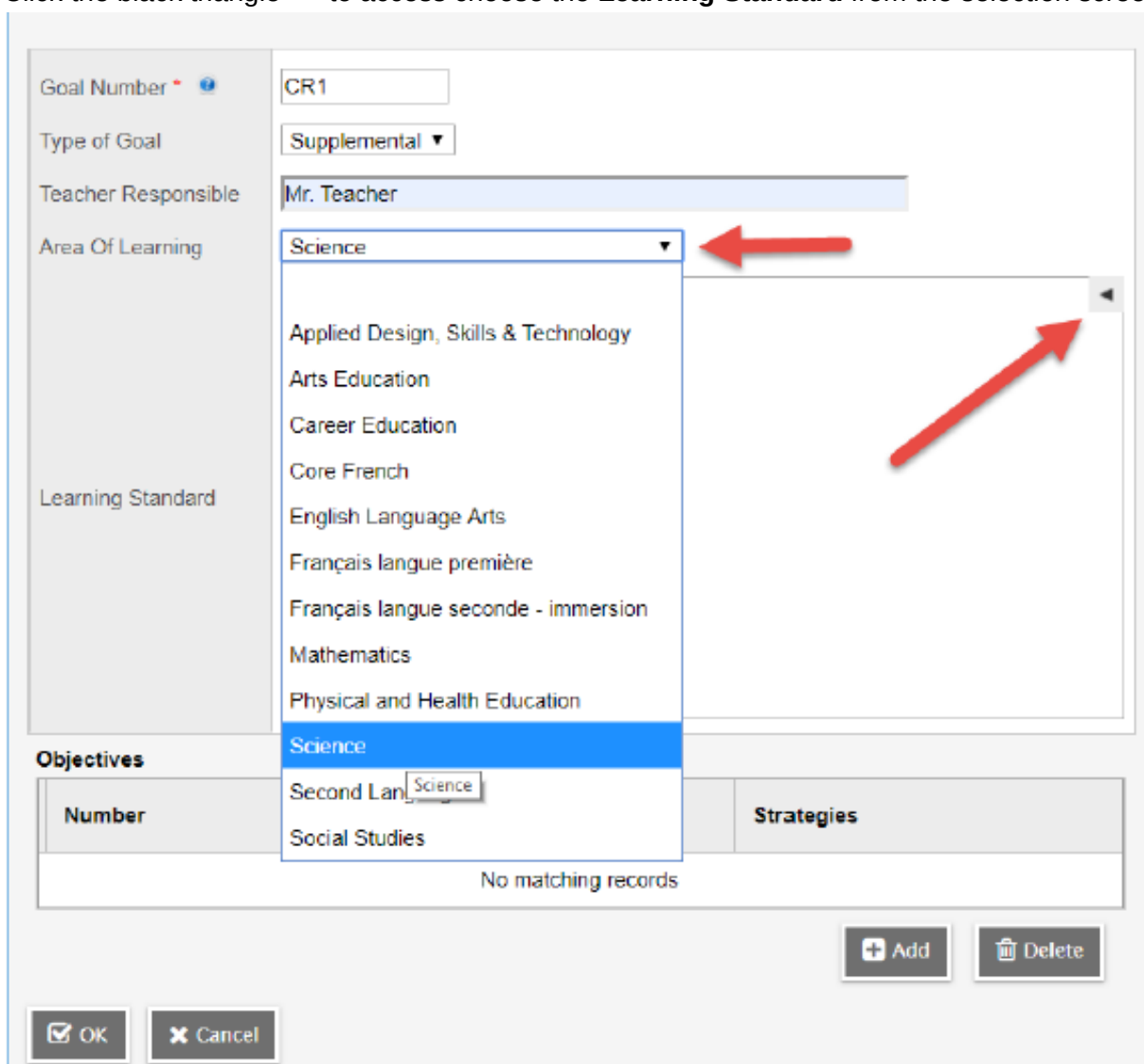
Curricular Competency Goals

ID	Area Of Learning	Curricular Goal
No matching records		

4. Add to or edit the Big Idea field as required. Use the black triangle ▶ to hide the selection screen.
5. Click **SAVE** at the bottom of the screen.

Curricular Competency Goals

1. Click the **Add** button
2. **IMPORTANT:** Enter the **Goal Number first** - preface the number with CR e.g. CR1, CR2, CR3, etc.
3. Enter the **Type of Goal** as Replacement or Supplemental
4. Enter the **Teacher Responsible** (can be more than one teacher)
5. Select the **Area of Learning** from the drop down menu
6. Click the black triangle ◀ to access choose the **Learning Standard** from the selection screen.



Goal Number *  CR1

Type of Goal Supplemental ▼

Teacher Responsible Mr. Teacher

Area Of Learning Science ▼

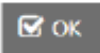
Learning Standard

Objectives

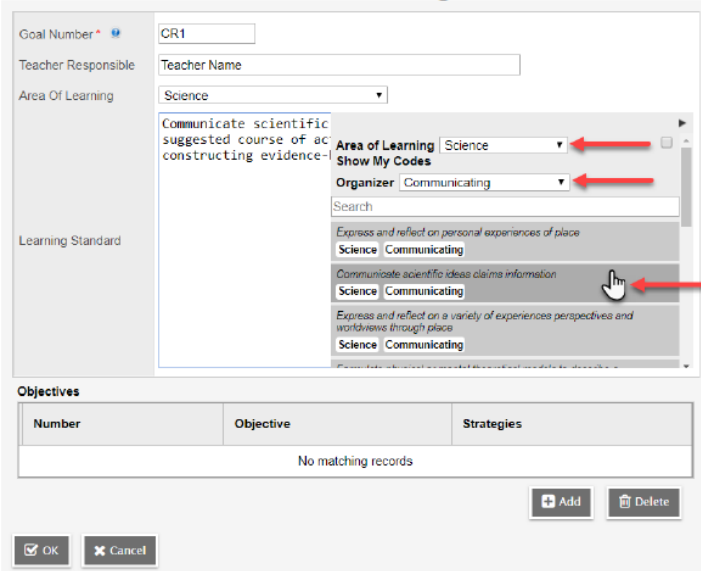
Number	Second Language	Strategies
	Science	
	Social Studies	

No matching records

 Add  Delete

 OK  Cancel

7. Select an **Area of Learning**
8. Select an **Organizer** to narrow down the list
9. Click to insert the text into the **Learning Standard** field



Goal Number  CR1

Teacher Responsible Teacher Name

Area Of Learning Science

Communicate scientific suggested course of action for a specific purpose and audience constructing evidence-based arguments.

Area of Learning Science

Show My Codes

Organizer Communicating

Search

Expresses and reflect on personal experiences of place

Science Communicating

Communicate scientific ideas claims information

Science Communicating

Expresses and reflect on a variety of experiences perspectives and worldviews through place

Science Communicating

Provide a detailed description of the natural world and its processes

Science Communicating

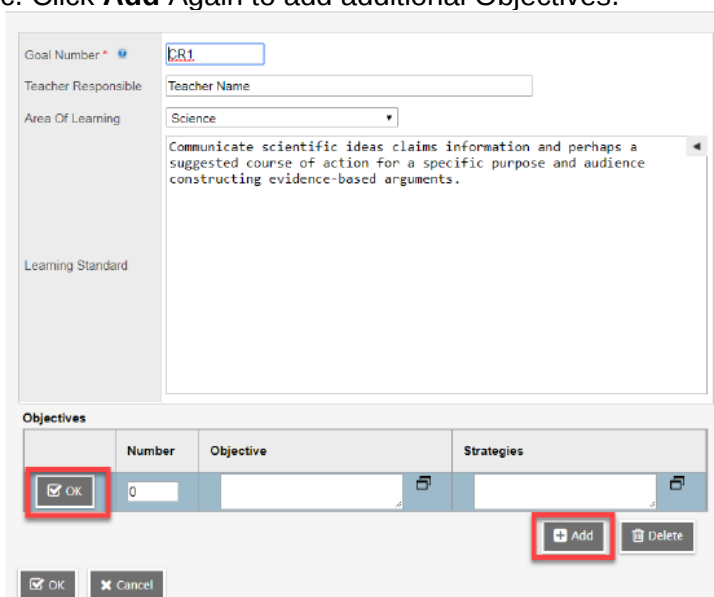
Objectives

Number	Objective	Strategies
No matching records		

10. Add to or edit the **Learning Standard** field as required. Use the black triangle  to hide the selection screen.
11. Add **Objectives**
 - a. Click the **Add** button
 - b. Enter the *Number*, *Objective*, and *Strategies* and click **OK**
 - c. Click **Add** Again to add additional Objectives.



Goal Number  CR1

Teacher Responsible Teacher Name

Area Of Learning Science

Communicate scientific ideas claims information and perhaps a suggested course of action for a specific purpose and audience constructing evidence-based arguments.

Learning Standard

Objectives

	Number	Objective	Strategies
	0		

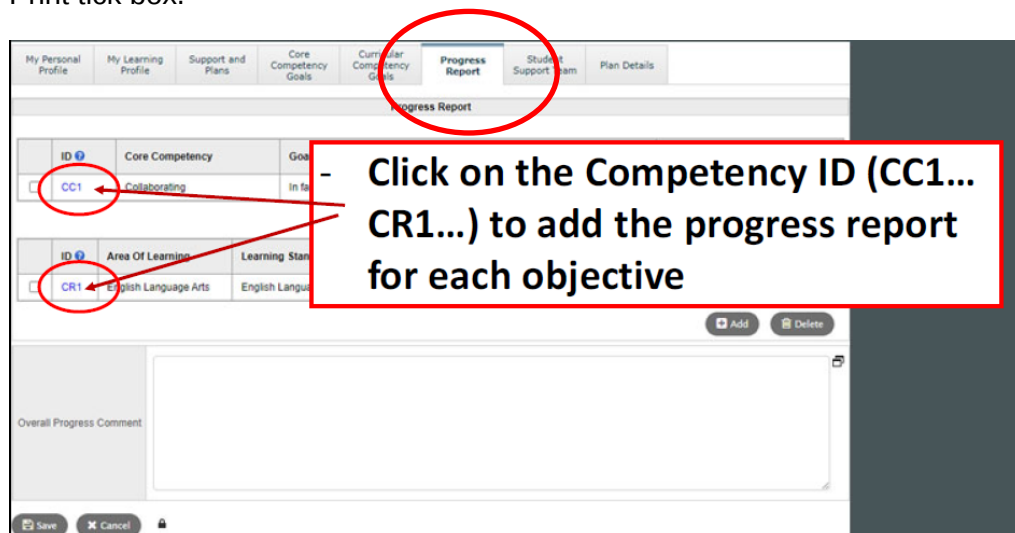
 

12. Click **OK**
13. Click **SAVE**

Progress Report

The new Progress Report function in MyEd BC could be an option to replace your existing procedure for the June IEP Update. The goals and objectives are automatically added in the Progress Report tab, there is a space to comment on each objective, progress proficiency, and you can choose what gets printed by using the Print tick box.



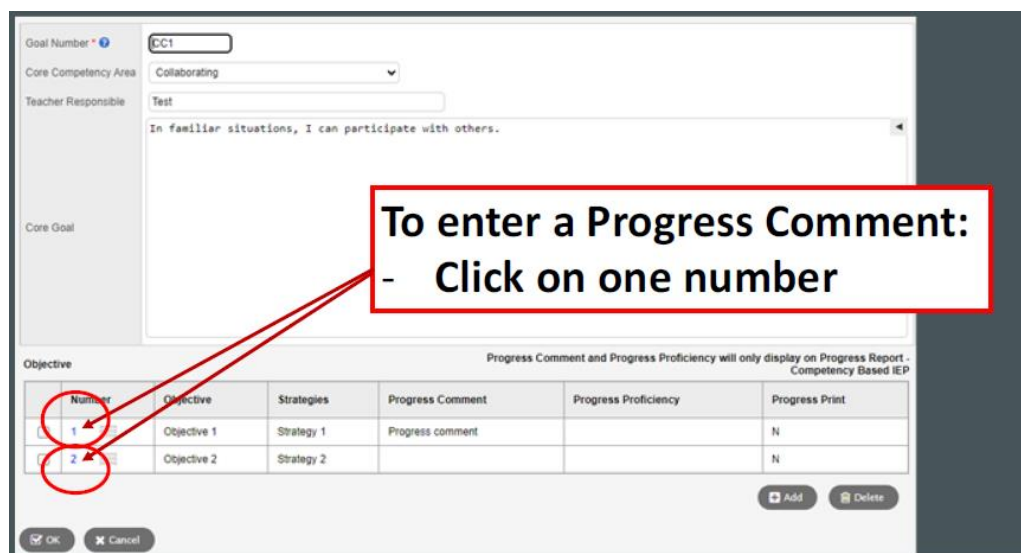
Click on the Competency ID (CC1... CR1...) to add the progress report for each objective

ID	Core Competency	Goal
CC1	Collaborating	In fa

ID	Area Of Learning	Learning Stan
CR1	English Language Arts	English Language

Overall Progress Comment

Save Cancel



To enter a Progress Comment:

- Click on one number

Goal Number: CC1

Core Competency Area: Collaborating

Teacher Responsible: Test

Core Goal: In familiar situations, I can participate with others.

Number	Objective	Strategies	Progress Comment	Progress Proficiency	Progress Print
1	Objective 1	Strategy 1	Progress comment		N
2	Objective 2	Strategy 2			N

Progress Comment and Progress Proficiency will only display on Progress Report - Competency Based IEP

OK Cancel Add Delete

- Click on the double square icon of the Progress Comment to open a bigger window to enter data

Objective

Progress Comment and Progress Proficiency will only display on Progress Report - Competency Based IEP

	Number	Objective	Strategies	Progress Comment	Progress Proficiency	Progress Print
☒ OK	1	Objective 1	Strategy 1			☐
☐	2	Objective 2	Strategy 2			N

Type the progress comment

Click OK

- Add the Progress Proficiency

Objective

Progress Comment and Progress Proficiency will only display on Progress Report - Competency Based IEP

	Number	Objective	Strategies	Progress Comment	Progress Proficiency	Progress Print
☒ OK	1	Objective 1	Strategy 1			☐
☐	2	Objective 2	Strategy 2			N

In SD61, we generally use the IEP Progress Comments:

- Achieved
- Progress Noted
- Continuing

Click OK

- Check mark the Progress Print to have this Progress comment printed

Objective

Progress Comment and Progress Proficiency will only display on Progress Report - Competency Based IEP

	Number	Objective	Strategies	Progress Comment	Progress Proficiency	Progress Print
☒ OK	1	Objective 1	Strategy 1			☒
☐	2	Objective 2	Strategy 2			N

☒ OK ☐ Cancel

Click OK

- Click on the main OK

Objective

Progress Comment and Progress Proficiency will only display on Progress Report - Competency Based IEP

	Number	Objective	Strategies	Progress Comment	Progress Proficiency	Progress Print
☐	1	Objective 1	Strategy 1	Progress comment	Proficient	N
☐	2	Objective 2	Strategy 2	Progress Comment	Proficient	N

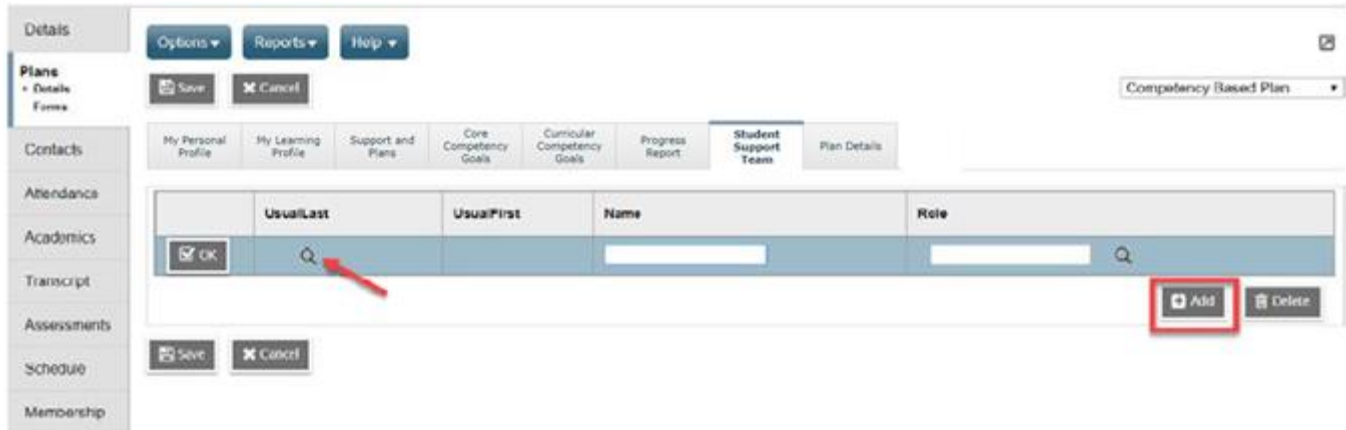
☒ OK ☐ Cancel

Click on **Save**

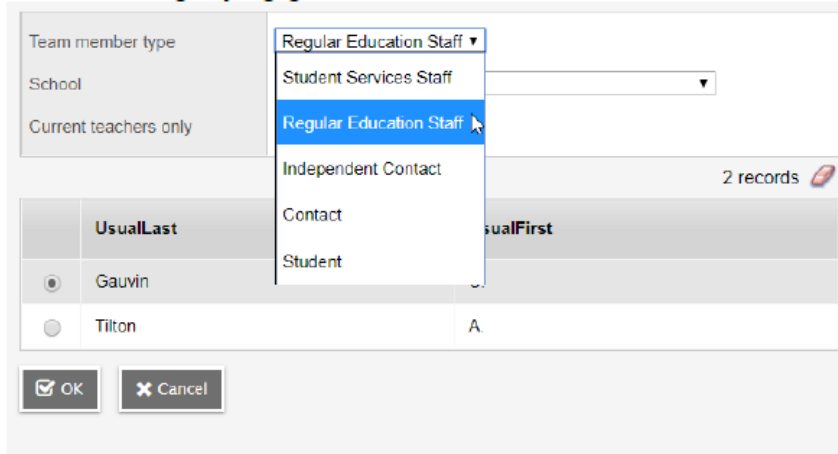
Add an Overall Progress Comment

Click on **Save**

Student Support Team



1. Click **Add** to add a support team member. Members can be selected from a pick list or typed in.
2. Click the magnifying glass to select a staff member or contact from a pick list:



- a. Select a *Team member type*:
 - i. **Student Services Staff** - District level staff
 - ii. **Regular Education Staff** - School Level Staff
 - **Current teachers only** will display the student's teachers. Uncheck this checkbox to access all staff members at your School
 - iii. **Contact** - Student's contacts
3. If the team member you are adding is not available to select, you can alternatively type directly into the **Name** field.
 4. Enter the team members **Role**.
 5. Click **Add** again to add additional team members. Only one team member should be listed per line.

Note: Some staff members will have the role of 'Case Manager' fill in automatically. If the staff member is not this student's Case Manager it is important to overwrite this, otherwise the words 'Case Manager' will display next to the staff member's name on the printed IEP report. Each Plan can only have one Case Manager.

6. Click **SAVE**

Plan Details Top Tab

Akermanis, Nutjarunan - Active

Options ▾ Reports ▾ Help ▾

Save Cancel Lock

My Personal Profile My Learning Profile Support and Plans Core Competency Goals Curricular Competency Goals Progress Report Student Support Team **Plan Details**

Name Akermanis, Nutjarunan

Case Manager > Name 🔍 ✕

Status Active

Start date * ? 📅

End date ? 📅

Yearly Review Date ? 📅

Plan Name ?

Parent Consulted ? ☒

Parent Consulted Date ? 📅

Save Cancel Lock

- **Name** – fills in the student's name automatically
- **Case Manager** – select from the pick list, or type **last name** to auto-populate
- **Status** – the IEP Status of **Draft**, **Active**, or **Previous** is determined by the *Start date* and *End date*.
- **Start Date** – defaults to the date the Plan is created. To show the correct grade on the IEP print-out, the start date should be set to the current school year
- **End Date** – Set to the approximate time frame for the IEP meeting the following year. This can always be adjusted as needed
- **Yearly Review Date** - Optional
- **Plan Name** – Per provincial standard, District number-Plan Type-School Year as of September:
61-IEP-2024
- **Parent Consulted** – check this box once the parent/guardian consultation is complete. Parents must be offered the opportunity to participate in the IEP process. This box **MUST** be checked on **all IEPs**.
- **Parent Consulted Date** – Enter the date the parents/guardians were consulted using the date picker
- Click **SAVE**.

Note: Once you have entered your name in the Case Manager>Name field, you will be able to filter for the students on your caseload by choosing the Filter 'Students in My Cases – Active and Draft' from the Student top tab.

**If you don't see your name in the Case Manager pick list, check with your administrator to confirm that a SIS account request has been created.

***If issues persist, contact the Help Desk

Print the IEP Report

Once you have completed writing the IEP you can Run the **Competency Based IEP Report**. The report can be accessed from **Reports** menu on the following locations:

- For an *Individual Student*: **Student** top tab > **Plans** side tab > **Details** sub side tab > **Reports** menu > **Competency Based IEP Report**
- For *Multiple Students*: **Plan** top tab > select the IEP's you would like to print > **Options** menu > **Show Selected** > **Reports** menu > **Competency Based IEP Report**

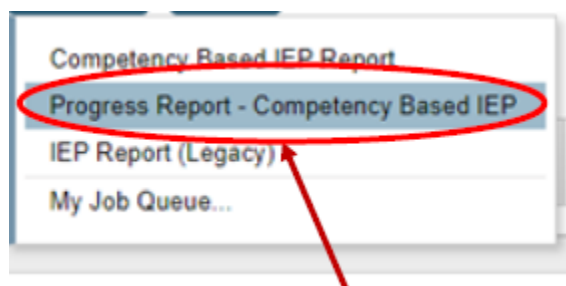
Note: The **Competency Based IEP Report** can also be Run in **School View** or **Staff View** from the **Student** top tab > **Documents** side tab > **Plans** sub side tab > **Details**.

Competency Based IEP Report

Students to include	Current Selection ▼
Print Legal Name	☐
Sort results by	Student Name ▼
Print in French Language	☐
Print on Both Sides	☐
Format	Adobe Acrobat (PDF) ▼

- **Students to include** - current selection
- **Print Legal Name** - unchecked will print usual name, checked will print legal name
- **Sort Results by** - select a sort order if printing more than one IEP
- **Print in French Language** - unchecked will print in English, checked will print in French
- **Print on Both Sides** - if printing multiple IEP's this will insert a blank page after IEP's with odd numbered pages to allow for double-sided printing.
- **Format** - Adobe Acrobat (PDF)
- Click **RUN** - this will run a PDF report which can then be printed and/or saved

Printing the Progress Report



Click on **Progress Report – Competency Based IEP**

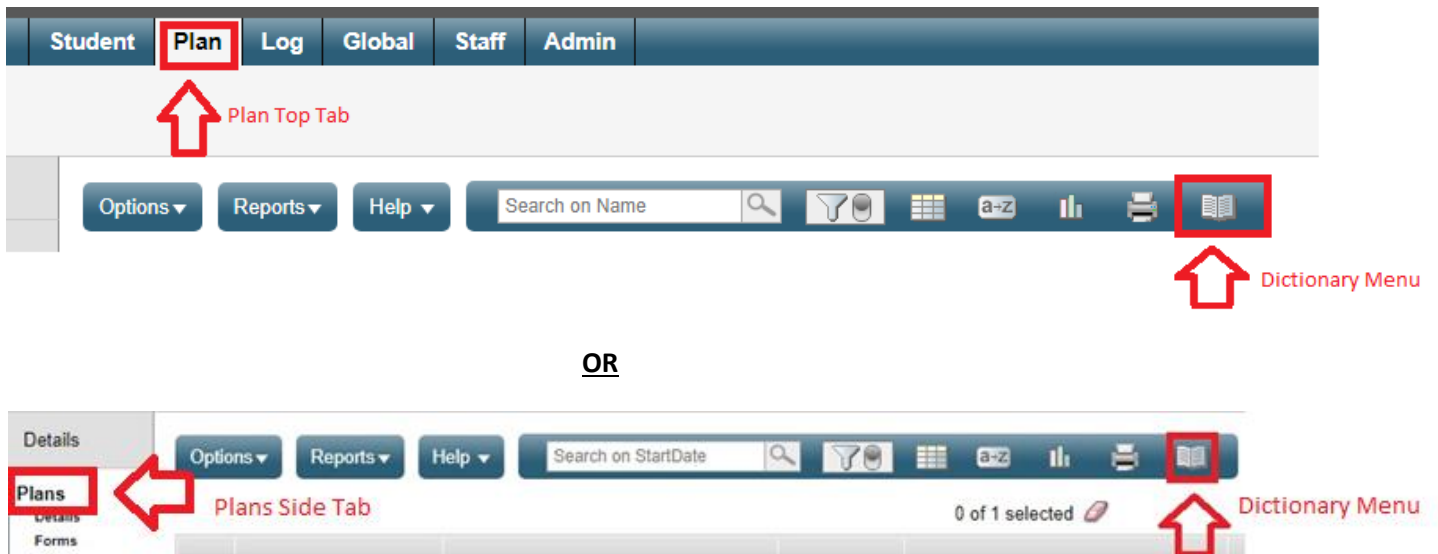
Click on **Run**

- the file will be in a PDF format and can be opened and printed as you would usually.

Showing both BC IEP files and Competency Based Plans

To Show both the BC IEP and the CB IEP Plans, you will need to use the **Dictionary Menu**.

- There is access to the Dictionary Menu from either the **Plan Top Tab** or the **Plans Side Tab**
- Click on the Dictionary Menu icon and choose **All** to display both Plans



The image shows two screenshots of the MyEdBC interface, separated by the word "OR".

Top Screenshot: The "Plan" tab is selected in the top navigation bar. A red box highlights the "Plan" tab, with a red arrow pointing to it labeled "Plan Top Tab". Below the navigation bar, a toolbar contains several icons. A red box highlights the Dictionary Menu icon (an open book), with a red arrow pointing to it labeled "Dictionary Menu".

Bottom Screenshot: The "Plans" side tab is selected in the left sidebar. A red box highlights the "Plans" side tab, with a red arrow pointing to it labeled "Plans Side Tab". The main toolbar is visible, and a red box highlights the Dictionary Menu icon (an open book), with a red arrow pointing to it labeled "Dictionary Menu".