



RealTime Guide For CST

Last Revised 05/25/2018

***Note:** This guide assumes that you have logged into RealTime and have proper access to all of your programs.

Also note that various portions of RealTime require Adobe Reader to be installed on your computer. This includes printing out progress reports as well as goals and objectives.

If you are having issues with either of these, please submit a Help Desk ticket detailing your request through webhd.bergen.org*

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PLEASE NOTE:

If you need to put in goals and objectives as a CST/Case Manager, such as counseling, or to create/print a PLAAFP, the instructions are covered in the **REALTIME GUIDE FOR TEACHERS. This guide is accessible via the BCSS curriculum website.**

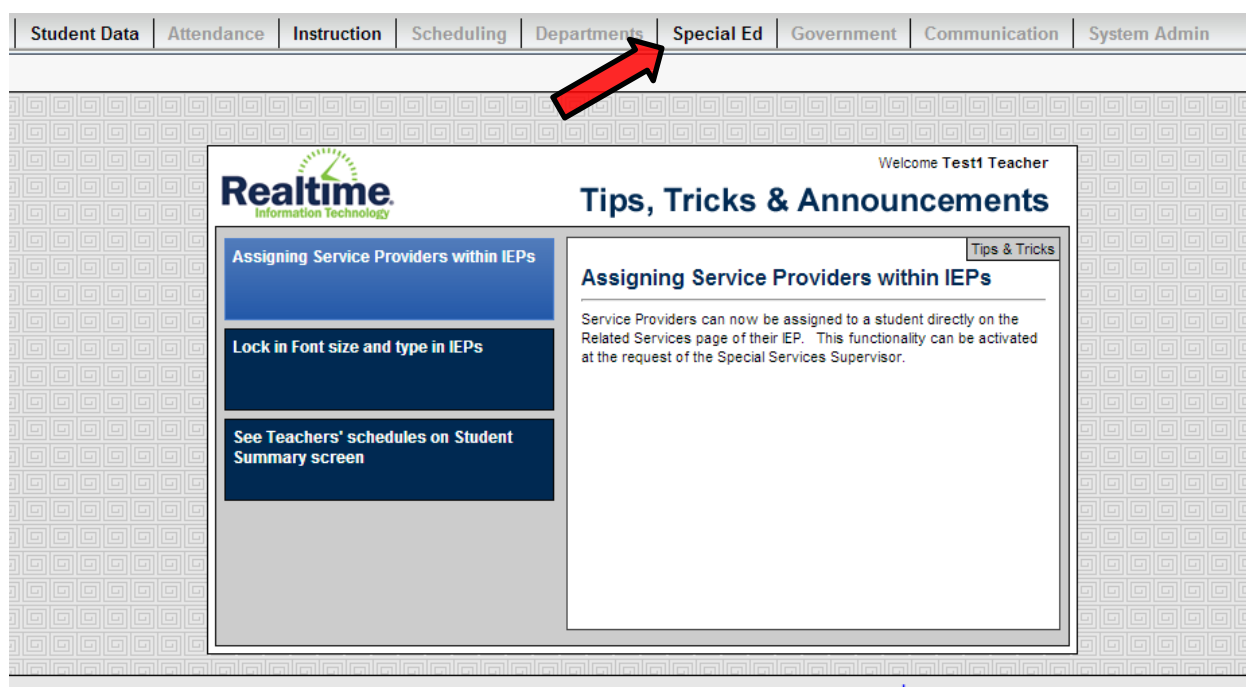
The purpose of this guide is to cover the steps needed in order to close (enforce) a document so that teachers may do PLAAFPs, and how to input information such as state assessments (PARCC, DLM), related services, and a behavioral plan.

CST Information Entry for Testing, Related Services, and Behavioral Plans

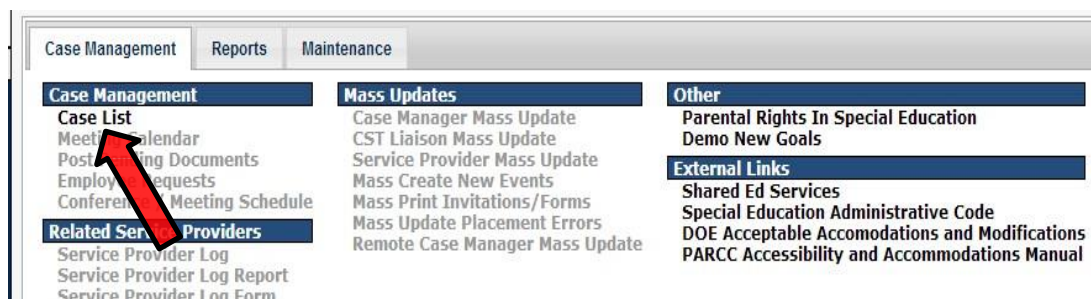
To begin the process of entering in the information, you will have to access your student case list.

Accessing your Case List

Your case list can be accessed by clicking the **Special Ed** Tab across the top of the RealTime screen.



Once chosen, the Special Ed Tab expands to show three sub tabs, Case Management, Reports and Maintenance. The most common place to start is with the **Case List**. To find a student / bring up a case list, you must click on **Case List**.



You will now see the **Search Case List Screen**.

13-14 You are in the current year. Search IEP Case List

Enter Student ID:

Student ID:

Or any of combination of the information below:

Last Name:

First Name:

Location: --ALL--

Homeroom: --ALL--

Grade: All Selected

Classification: All Selected

Program: --ALL--

CST Team: --ALL--

Case Manager/Liaison Teacher: --ALL--

Event Type: --ALL--

Event Status: --ALL--

Student Special Ed Status: Active Only

Tuition: All

Display Open Evaluations: ☒

Display Warnings Only: ☐

Display List Batch Print

Add to My Menu: IEP

The drop downs on the Search Case List Screen may be used in any combination to search for student(s). If you wish to search for a student by name, you do not need to type the entire name, the system will return all students that match what is entered. Use one field or multiple fields to display one or more students you wish to view.

Note that the **Add to My Menu icon can be used to create a short cut to this screen.**

Press the **Display List** button after entering your search criteria to display the results.

This will bring you to the Child Study Case List.

ID	Last First	Age	HR	Gr.	Location	Case Manager	Program	Classification	IEP End Date	Re-Eval Due Date	Open Events
91203912	TEST	IEP	4y 11m	Default	K 9999	Susan Burger		Emotionally Disturbed	06/17/2013		Transfer
91203912	TEST	IEP	4y 11m	Default	K 9999	Susan Burger		Emotionally Disturbed	06/17/2013		Annual Review
999012	Test	Bohan	8y 2m	05	Test	Tara Bohan		Autistic	06/17/2012		Annual Review
999012	Test	Burger	8y 0m	05	Test	Susan Burger		Autistic	05/14/2012		Annual Review
999012	Test	Burger	8y 0m	05	Test	Susan Burger		Autistic	05/14/2012		Annual Review
999008	Test	Eight	8y 5m	05	Test			Autistic	07/14/2012		Annual Review
999005	Test	Five	8y 3m	05	Test			Autistic	08/31/2012		Annual Review
999016	Test	Forne	8y 3m	05	Test	Oscar Forne		Autistic	09/05/2012		Annual Review
999004	Test	Four	7y 10m	05	Test			Autistic	07/30/2012		Annual Review
999015	Test	Hayward	16y 3m	05	Test	Edmund Hayward		Autistic	06/30/2014		Annual Review
999015	Test	Hayward	16y 3m	05	Test	Edmund Hayward		Autistic	06/30/2014		Annual Review
999017	Test	Hidalgo	8y 7m	05	Test			Autistic	11/12/2013		Annual Review

Note, on this screen, there are instances where a student's name will appear twice (shown by the red highlighted region above). This happens if the students has **two or more open events**. (In this case, there is an open transfer and annual review event).

You can click on the student's name to proceed to their **SPECIAL ED SUMMARY PAGE**.

Sp Ed Student Summary

Student Information

Student: Hidalgo Test ID: 999017 DOB: 02/13/2005

Case Manager: Susan Burger Age: 8y7m Grade: 05

Classification: Autistic Program:

Location: Test Location Homeroom: Default

Tuition: Paid by a school district Native Language:

Daily Attendance: Present

Currently In:

123 Main Street Parents: Mr. & Mrs. Test

Anywhere, NJ 01234 (732) 678-5142

Show Student Schedule Student Case Notes

Display Currently Implemented IEP

Display Progress of Current G&O

Student Evaluations / Documents

Historic Events

Event Type	Implementation Date	Status	IEP Meeting Date	Document
Annual Review	09/01/2013	Closed - Posted	08/01/2013	View
IEP Upload	09/01/2013	Closed - Posted		View
Annual Review		Open		

Create New Event

Navigating the Student Summary Page

Once you have reached the student's Special Education Summary Page, you will be able to perform the following functions, noted in the picture below:

The screenshot shows the 'Sp Ed Student Summary' page. At the top right is the title 'Sp Ed Student Summary' with a help icon. Below it is a 'Student Information' section with a dark blue header. The information includes: Student: Hidalgo Test, ID: 999017, DOB: 02/13/2005; Case Manager: Susan Burger, Age: 8y7m, Grade: 05; Classification: Autistic, Program: ; Location: Test Location, Homeroom: Default; Attending School: ; Tuition: Paid by a school district, Native Language: ; Daily Attendance: Present; Currently In: 123 Main Street, Anywhere, NJ 01234; Show Student Schedule; Parents: Mr. & Mrs. Test, (732) 678-5142; Student Case Notes; Display Currently Implemented IEP; Display Progress of Current G&O; Student Evaluations / Documents. A red box with the number '1' is placed over the 'Display Progress of Current G&O' link. Below this is a 'Historic Events' section with a table. The table has columns: Event Type, Implementation Date, Status, IEP Meeting Date, and Document. It lists three events: Annual Review (09/01/2013, Closed - Posted, 08/01/2013, View), IEP Upload (09/01/2013, Closed - Posted, View), and Annual Review (Open). A red box with the number '3' and an arrow points to the 'Annual Review' event. At the bottom, there is a 'Create New Event' button. A red box with the number '2' and an arrow points to this button.

Sp Ed Student Summary ?

Student Information

Student: [Hidalgo Test](#) ID: 999017 DOB: 02/13/2005

Case Manager: Susan Burger Age: 8y7m Grade: 05

Classification: Autistic Program:

Location: Test Location Homeroom: Default

Attending School:

Tuition: Paid by a school district Native Language:

Daily Attendance: [Present](#)

Currently In:

123 Main Street
Anywhere, NJ 01234
[Show Student Schedule](#)

Parents: Mr. & Mrs. Test
(732) 678-5142

[Student Case Notes](#)

[Display Currently Implemented IEP](#)

[Display Progress of Current G&O](#)

[Student Evaluations / Documents](#)

Historic Events

Event Type	Implementation Date	Status	IEP Meeting Date	Document
Annual Review	09/01/2013	Closed - Posted	08/01/2013	View
IEP Upload	09/01/2013	Closed - Posted		View
Annual Review		Open		

[Create New Event](#)

1. View the current year's Goals and Objectives in REALTIME'S FORMAT

To view this current year's goals and objectives in a PDF Format, click on **DISPLAY PROGRESS OF CURRENT G&O** (marked as #1 on the student summary page image). This will open a new tab on your internet browser displaying the currently implemented goals and objectives. A sample of the printout is shown below. **(Please note: you may need to turn off your popup blocker if nothing appears)**

GROUPING: Language Arts

2nd Grade When given grade-level literary text, Hidalgo will ask and answer questions related to who, what, where, when, why and how to demonstrate understanding of key details in the text.


2nd Grade when given grade-level literary text, Hidalgo will ask questions related to who, what, where, when, why and how to demonstrate understanding of key details in the text

2nd Grade when given grade-level literary text, Hidalgo will demonstrate understanding of key details in the text by answering questions related to who, what, where, when, why and how to demonstrate understanding of key details in the text


GROUPING: Physical Education

GRADE 4 Hidalgo will understand personal growth and development



GRADE 4 Hidalgo will explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact



Sp Ed Student Summary 

Student Information						
Student:	Hidalgo Test	ID:	999017	DOB:	02/13/2005	
Case Manager:	Susan Burger	Age:	8y7m	Grade:	05	
Classification:	Autistic		Program:			
Location:	Test Location		Homeroom:			Default
Attending School:	Test Location		Native Language:			
Tuition:	Paid by a school district					
Daily Attendance:	Present					
Currently In:						
123 Main Street			Parents: Mr. & Mrs. Test			
Anywhere, NJ 01234			(732) 678-5142			
Show Student Schedule			Student Case Notes			
			Display Currently Implemented IEP			
			Display Progress of Current G&O			
			Student Evaluations / Documents			



Historic Events

Event Type	Implementation Date	Status	IEP Meeting Date	Document
Annual Review	09/01/2013	Closed - Posted	08/01/2013	View
IEP Upload	09/01/2013	Closed - Posted		View
  Annual Review		Open		

  [Create New Event](#)

2. Creating a new event

If you need to create another **event**, navigate back to the **Special Education Student Summary Page**, and click on the **CREATE NEW EVENT** button.

Student Information

Student: [Hidalgo Test](#) **ID:** 999017 **DOB:** 02/13/2005
Case Manager: Susan Burger **Age:** 8y7m **Grade:** 05
Classification: Autistic **Program:**
Location:
Attending School: Test Location **Homeroom:** Default
Tuition: Paid by a school district **Native Language:**
Daily Attendance: [Present](#)
Currently In:
 123 Main Street
 Anywhere, NJ 01234
[Show Student Schedule](#)

Parents: Mr. & Mrs. Test
 (732) 678-5142
[Student Case Notes](#)
[Display Currently Implemented IEP](#)
[Display Progress of Current G&O](#)
[Student Evaluations / Documents](#)

Historic Events

Event Type	Implementation Date	Status	IEP Meeting Date	Document
Annual Review	09/01/2013	Closed - Posted	08/01/2013	View
IEP Upload	09/01/2013	Closed - Posted		View
Annual Review	09/01/2014	Open		



Create New Event

Note that the following popup window will occur **if you have an Open Annual Review**

×

The page at <https://cp.fridaysis.com> says:

This student already has the following open events:

Annual Review - 09/01/2014

Would you like to continue?

OK

Cancel

Click **Okay** to proceed.

This next screen is the create event screen. Make sure the event type says **Annual Review** and enter a Reason/Comment into the box (**OPTIONAL**) and click **Save**.

Create Event ?

→

Event Type: Annual Review

Student: Hidalgo Test - 999017

Location: Test Location

CST Team: Child Study Team - test cst

Case Manager: Susan Burger

Reason/Comment:

← → ✂ 📄 📁 ABC

B *I* U ☰ ☷ ☹ ☶

Font

Size

→

→

Save

Cancel

Once you have clicked Save, you will be sent to the **Event Details – Annual Review** page for the event that you have just created. It is best to note what the Annual Review event is for by putting in the **SEGMENT DATES immediately afterword** so other staff members know which event is for the projected year and which event is for the current year.

3. Entering in the CST information under the OPEN ANNUAL REVIEW EVENT

Sp Ed Student Summary ?

Student Information
Student: [Hidalgo Test](#) ID: 999017 DOB: 02/13/2005
Case Manager: Susan Burger Age: 8y7m Grade: 05
Classification: Autistic Program:
Location: Test Location Homeroom: Default
Attending School:
Tuition: Paid by a school district Native Language:
Daily Attendance: [Present](#)
Currently In:
123 Main Street
Anywhere, NJ 01234
[Show Student Schedule](#)

1

Parents: Mr. & Mrs. Test
(732) 678-5142
[Student Case Notes](#)
[Display Currently Implemented IEP](#)
[Display Progress of Current G&O](#)
[Student Evaluations / Documents](#)

Historic Events

Event Type	Implementation Date	Status	IEP Meeting Date	Document
Annual Review	09/01/2013	Closed - Posted	08/01/2013	View
IEP Upload	09/01/2013	Closed - Posted		View
3 → Annual Review		Open		

2 → [Create New Event](#)

To begin the process of entering in testing information, therapies, and a behavioral plan, for your student, please click on the **ANNUAL REVIEW** button (marked as #3 on the student summary page image).

You will now see the **Event Details** screen for the **Annual Review**.

IEP Format, Segments and Dates

The first step of the process is to enter the beginning and ending dates for the goals you are about to create. This is done by clicking on **IEP Format, Segments and Dates**:

Event Details - Annual Review

ID	Student	DOB	Age	Case Manager	Native Language
999017	Hidalgo Test	02/13/2005	8y7m	Susan Burger	Student Summary

Event Outline - Annual Review

	Last Assign Date	Access Date	Completed Date
Child Study Team Case			
IEP Format, Segments and Dates			
IEP Format: Segment A			
Draft / Revise IEP			
IEP Meeting Setup <i>Meeting has not been set up.</i>			
Finalize and Distribute IEP			

IEP Format, Segments and Dates

Student: Hidalgo Test - 999017
 Location: Test Location
 IEP Format: ☐ Amendment Format ☒ BCSS Format

	ESY	Order	Begin	End	Segment Description	G&O
Segment A		1	09/01/201X	06/30/201X	201X / 201X School Year	
<input type="checkbox"/> Segment B	<input type="checkbox"/>	2				<input type="checkbox"/>
<input type="checkbox"/> Segment C	<input type="checkbox"/>	3				<input type="checkbox"/>
<input type="checkbox"/> Segment D	<input type="checkbox"/>	4				<input type="checkbox"/>
<input type="checkbox"/> Segment E	<input type="checkbox"/>	5				<input type="checkbox"/>

* Note: The Begin Date of the 1st ordered segment is the IEP's Implementation Date
 * Note: If the first segment is to be ESY then segment B should be used with the sort order changed to be the first segment

The dates indicate when the document you are creating is going to be taking place. **These dates and segment descriptions need to be accurate, as they inform the teachers and therapists where to input either current year goals or projected year goals.**

Unless stated otherwise, the date range for each annual review should cover an academic school year (9/01/20xx to 6/30/20xx). Marking a student as coming to Extended School Year is on page

Draft / Revise IEP

Event Details - Annual Review

ID	Student	DOB	Age	Case Manager	Native Language
999017	Hidalgo Test	02/13/2005	8y7m	Susan Burger	

[Student Summary](#)

Event Outline - Annual Review

	Last Assign Date	Access Date	Completed Date
Child Study Team Case			
IEP Format, Segments and Dates			
IEP Format:			
Segment A			
Draft / Revise IEP			
IEP Meeting Setup			
Meeting has not been set up.			
Finalize and Distribute IEP			







After you having indicated the date range in the IEP FORMAT, SEGMENT and DATES page, the next area will be the **Draft/Revise**. This will bring up the **IEP SECTION LIST**. This screen has multiple links, to different sections of the student's progress report.

To **print** an individual section, such as goals and objectives that you have created, click the **printer icon** next to the area where you have input information.

IEP Section List

ID	Name	Grade	Event Type	IEP Format
999017	Test, Hidalgo	05	Annual Review	BCSS Format

[Student Summary](#)

Step	Section	Revised by	Date
	1	Goals & Objectives (New Functionality) - Teacher Entry	
	2	Modifications / Accommodations -- Teacher Entry	
	3	Supplementary Aids and Assistive Technologies - CST Entry	
	4	Participation in District and State Assessment Program - CST Entry	
	5	Statement of Special Education and Related Services - CST Entry	
	6	Behavioral Intervention Plan - CST Entry	
Append Additional Documents			

[Return to Event Details](#) [Preview/Print Draft](#) [Print Clean Copy](#)

To begin the data entry process, we will click on **Participation in District and State Assessment Program – CST Entry**.

Participation in District and State Assessment Program

On this screen, you will be able to select which state tests the student takes, such as the PARCC, DLM. **Remember, when you fill out this information, it should be appropriate for whichever school year the annual review is reflecting.**

State Assessment:

Not
Exempt

- ☐ NJ ASK 4 - Science
- ☐ NJ ASK 8 - Science
- ☐ NJBCT
- ☐ EOC Algebra I
- ☐ EOC Algebra II

Not Exempt

- ☐ AHSA (formerly SRA)
 - ☐ Other
 - ☐ PARCC ELA/Literacy - On Grade Level
 - ☐ PARCC Math - On Grade Level
-

You will click the check box next to any testing that the student participates in. **NOTE** that DLM information is listed below the initial set of tests under the **MODIFICATIONS/ACCOMMODATIONS SECTION**.

- ☐ Student will participate in DLM Language
- ☐ Student will participate in DLM Math

PARCC Accommodations

On the same page, you will see the PARCC accommodations. Click on **SHOW PARCC ACCOMMODATIONS**. Please select the appropriate accommodations for the student. Please refer to the BCSS Curriculum site for more information on PARCC.

PARCC Accommodations

☐ Hidalgo does not require any testing Accommodations or Modifications.

☒ Show Computer Based Accommodations

☐ Show Paper Accommodations

Features for All Students (Not included in the PARCC Export)

☐ Audio Amplification

☐ Blank Paper (provided by test administrator)

☐ Eliminate Answer Choices

☐ Flag Items for Review

☐ General Administration Directions Clarified (by test administrator)

☐ General Administration Directions Read Aloud and Repeated as Needed (by test administrator)

☐ Highlight Tool

☐ Headphones or Noise Buffers

☐ Line Reader Tool

☐ Magnification/Enlargement Device

☐ NotePad

☐ Pop-up Glossary

☐ Redirect Student to the Test (by test administrator)

☐ Spell Checker

☐ Writing Tools

Accessibility Features - Identified in Advance

DLM Accommodations

DLM Accommodations: must be completed, and every student in district must have the following checked off, no matter what the ability level, as per administration: Individualized Manipulatives, Human Read Aloud, and Test Administrator entering of Responses for Student.

To begin, click on **SHOW DLM**, and then proceed to filling out the accommodations needed for the student. **PLEASE REMEMBER THAT THE DLM ACCOMMODATIONS AREA IS WHERE YOU INDICATE THEY ARE PARTICIPATING IN DLM (see screenshot below)**

- ☐ Student will participate in DLM Language
- ☐ Student will participate in DLM Math

Once you are completed, click **SAVE** at the bottom of the screen. Then Click **RETURN** to proceed to the next section to be completed by CST



The next section will be the **Statement of Special Education and Related Services – CST Entry**

IEP Section List

ID	Name	Grade	Event Type	IEP Format
999017	Test, Hidalgo	05	Annual Review	BCSS Format Student Summary

Saved

Step	Section	Revised by	Date
1	Goals & Objectives (New Functionality) - Teacher Entry	jachid	10/10/13
2	Modifications / Accommodations -- Teacher Entry		
3	Supplementary Aids and Assistive Technologies - CST Entry		
4	Participation in District and State Assessment Program - CST Entry	jachid	10/22/13
5	Statement of Special Education and Related Services - CST Entry		
6	Behavioral Intervention Plan - CST Entry		

[Append Additional Documents](#)

Return to Event Details
Preview/Print Draft
Print Clean Copy

Statement of Special Education and Related Services – CST Entry

This screen is where you will put in any therapies/counseling/nursing/One to One Aides that your student receives. **IF YOUR STUDENT DOES NOT receive any of this, then you may skip this section.**

The first area is the General/Special Education Classes. **YOU MAY SKIP THIS SECTION AS WE DO NOT NEED TO PUT IN THIS INFORMATION**

Previous Section

Revert

Save

Save & Preview

Return

Next Section

STATEMENT OF SPECIAL EDUCATION AND RELATED SERVICES - 2013 / 2014 SCHOOL YEAR

State the special education services by instructional area. For in-class programs also state amount of time the resource or supplementary instruction teacher is present in the general education class [N.J.A.C. 6A:14-3.7(e)4 and N.J.A.C. 6A:14-3.7(e)8]. For pull-out replacement resource and special class programs, state the amount of instruction in each subject area, which must be equal to the amount of instructional time in general education for each subject area [N.J.A.C. 6A:14-4.1(i)].

General/Special Education Classes

Show Student Schedule

☐ Use Segment Dates
(09/01/2013 - 06/30/2014)

Instructional Area	Date Services Begin	Date Services End	Frequency (days/cycle)	Type of Program/Location	Duration (minutes)	Parent Decline
			/ Day	Please Select	10	<input type="checkbox"/>

The area just below this is the area to input **RELATED SERVICES**
(Therapies/Nursing/Counseling/1:1 Aides)

Related Services

State the related services [N.J.A.C. 6A:14-3.7(e)4]. Include, as appropriate, a statement of integrated therapy services to be provided. Specify the amount of time the therapist will be in the classroom. If speech-language services are included, specify whether the services will be provided individually or in a group. Specify the group size. [N.J.A.C. 6A:14-3.7(e)8 and N.J.A.C. 6A:14-4.4(a)1].

☐ Use Segment Dates
(09/01/2013 - 06/30/2014)

Related Services	Date Services Begin	Date Services End	Frequency (days/cycle)	Location	Duration (minutes)	Group Size	Provider	Parent Decline
Speech Therapy	09/01/2013	06/30/2014	3 Week	Please Select	30	Small group	Outside Agency	<input type="checkbox"/>
Speech Therapy	09/01/2013	06/30/2014	1 Week	Please Select	30	Individual	Outside Agency	<input type="checkbox"/>
Please Select	09/01/2013	06/30/2014	0 Day	Please Select	30	Please Select	Please Select	<input type="checkbox"/>

The first column, **Related Services**, is where you will select what type of service the student receives. **Select one service PER ROW.**

NOTE: IF YOUR STUDENT RECIEVES INDIVIDUAL AND SMALL GROUP THERAPIES, THEY MUST BE IN TWO SEPARATE ROWS (check the screenshot above for an example)

The next button is the **USE SEGMENT DATES** button. Click on this button to have the date range of the Annual review be applied to all of the related services. This simply states that the student will receive therapies for the entire school year that the annual review is for.

The next area is the frequency of the services that a student receives. **Please put this in the form of number of times per week.**

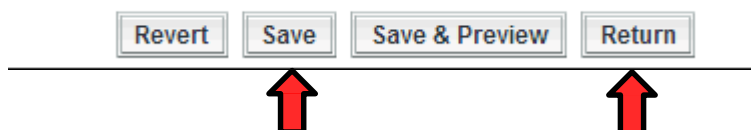
The next column is the **Group Size** where you will select whether the service is in a small group, individual, etc.

Finally, the last section is the **Provider**. This dropdown has a list of all of the service providers in the district. Select whoever is providing the service.

For Related Services, you will only indicate services which are provided by BCSS Staff. Services provided by the sending district, such

as a 1:1 aide, or medication by nurses, are NOT to be entered into RealTime.

Once you have completed filling out the services that a student receives, click **SAVE** at the bottom of the screen. Then Click **RETURN** to proceed to the next section to be completed by CST.



Behavioral Intervention Plan – CST Entry

The last section will be the **Behavioral Intervention Plan – CST Entry**

IEP Section List

ID	Name	Grade	Event Type	IEP Format
999017	Test, Hidalgo	05	Annual Review	BCSS Format Student Summary

Saved

Step	Section	Revised by	Date
1	Goals & Objectives (New Functionality) - Teacher Entry	jachid	10/10/13
2	Modifications / Accommodations -- Teacher Entry		
3	Supplementary Aids and Assistive Technologies - CST Entry		
4	Participation in District and State Assessment Program - CST Entry	jachid	10/22/13
5	Statement of Special Education and Related Services - CST Entry		
6	Behavioral Intervention Plan - CST Entry		

[Append Additional Documents](#)

Return to Event Details
Preview/Print Draft
Print Clean Copy

This section of the annual review allows you to put in your behavioral plan for your student. **IF YOU STUDENT DOES NOT HAVE A BEHAVIORAL PLAN, YOU MAY SKIP THIS SECTION.**

This section has multiple target areas that the student's behavior could be targeted towards. Click on the checkbox that applies for your student.

☐ Case Manager Must Attend All Discipline Meetings

BEHAVIORAL INTERVENTION PLAN

N.J.A.C. 6A: 14.3.7(c)4 requires consideration of behavioral needs. If behavior impedes the student's learning or the learning of others, the IEP team must consider when appropriate, strategies, including positive behavioral interventions and supports to address that behavior. When needed, a behavior intervention plan must be included in the IEP.

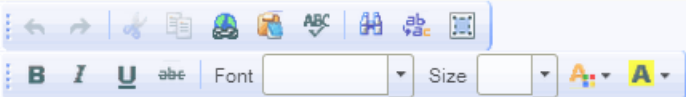
Target Behavior

- ☐ Not applicable for this student
- ☐ ☐ Poor / Apathetic attitude toward school
- ☐ ☐ Attendance
- ☐ ☐ Tardiness
- ☐ ☐ Cutting Classes
- ☐ ☐ On-task behavior
- ☐ ☐ Compliance

Once you click on a checkbox, you will be able to input a description of their target behavior, as well as any types of interventions (pre, post, positive, etc).

☒ ☐ Poor / Apathetic attitude toward school

Detailed Description of Target Behavior



Documentation of prior interventions and student response:

- ☐ Provided small group instruction
- ☐ Provided consistent routine
- ☐ Set short term easily reached goals
- ☐ Employed behavior modification
- ☐ Provided Individual Counseling
- ☐ Provided positive, concrete and verbal reinforcement

Fill out the appropriate information for your student's behavioral plan.

Once you are completed, click **SAVE** at the bottom of the screen.



Extended School Year and Summer Therapies:

If you student is going to be in extended school year, please follow the following steps in order for them to be marked as coming to ESY.

1. Navigate to the student who is going to ESY through Special Ed → Caselist
2. **Select their PROJECTED ANNUAL REVIEW**
3. Go to IEP FORMAT, SEGMENTS, AND DATES
4. Select the check box to the left of SEGMENT B
5. **Select the checkbox to the right of SEGMENT B, which indicates ESY**
6. In the box under the ORDER column, change segment A to the number 2 and Segment B's box to the number 1 (This simply puts it in chronological order)
7. Enter in the beginning date of your ESY program (varies per program)
8. Enter in the end date of your ESY program (varies per program)
9. In the SEGMENT DESCRIPTION comment box, put **ESY**

In the end, it should look like the example below (the highlighted areas that need to be changed/selected)

IEP Format, Segments and Dates ?

Student: Hidalgo Test - 999017
 Location: Test Location
 IEP Format: ☐ Amendment Format ☐ BCSS Format ☐ Jacob test

	ESY	Order	Begin	End	Segment Description	G&O
Segment A	<input type="checkbox"/>	2	09/01/2014	06/30/2015	2014 / 2015 School Year	<input type="checkbox"/>
<input checked="" type="checkbox"/> Segment B	<input checked="" type="checkbox"/>	1	7/05/2014	7/30/2014	ESY 2014	<input type="checkbox"/>
<input type="checkbox"/> Segment C	<input type="checkbox"/>	3				<input type="checkbox"/>
<input type="checkbox"/> Segment D	<input type="checkbox"/>	4				<input type="checkbox"/>
<input type="checkbox"/> Segment E	<input type="checkbox"/>	5				<input type="checkbox"/>

* Note: The Begin Date of the 1st ordered segment is the IEP's Implementation Date

After a student is selected as coming to ESY (through selecting it through the IEP segment section), two related services entry pages get created. **CST should only enter in ALL of their therapies (regular school year and summer therapies) into one of those, preferably, the one that is highlighted**

- 5 Statement of Special Education and Related Services - CST Entry (2014 / 2015 School Year)
- 5 Statement of Special Education and Related Services - CST Entry (ESY 2014)

If you have it split it into the two entry pages that is fine as long as they have selected the correct therapy type. The therapies that are designated for the summer program have the prefix “Summer” on the service. See below:

Please Select

NONE

Speech Therapy

Occupational Therapy

Physical Therapy

Counseling

One to One Aide

Nurses Service

One to One Nurse

Summer Counseling

Summer Nursing

Summer Occupational Therapy

Summer Physical Therapy

Summer Speech

Again, as long as you have the Summer Therapies accounted for in one of the two Statements of Related Services, it is fine. **Please try to avoid doubling up on entering the therapies (such as putting in the therapies into both Statements.**

Inputting Staff Examiners and Test Codes for PARCC

- Go to **Student Data** at the top of the page
- Click the **ADD/MASS UPDATE** tab
- Under **UPDATE NJ SMART**, click on **PARCC BY STUDENT**

Location:

Grade: [1 selected]
Use Shift or CTRL to select multiple.

Homeroom: [1 selected]
Use Shift or CTRL to select multiple.

Student Filter:

LEP:

Section 504:

Use Course Filter:

Teacher:

Type:

Marking Period:

- Select **Location** and **HOMEROOM TEACHER** or **GRADE** (depending on how you do your PARCC assignments)
- Under **TYPE**, select either ELA, MATH, or ALL (All allows you to edit both at the same time)
- Click **GET REPORT**

PARCC Data Update									
ID	Name	ELA Test Code	Test Format	Retest	Examiner ELA	Class Name ELA	Session Name ELA	Staff Member Assigned ELA	
<input type="checkbox"/>	Set All:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="--Please Select--"/>	<input type="text" value="--Do Not Update--"/>	<input type="text" value="--Do Not Update--"/>	<input type="text" value="--Please Select--"/>	
<input checked="" type="checkbox"/>	999017 Test, Hidalgo	<input type="text"/>	<input type="text" value="O"/>	<input type="text" value="N"/>	<input type="text"/>			<input type="text"/>	
<input checked="" type="checkbox"/>	123456789 Test, Oscar	<input type="text"/>	<input type="text" value="O"/>	<input type="text" value="N"/>	<input type="text"/>			<input type="text"/>	
<input type="checkbox"/>	999999995 Test, SanMelOne	<input type="text"/>	<input type="text" value="O"/>	<input type="text" value="N"/>	<input type="text"/>			<input type="text"/>	
<input checked="" type="checkbox"/>	999999993 Test, SanMelThree	<input type="text"/>	<input type="text" value="O"/>	<input type="text" value="N"/>	<input type="text"/>			<input type="text"/>	
<input checked="" type="checkbox"/>	999999994 Test, SanMelTwo	<input type="text"/>	<input type="text" value="O"/>	<input type="text" value="N"/>	<input type="text"/>			<input type="text"/>	
<input type="checkbox"/>	999999998 Test, SusBurOne	<input type="text"/>	<input type="text" value="O"/>	<input type="text" value="N"/>	<input type="text"/>			<input type="text"/>	
<input type="checkbox"/>	999999996 Test, SusBurThree	<input type="text"/>	<input type="text" value="O"/>	<input type="text" value="N"/>	<input type="text"/>			<input type="text"/>	
<input type="checkbox"/>	999999997 Test, SusBurTwo	<input type="text"/>	<input type="text" value="O"/>	<input type="text" value="N"/>	<input type="text"/>			<input type="text"/>	
<input type="checkbox"/>	999999992 Test, SusKocOne	<input type="text"/>	<input type="text" value="O"/>	<input type="text" value="N"/>	<input type="text"/>			<input type="text"/>	
<input type="checkbox"/>	999999990 Test, SusKocThree	<input type="text"/>	<input type="text" value="O"/>	<input type="text" value="N"/>	<input type="text"/>			<input type="text"/>	
<input type="checkbox"/>	999999991 Test, SusKocTwo	<input type="text"/>	<input type="text" value="O"/>	<input type="text" value="N"/>	<input type="text"/>			<input type="text"/>	

☐ Return to this page after save

- Select the checkbox to the left of the students who you will be making changes on. Once you click on the checkbox, their name will be in yellow. **Any students who are not highlighted yellow will not have changes made to them.**
- Make sure to input the correct ELA/MATH test codes, the proper examiners, and proper staff members assigned. **CLASS AND SESSION NAMES WILL BE INPUT BY TECHNOLOGY**
- Click **UPDATE SELECTED STUDENTS** to save your changes.

Inputting Staff Examiners for DLM

This will only work if you have DLM checked off in the students CURRENT YEAR DOCUMENT. If a student does not appear when you do the steps below, then make sure they are selected as taking DLM.

- Go to Student Data at the top of the page
- Click the ADD/MASS UPDATE tab
- Under UPDATE NJ SMART, click on Examiner SMID
- Select Location and HOMEROOM TEACHER

The screenshot shows a web interface for selecting a location and a homeroom teacher. The 'Location' dropdown menu is open, showing a list of schools. The 'Homeroom Teacher' dropdown menu is also open, showing a list of teachers. The 'Location' dropdown is currently set to 'N. A. Blesman Regional Day School'. The 'Homeroom Teacher' dropdown is currently set to 'FERNANDES, LAUREN'. The interface includes a 'one:' label, a 'ion:' label, a 'CM:' label, a 'ion:' label, a 'Iter:' label, a '.EP:' label, a '504:' label, a 'ype:' label, and a 'itus:' label. The 'one:' label is followed by a text input field. The 'ion:' label is followed by a dropdown menu. The 'CM:' label is followed by a dropdown menu. The 'ion:' label is followed by a dropdown menu. The 'Iter:' label is followed by a dropdown menu. The '.EP:' label is followed by a dropdown menu. The '504:' label is followed by a dropdown menu. The 'ype:' label is followed by a dropdown menu. The 'itus:' label is followed by a dropdown menu. The interface also includes a 'Find Students' button and an 'Update Selected Students' button. The footer of the interface reads 'Time Information Technology, Inc. © 2003-2016 All Rights Reserved.'

- Click FIND STUDENTS
- Select the Students who will be participating in DLM
- Click UPDATE SELECTED STUDENTS
- Choose the appropriate DLM MATH examiner and DLM Language examiner
 - Note that this will select that examiner for ALL of the selected students. If some students are testing with a different teacher, repeat the steps above and only select the students who will be testing with a different teacher.
- Click Save and you are done!

PLAAFP Survey Requests

A new option is now available for CST to request teacher input on PLAAFP surveys that would be sent out to the local districts. To do this, click on **ENTER TEACH REQUESTS FOR SURVEYS** on the EVENT OUTLINE page of a **FINALIZED DOCUMENT**.

Event Outline - Annual Review

	Assign Date	Last Access Date	Completed Date
--	----------------	------------------------	-------------------


Event Creation Details


IEP Format, Segments and Dates
IEP Format: BCSS Format
Segment A

Enter Teacher Requests for Surveys

Draft / Revise IEP

You can now select which teachers/staff members need to fill out the survey and what the due date is for the survey:

Survey Due Date: 03/11/2018  Str

Present Levels of Academic Achievement and Functional Performance 

Staff Members
Britton, Marie
BROCKWAY, MELISSA
Brown, Allison
Brown, Robert
BROWNE, MARIA
Bruzzesi, Elaine
Bulatov, Julie

>>>
<<<

Request Survey
Buckley, Scott
FERNANDES, LAUREN
MORRISON, NICHOLAS
Shafer, Susan

Add Additional Message Text

Save

Cancel



Once that is completed, a staff member will see the green envelope next to their name turn green, indicating that a survey has been sent to them. They will click on that envelope to access the survey request and fill out the survey accordingly.

User: **Jacob Hidalgo [140183]**



Once a staff member completes the survey they can **SUBMIT SURVEY RESULTS TO CST**. Once this is done, they **CANNOT** edit what they have written. CST would have to send it back to them in order for them to correct anything.

After all of the surveys have been returned, CST can go into **DRAFT/REVISE IEP** and combine the survey results. To do so, they will click on “Present Levels of Academic Achievement and Functional Performance”

Step Section		Revised by	Date
	1 Goals & Objectives (New Functionality) - Teacher Entry		
	2 Present Levels of Academic Achievement and Functional Performance		

Finally, CST can then combine all of the surveys into one concise document by clicking on **COMBINE SURVEYS/ACCESS PRESENT LEVEL**. This should combine all of the surveys into one document for printing.

Employee	Invite Date	Submit Date
* No Surveys Sent		
Combine Surveys/Access Present Levels		

This was the last section of data entry to be completed by CST. The next section of the document will go over the closing of an open event and what this affects.

Closing (enforcing) an open event

Once all of the sections of the “IEP” are completed (Goals and Objectives/Modifications/Testing information/Therapies/Behavioral Plan), the teachers/staff members must notify CST to review the goals and objectives. Once approved, CST must close (enforce) the event for the goals and objectives to be in effect for the current year.

What does it mean to close an event

Closing an event (annual review) tells the system that all information that was input into the various sections of the event will now go into effect (enforces the event). This means, any Goals and Objectives, testing information, therapies, etc, that were entered will **OVERRIDE AND UPDATE** any previous information that has been put into place.

When the goals and objectives go into effect, then they have become "enforced", allowing for teachers and service providers to enter in their PLEP. If there is no closed event, then the staff members will not be able to enter a PLEP until an event with goals and objectives is closed.

When to close an event

Currently, there are only **two scenarios** in which CST would need to close an annual review event for a student. The two scenarios are:

- If you have a brand new student to the district who has no goals and objectives for the current year. This student will need goals and objectives placed into the annual review marked for the current school year.
- An annual review event was re-opened to fix an error in G&Os, testing, ETC.

Steps to closing out an annual review

In order to close out an annual review event in RealTime, the following sections needs to be completed.

- **IEP Format, Segments, and Dates**
- **ESY (if applicable) needs to be selected**
- **All Related Services must be within the date range of the IEP FORMAT SEGMENTS AND DATES**

- IEP Meeting date must be entered

ID	Student	DOB	Age	Case Manager
999017	Hidalgo Test	02/13/2005	11y5m	Susan Burger

IEP M

Scheduled On: 

Scheduled For: 

Start Time (hh:mm): ☒ AM ☐ PM

End Time (hh:mm): ☒ AM ☐ PM

Location:

Room:

- Results of the IEP Meeting must be entered

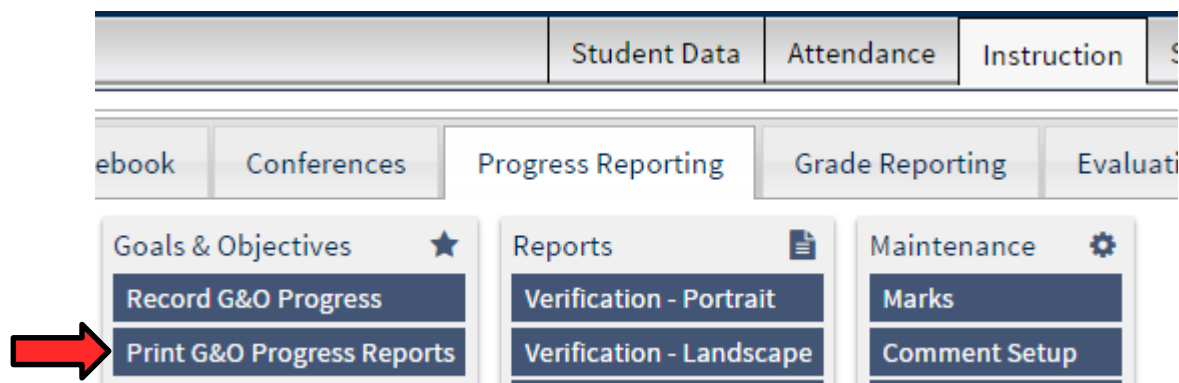
ID	Student	Case Manager
999017	Hidalgo Test	Susan Burger

Parental Consent Obtained: ☐ Yes, parental consent was obtained.
☐ No, parental consent was NOT obtained.
 (15 Day Review Period in Effect)
☐ Refused, parent refused implementation.

Parental Decision Date: 

Printing past progress reports

If you need to print out a previous year(s) progress report, you can do so by going to **Instruction**
 → **Progress Reporting** → **Print G&O Progress Reports**



You will be brought to a student search page. Fill it out as you normally would, but make sure

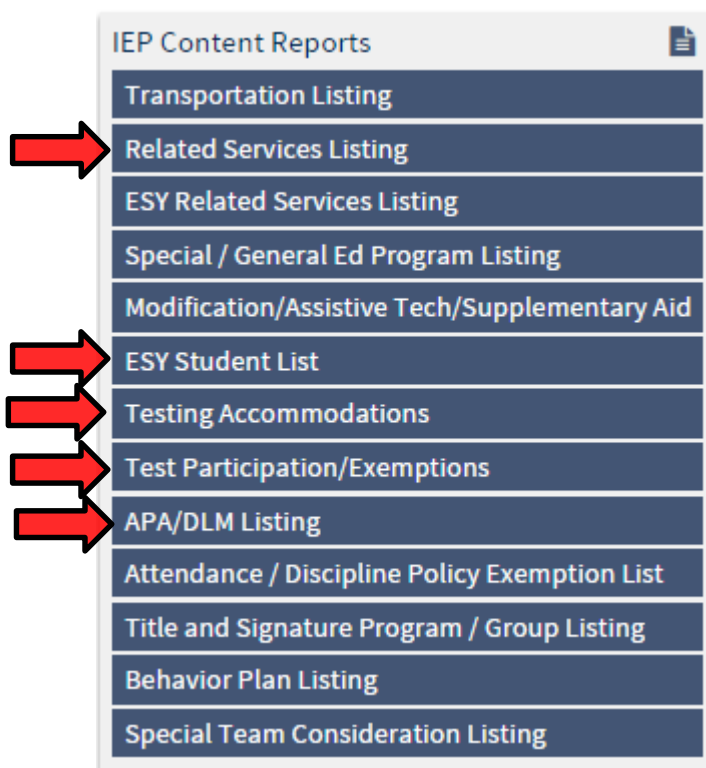
you set the field **SHOW PROGRESS FOR** to **PREVIOUS IEP or IEP ACTIVE ON SPECIFIC DATE**. Otherwise, RealTime will only return the most recent Progress report. When you switch the field to no, it will show all previous Progress Reports that are in the system.

	Math Science ▼
Student IEP Status:	All Students ▼
Show Progress For:	Previous IEP ▼
Limit Progress Displayed:	No ▼
Reprint:	Yes ▼
Filter By IEP Segment:	No ▼
Print By:	Lives Here Contact ▼

Reports for PARCC/DLM/etc

There are various reports in RealTime that will tell you what has been selected for testing, therapy, or other information for the students in your caseload. You can run reports based off of **CURRENT INFORMATION** (labeled as **CURRENT IEP/FEDERAL DATA**) or **PROJECTED INFORMATION** (labeled **OPEN EVENT**).

To access these reports, go to **Special Ed** → **Reports** and you will see the various reports. Here, we will cover some of the most important ones, but you are able to run whichever reports you have access to. Remember, that reports **do not** affect live data, so you can try out whichever reports you will like.



Under the **IEP CONTENT REPORTS** are a couple of options which could be of use to you when checking up on who has been marked for what test, or ESY, or therapy. The ones marked above will be of most use to you, as this will reflect the information that you have/have not entered yet. Reports will provide an easy way for you to double check what you have done so far.

Here is a breakdown of what each report does:

- **Related Services Listing:** This will produce a report that shows which students currently have related services in their IEPs. This will help you determine if you missed a student who is supposed to have a related service. When you run the report, make sure you have the field **RUN FOR: set to FEDERAL DATA for current information or OPEN IEPs for your projected annual reviews.**

Location: BELA Hackensack [80 selected]
Use Shift or CTRL to select multiple.
 Brownstone School
 Gateway School
 Evergreen Academy

Grade: K [16 selected]
Use Shift or CTRL to select multiple.
 PK
 01
 02

Case Manager: Adler, Sandra [59 selected]
Use Shift or CTRL to select multiple.
 Alvarez, Carlos
 Badiner, Mitchell
 Baker, Ann
 Berkoff, Kellie
 Bill, Peggy

IEP Classification: Auditorily Impaired [17 selected]
Use Shift or CTRL to select multiple.
 Autistic
 Intellectual Disability - Mild
 Intellectual Disability - Moderate

Include students with no classification: ☒ Yes ☐ No

Include Declined Services: ☐ Yes ☒ No

Service: Related Services
Use Shift or CTRL to select multiple.
 Counseling
 Occupational
 Physical Therapy

Service Provider: Agbe-Davies, Modupe [191 selected]
Use Shift or CTRL to select multiple.
 Agency, Outside
 Alberta, Lauren
 ALBURTUS, AUDRA

☒ Show Inactive Staff

Include students with no service provider: ☒ Yes ☐ No

Service Active Between: [31] - [31]
* Leaving dates blank will bring back all service dates

Display Service Dates: Yes ▼

Run For: Implemented IEPs ▼

Active Status: Active Students Only ▼

Home District: Allendale
Use Shift or CTRL to select multiple.
 Alpine
 Andover Regional...
 Bayonne
 Belleville

Group By: Case Manager ▼

Report Output: PDF ▼

- The ESY Student List report will give you a list of students who are currently labeled as coming to ESY. You can run this report to check for students who are listed as coming to ESY for your projected annual reviews. To do so, make sure **EVENT STATUS is set to OPEN IEPS.**
- Testing Accommodations report will tell you what accommodations have been selected for your students participating in **PARCC**. Make sure that when you run this report, you have **the TEST ACCOMMODATIONS field set to PARCC ASSESSMENTS.**
- DLM report will show you which students are set to participate in DLM. When you run the report, make sure **RUN FOR is set to FEDERAL DATA for current information or OPEN IEPs for your projected annual reviews.**

Downloading and Saving Documents to send to local districts

When you open up any report in RealTime, the file that is displayed is a PDF file. You will be able to save the file to your local machine from the browser, but the location of the save button is dependent upon your browser (If you cannot find the save button, please ask your site technician to help you locate it).

Once the file is saved to your computer, you can add the file as an attachment and send it to the LEA.




Preparing for the end of year closeout

At the end of every school year, technology will mass finalize your documents for the projected school year. Doing so will allow us to have accurate billing information and have G&Os/progress reports ready as of the first day of school.

The following needs to be done in order to prepare a document for the end of year closeout.

- IEP Format Segments and Dates needs to be filled out
- ESY needs to be selected (if applicable)
- IEP Meeting must be entered
- IEP Meeting Results must be entered
- No incomplete/ missing information should be entered in the **DRAFT/IEP** section of the document
 - To check this, click on the **Review possible Missing/ Incomplete information** button at the bottom of the **DRAFT/REVISE IEP** page

IEP Section				
ID	Name	Grade	Event Type	IEP Format
999017	Test, Hidalgo	5	Annual Review	BCSS Format Student Summary

Step	Section	Revised by	Date
 1	Goals & Objectives (New Functionality) - Teacher Entry		
* 2	Modifications / Accommodations -- Teacher Entry		
 3	Participation in District and State Assessment Program - CST Entry		
 4	Statement of Special Education and Related Services - CST Entry		
* 5	Behavioral Intervention Plan - CST Entry		
	Append Additional Documents		

* Denotes that this page is set NOT to print.

[Review Possible Missing / Incomplete Information](#)

Once you click on this button, it will inform you of any information you may be missing or have an error on. If you do not know how to resolve an error, please put in a helpdesk request.

Below is a sample of what the error screen looks like.

Possible Missing / Incomplete Information

Missing / Incorrect Information

This event does not have an Implementation Date. You must provide an Implementation Date before closing the event. [Please click here to update.](#)

This event does not have an End Date. You must provide an End Date before closing the event. [Please click here to update.](#)

The IEP Meeting has not been completed for this event. This meeting must be completed before closing the event. [Please click here and complete this meeting.](#)