

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.



*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

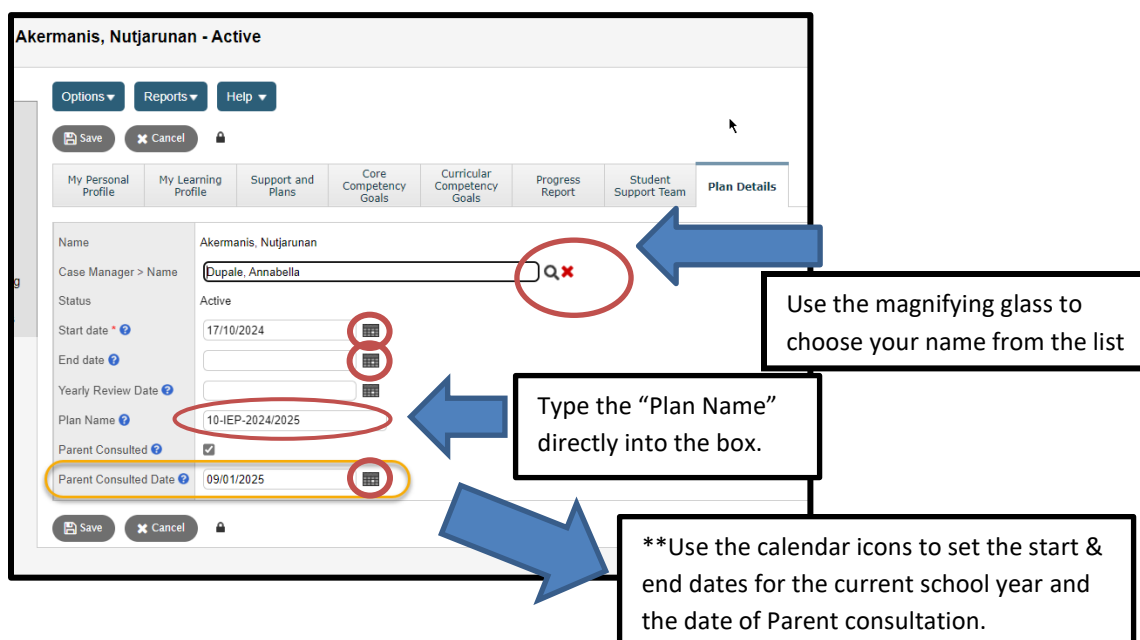
My Cases: Plan Details Top Tab

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: Dupale, Annabella

Status: Active

Start date: 17/10/2024

End date:

Yearly Review Date:

Plan Name: 10-IEP-2024/2025

Parent Consulted:

Parent Consulted Date: 09/01/2025

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	<p>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.</p> <p>My family and team notices that I like going to school and I have a lot of interests:</p> <ul style="list-style-type: none"> - 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	<p>An easy way for me to show what I know is by giving a thumbs-up. I want to get better at reading.</p> <p>My family and team notice that:</p> <ul style="list-style-type: none"> - 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	<p>I am funny and caring</p> <p>My family and team notice that</p> <ul style="list-style-type: none"> - I am a sweet, happy, and humourous 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						

 Save
  Cancel
 

- **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 ▾
✎

Plans
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	<div style="border: 1px solid #ccc; padding: 2px;"> Personal and Social ▾ Personal* Communication Thinking Personal and Social </div>	My Focus Area	<input type="checkbox"/>	My Strengths	<div style="border: 1px solid #ccc; padding: 2px;"> - 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 </div>	My Stretches	<div style="border: 1px solid #ccc; padding: 2px;"> My team notices I need support with: - being put on the spot can be uncomfortable for me </div>
My Competency Area	Communication ▾	My Focus Area	<input checked="" type="checkbox"/>	My Strengths	<div style="border: 1px solid #ccc; padding: 2px;"> My team notices that I am working hard on the goals I've made with SLP: Working on the sounds /sh/, /ch/, /l/, /s/ </div>	My Stretches	<div style="border: 1px solid #ccc; padding: 2px;"> 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 </div>
My Competency Area	Thinking ▾	My Focus Area	<input checked="" type="checkbox"/>	My Strengths	<div style="border: 1px solid #ccc; padding: 2px;"> 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. </div>	My Stretches	<div style="border: 1px solid #ccc; padding: 2px;"> My team thinks I could use support with: an extra check for understanding and positive, focused feedback for correcting or improving my work. </div>

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
Options ▾ Reports ▾ Help ▾
✕

Plans
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

Supports

	Category ?	Support Type	Description
<input type="checkbox"/>	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
<input checked="" type="checkbox"/>	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;"> Universal Classroom ▾ Essential Supports Supplementary Plans Universal Classroom </div>	Environmental	COMMUNICATION: - visuals, clear concise instructions

Supplementary Plans

Plans ?	Date
No matching records	

Additional Comments

See IEP file for SLP, OT

Save Cancel
✕

Supports

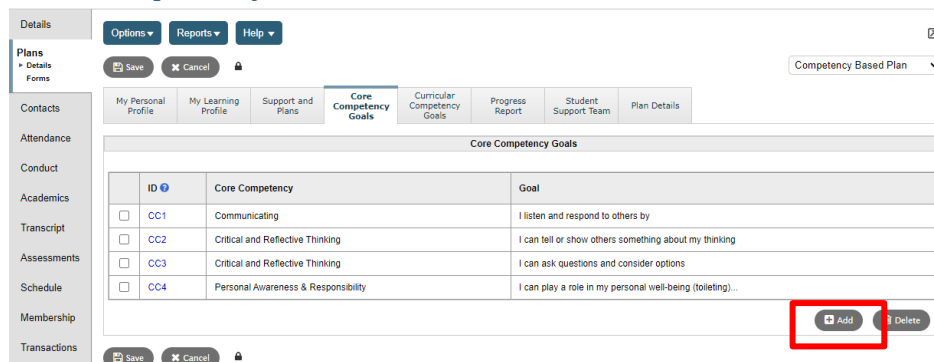
1. Click on the **Add** button
2. Choose the support *Category* (**Universal Classroom Supports** or **Essential Supports**) by clicking on the drop down menu
3. Choose the *Support Type* by clicking on the drop down menu
4. Enter the *Description*
5. Additional supports can be added by clicking **Add**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



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

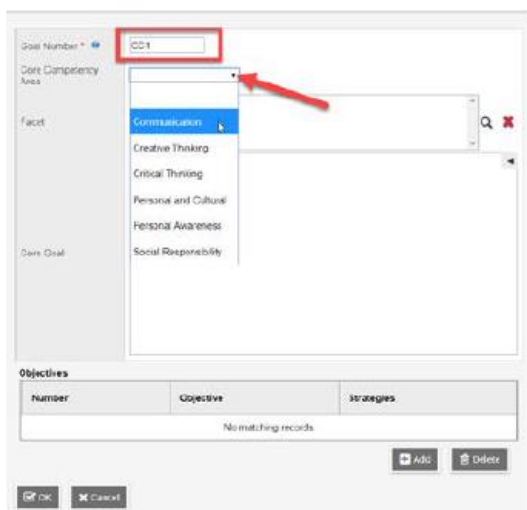
ID	Core Competency	Goal
<input type="checkbox"/> CC1	Communicating	I listen and respond to others by
<input type="checkbox"/> CC2	Critical and Reflective Thinking	I can tell or show others something about my thinking
<input type="checkbox"/> CC3	Critical and Reflective Thinking	I can ask questions and consider options
<input type="checkbox"/> CC4	Personal Awareness & Responsibility	I can play a role in my personal well-being (toileting)...

Save Cancel

Add Delete

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



Goal Number: CC1

Core Competency Area: [Dropdown Menu]

Facet: [Searchable list]

Save Goal

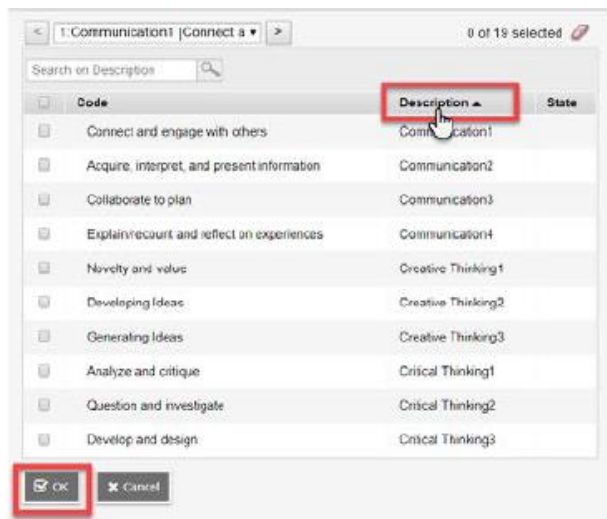
Objectives

Number	Objective	Strategies
No matching records		

Add Delete

OK Cancel

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



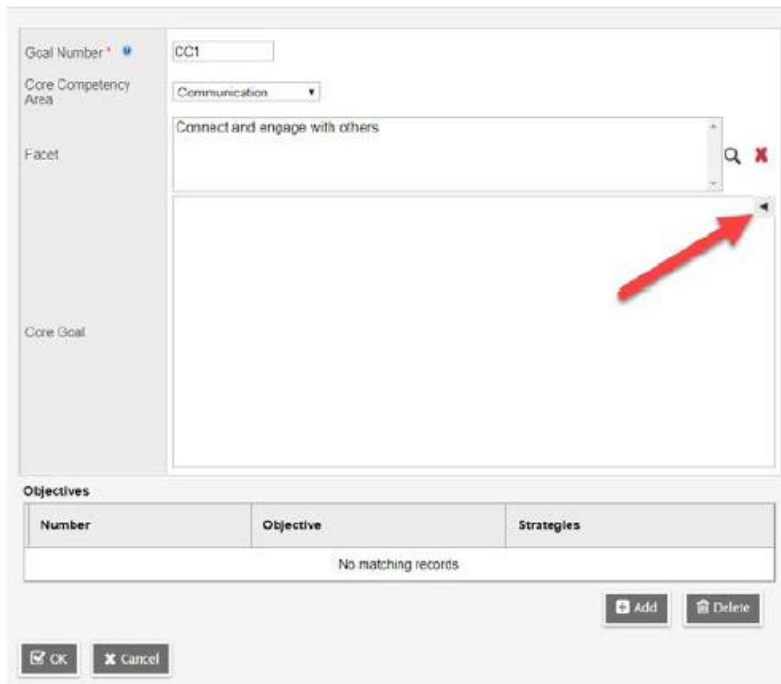
1: Communication1 | Connect a | 0 of 19 selected

Search on Description

Code	Description	State
<input type="checkbox"/>	Connect and engage with others	Communication1
<input type="checkbox"/>	Acquire, interpret, and present information	Communication2
<input type="checkbox"/>	Collaborate to plan	Communication3
<input type="checkbox"/>	Explain/recourt and reflect on experiences	Communication4
<input type="checkbox"/>	Novelty and value	Creative Thinking1
<input type="checkbox"/>	Developing Ideas	Creative Thinking2
<input type="checkbox"/>	Generating Ideas	Creative Thinking3
<input type="checkbox"/>	Analyze and critique	Critical Thinking1
<input type="checkbox"/>	Question and investigate	Critical Thinking2
<input type="checkbox"/>	Develop and design	Critical Thinking3

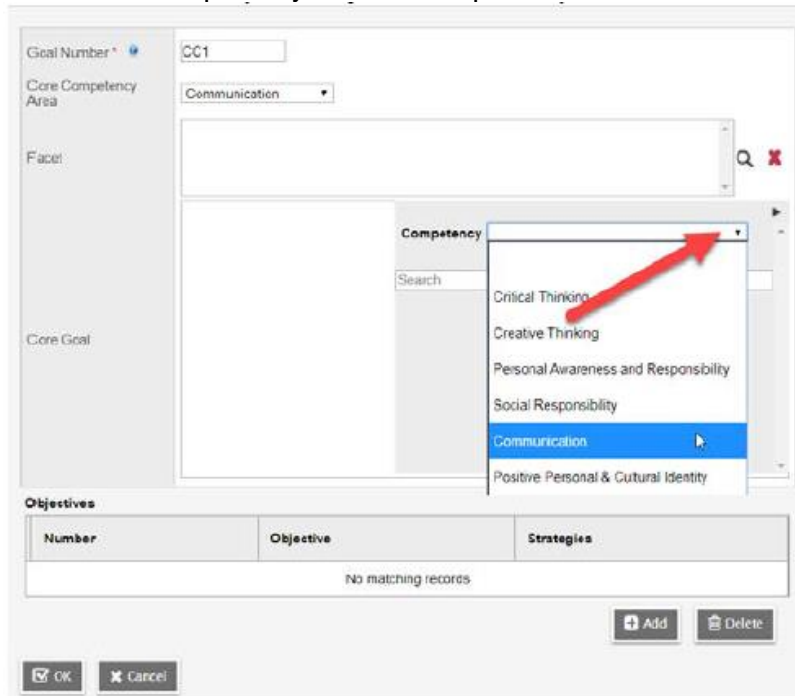
OK Cancel

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



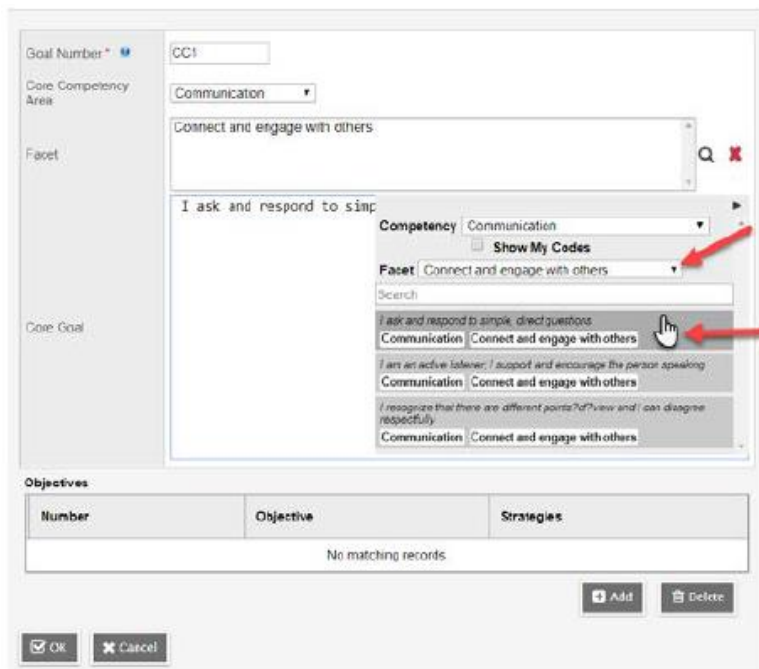
The screenshot shows the 'Facet' dropdown menu with the text 'Connect and engage with others'. A red arrow points to the black triangle in the top right corner of the facet box.

a. Select the Competency from the drop down:



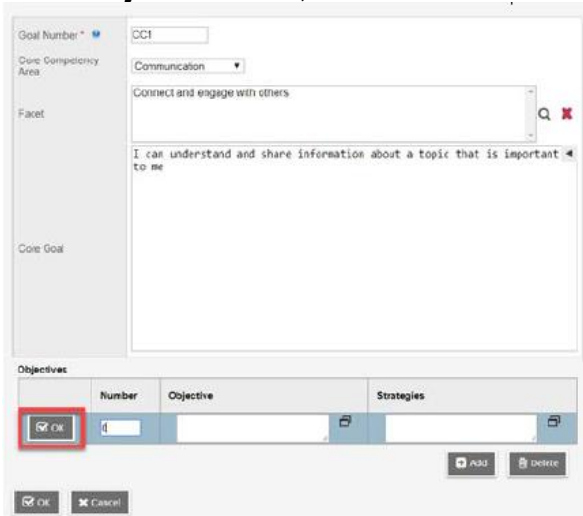
The screenshot shows the 'Competency' dropdown menu with the following options: Critical Thinking, Creative Thinking, Personal Awareness and Responsibility, Social Responsibility, Communication (highlighted), and Positive Personal & Cultural Identity. A red arrow points to the 'Communication' option.

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



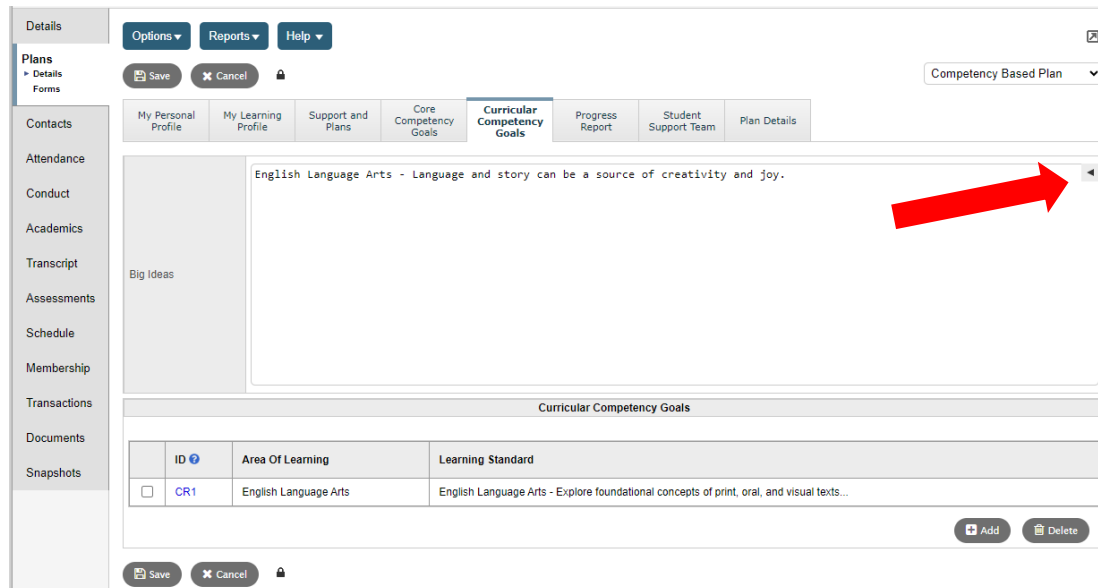
- d. Add to or edit **Core Goal** field as required. Click the black triangle ► to hide the selection screen again.

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



- 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



Big Ideas –

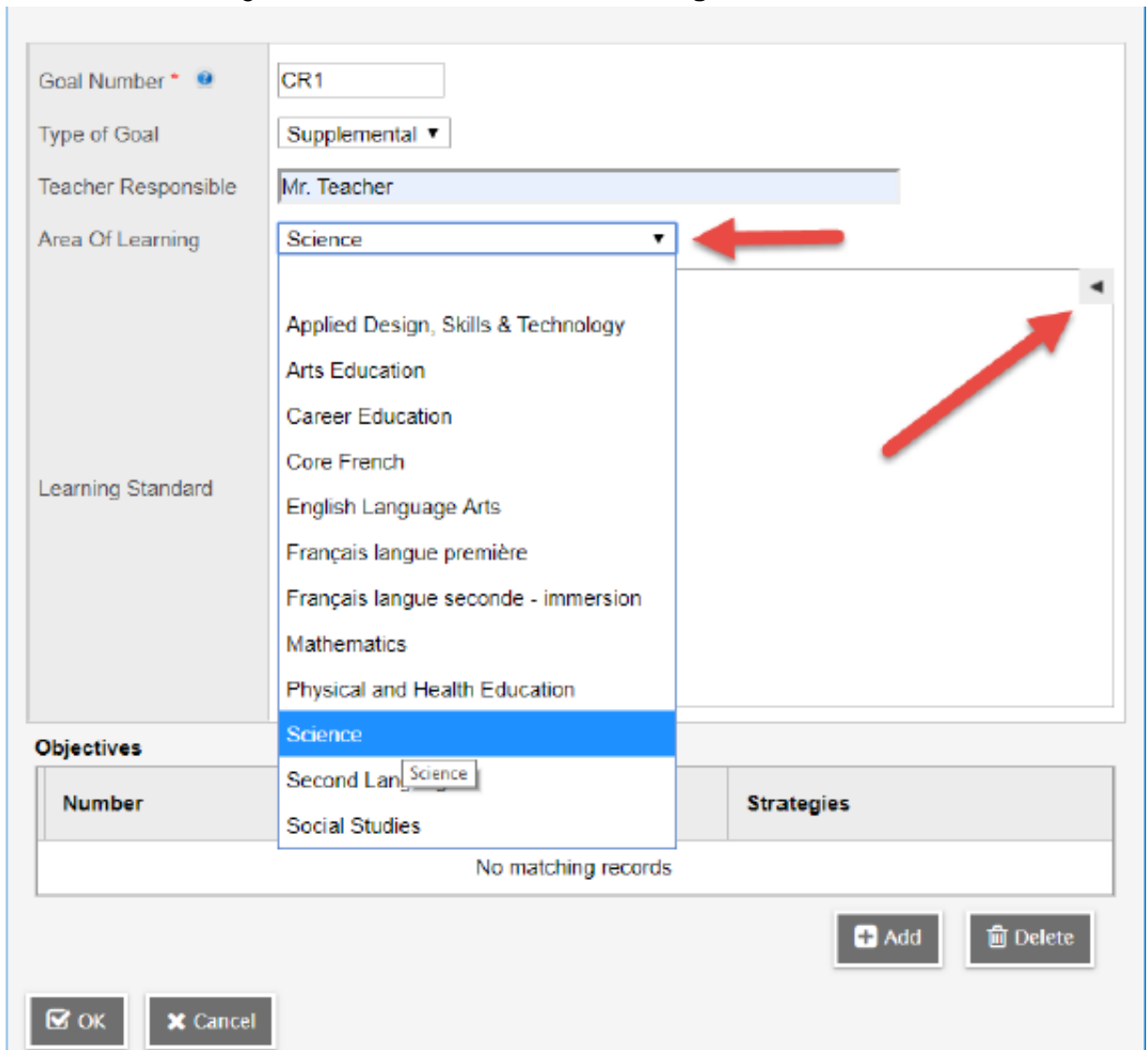
1. Use the black triangle ◀ to expand the Area of learning bank.
2. Choose the **Area of Learning** and the appropriate **Grade Level**
3. Click to insert the Big Idea text into the field



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 ^{*}

Type of Goal

Teacher Responsible

Area Of Learning

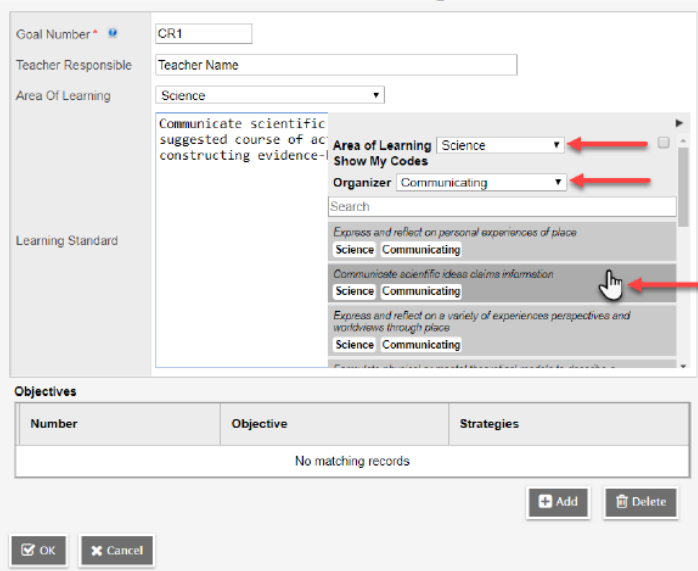
Learning Standard

Objectives

Number	Strategies
No matching records	

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

Learning Standard

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

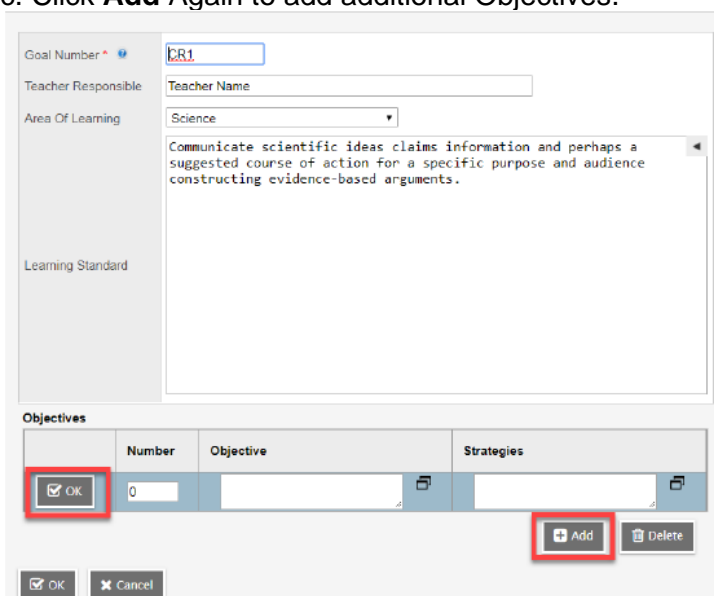
Objectives

Number	Objective	Strategies
No matching records		

Add Delete

OK Cancel

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

Learning Standard

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

Objectives

Number	Objective	Strategies
0		

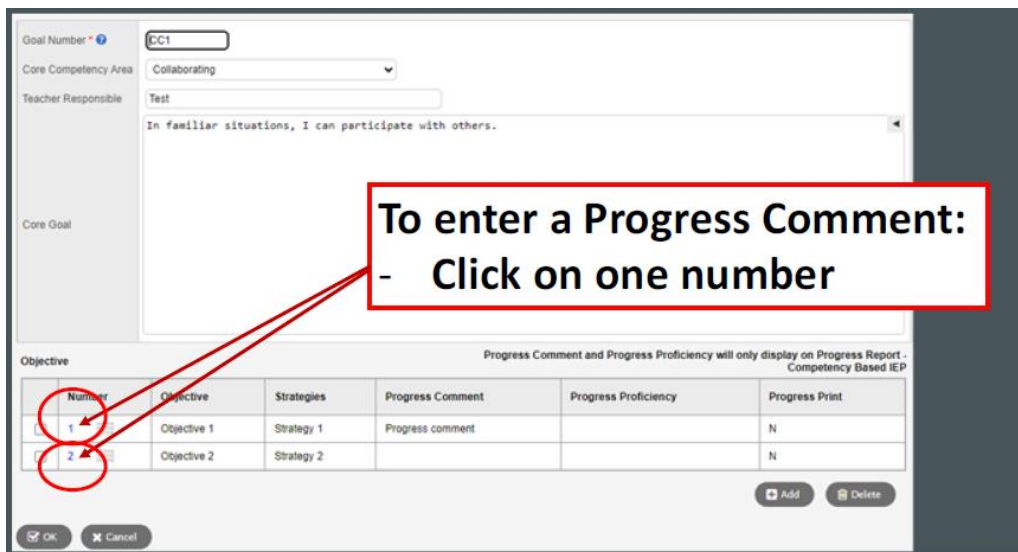
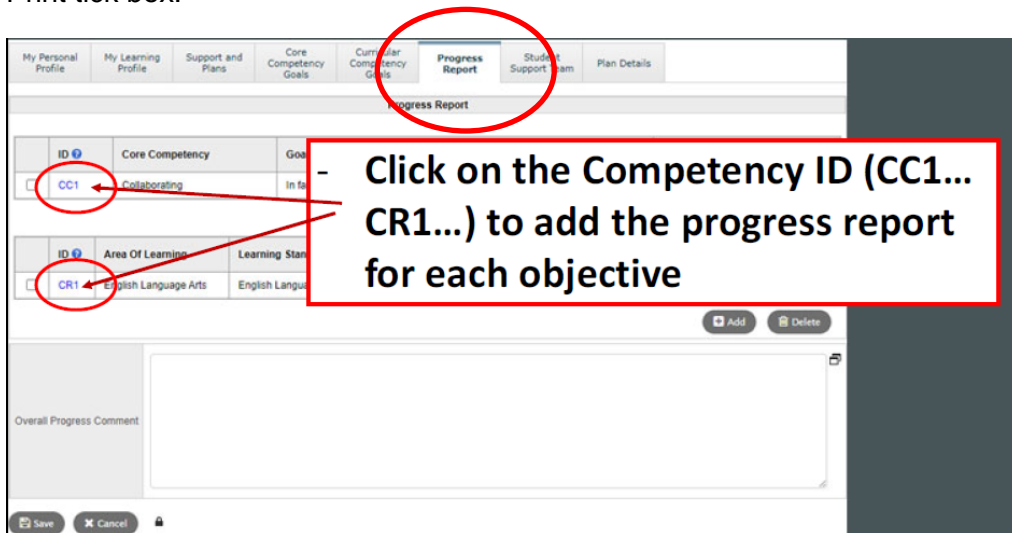
Add Delete

OK Cancel

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 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
<input checked="" type="checkbox"/> OK	1	Objective 1	Strategy 1	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	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
<input checked="" type="checkbox"/> OK	1	Objective 1	Strategy 1	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	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
<input checked="" type="checkbox"/>	1	Objective 1	Strategy 1			<input checked="" type="checkbox"/>
<input type="checkbox"/>	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
<input type="checkbox"/>	1	Objective 1	Strategy 1	Progress comment	Proficient	N
<input type="checkbox"/>	2	Objective 2	Strategy 2	Progress Comment	Proficient	N

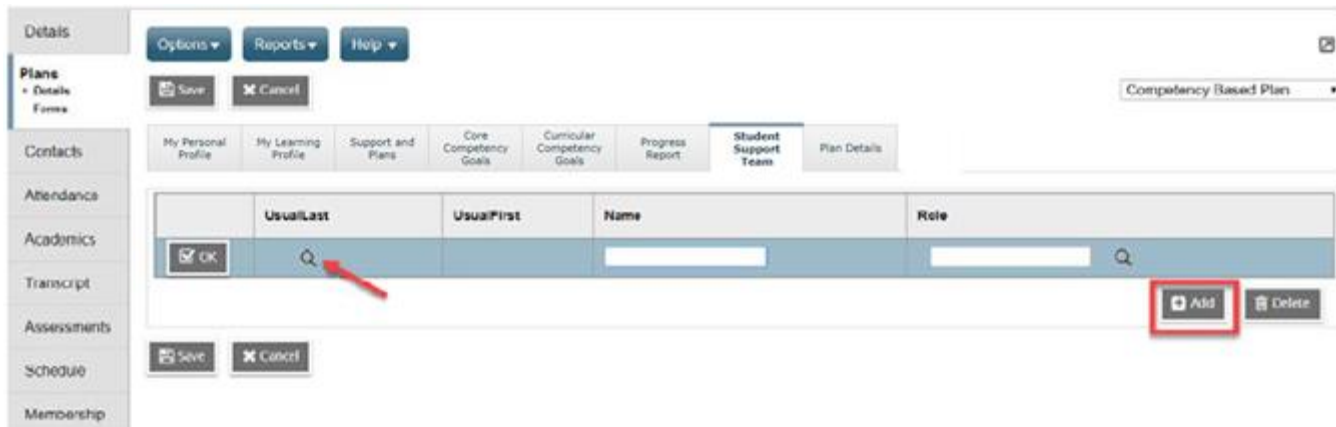
OK Cancel

Click on **Save**

Add an Overall Progress Comment

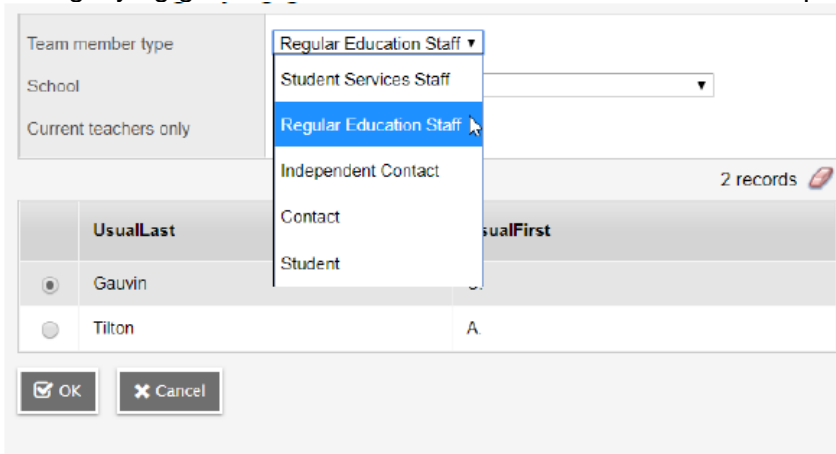
Click on **Save**

Student Support Team



The screenshot shows the 'Student Support Team' section of a software interface. On the left is a navigation menu with options like 'Details', 'Plans', 'Contacts', 'Attendance', 'Academics', 'Transcript', 'Assessments', 'Schedule', and 'Membership'. The main area has tabs for 'My Personal Profile', 'My Learning Profile', 'Support and Plans', 'Core Competency Goals', 'Curricular Competency Goals', 'Progress Report', 'Student Support Team', and 'Plan Details'. Below the tabs is a table with columns 'UsualLast', 'UsualFirst', 'Name', and 'Role'. A magnifying glass icon is in the 'Name' column, and an 'Add' button is in the bottom right corner, both highlighted with red annotations.

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:



This screenshot shows a pick list for selecting a team member. It includes a 'Team member type' dropdown menu with options: 'Regular Education Staff', 'Student Services Staff', 'Regular Education Staff', 'Independent Contact', 'Contact', and 'Student'. Below the menu is a table with columns 'UsualLast' and 'UsualFirst'. The table contains two rows: one for 'Gauvin' and one for 'Tilton'. There are 'OK' and 'Cancel' buttons at the bottom.

- 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

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

- **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**

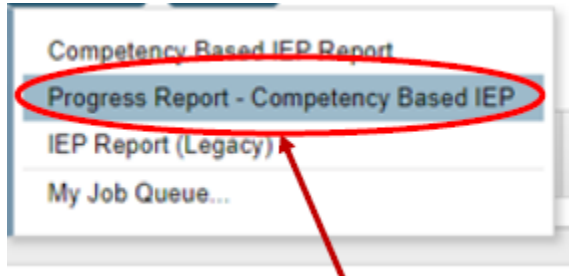
Note: The **Competency Based IEP Report** can also be Run in **School View** or **Staff View** from the **Student** top tab > **Documents** side tab > **Plans** sub side tab > **Details**.

Competency Based IEP Report

Students to include	Current Selection ▼
Print Legal Name	<input type="checkbox"/>
Sort results by	Student Name ▼
Print in French Language	<input type="checkbox"/>
Print on Both Sides	<input type="checkbox"/>
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**

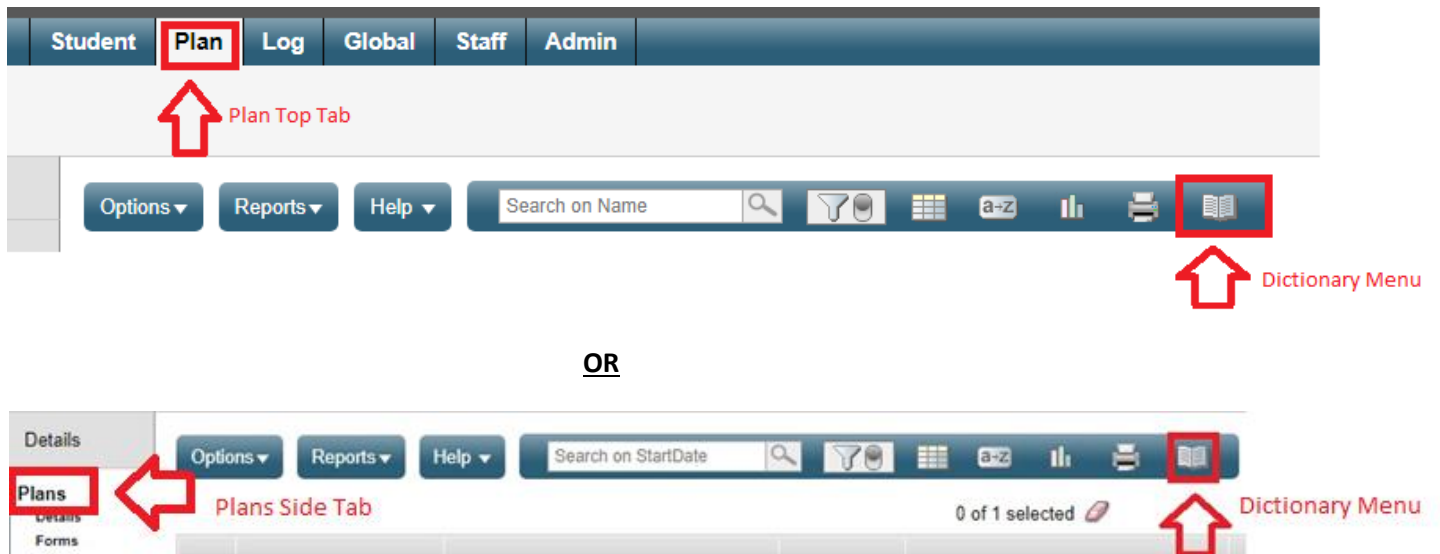
Click on **Run**

- 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. The top screenshot shows the 'Plan' top tab highlighted with a red box and an arrow pointing to it labeled 'Plan Top Tab'. Below the tabs is a toolbar with 'Options', 'Reports', 'Help', a search box, and several icons. The Dictionary Menu icon (a book) is highlighted with a red box and an arrow pointing to it labeled 'Dictionary Menu'. The bottom screenshot is separated by the word 'OR' and shows the 'Plans' side tab highlighted with a red box and an arrow pointing to it labeled 'Plans Side Tab'. The toolbar in this view has a search box for 'StartDate' and the Dictionary Menu icon is also highlighted with a red box and an arrow labeled 'Dictionary Menu'.