



RealTime Guide For CST

Last Revised 08/27/2015

*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.

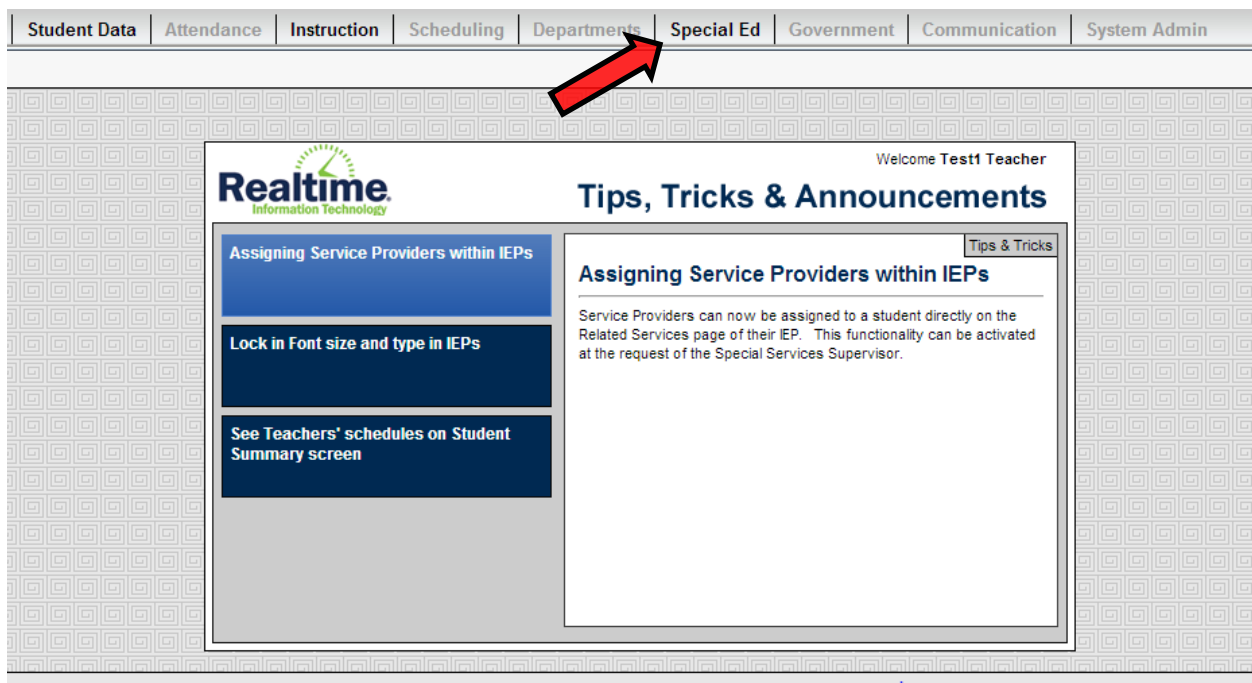
The purpose of this guide is to cover the steps needed in order to close (enforce) a document so that teachers may do PLAAFPs, and how to input information such as state assessments (APA, NJ ASK, HSPA, ETC), related services, and a behavioral plan.

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

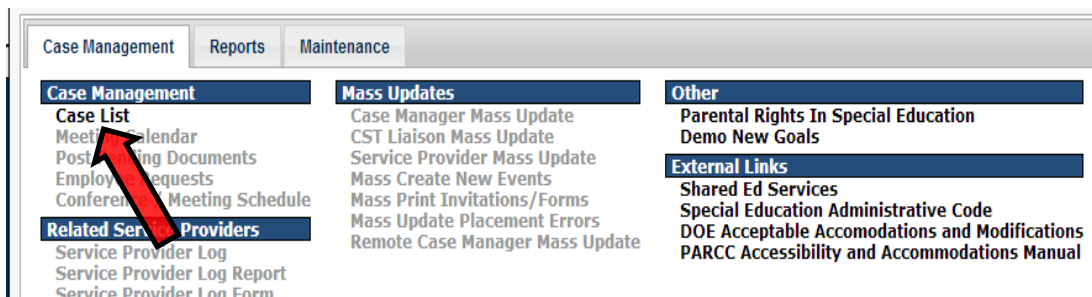
To begin the process of entering in the information, you will have to access your student case list.

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.

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 |
|  99901 | 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
Attending School: Test Location
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 for a student named Hidalgo Test. The page is divided into several sections. The 'Student Information' section contains fields for Student, Case Manager, Classification, Location, Attending School, Tuition, Daily Attendance, and Currently In. The 'Historic Events' section contains a table of events. A red box with the number '1' points to the 'Display Progress of Current G&O' link. A red box with the number '2' points to the 'Create New Event' button. A red box with the number '3' points to the 'Annual Review' link in the Historic Events table.

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 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](#) (marked as #1)
[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 (marked as #3) | | Open | | |

[Create New Event](#) (marked as #2)

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

To view this current years 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

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.

[Sp Ed Student Summary](#) 

Student Information

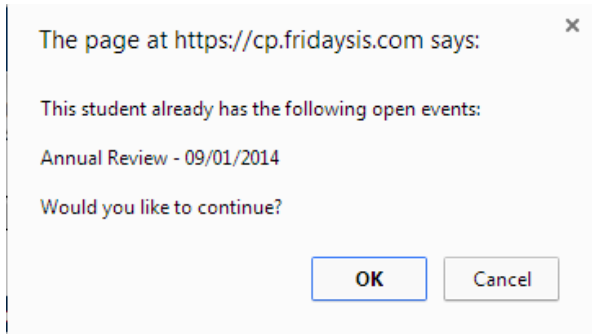
| | | | | | |
|---------------------------------------|------------------------------|-----------|---|--------|------------|
| Student: | Hidalgo Test | ID: | 999017 | DOB: | 02/13/2005 |
| Case Manager: | Susan Burger | Age: | 8y7m | Grade: | 05 |
| Classification: | Autistic | Program: | | | |
| Location: | Test Location | Homeroom: | Default | | |
| Attending School: | | | | | |
| Tuition: | Paid by a school district | | Native Language: | | |
| Daily Attendance: | Present | | | | |
| Currently In: | | | | | |
| 123 Main Street | | | 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 | 09/01/2014 | Open | | |

 **Create New Event**

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



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**.

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

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 #2 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](#)
Meeting has not been set up.


[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 |
|------------------------------------|--------------------------------|---|---|--|--------------------------|
| <input type="checkbox"/> Segment A | <input type="text" value="1"/> | <input type="text" value="09/01/2013"/>  | <input type="text" value="06/30/2014"/>  | <input type="text" value="2013 / 2014 School Year"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Segment B | <input type="text" value="2"/> | <input type="text"/> | <input type="text"/>  | <input type="text"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Segment C | <input type="text" value="3"/> | <input type="text"/> | <input type="text"/>  | <input type="text"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Segment D | <input type="text" value="4"/> | <input type="text"/> | <input type="text"/>  | <input type="text"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Segment E | <input type="text" value="5"/> | <input type="text"/> | <input type="text"/>  | <input type="text"/> | <input type="checkbox"/> |

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



Font Size

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 | | | |
| <i>Meeting has not been set up.</i> | | | |
| 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 the information to see the RealTime format of goals and objectives.

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](#)

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 NJ ASK, APA, HSPA, or other tests. **Remember, when you fill out this information, it should be appropriate for whichever school year the annual review is reflecting.**

| State Assessment: | | Not Exempt | |
|--------------------------|-----------------------------------|-------------------------------------|---|
| Not Exempt | | Not Exempt | |
| <input type="checkbox"/> | NJ ASK 3 - Language Arts Literacy | <input type="checkbox"/> | PARCC Performance-Based ELA/Literacy Assessment - Grade 4 |
| <input type="checkbox"/> | NJ ASK 3 - Mathematics | <input type="checkbox"/> | PARCC Performance-Based Math Assessment - Grade 4 |
| <input type="checkbox"/> | NJ ASK 4 - Language Arts Literacy | <input type="checkbox"/> | PARCC End-of-Year ELA/Literacy Assessment - Grade 4 |
| <input type="checkbox"/> | NJ ASK 4 - Mathematics | <input type="checkbox"/> | PARCC End-of-Year Math Assessment - Grade 4 |
| <input type="checkbox"/> | NJ ASK 4 - Science | <input type="checkbox"/> | PARCC Performance-Based ELA/Literacy Assessment - Grade 5 |
| <input type="checkbox"/> | NJ ASK 5 - Language Arts Literacy | <input type="checkbox"/> | PARCC Performance-Based Math Assessment - Grade 5 |
| <input type="checkbox"/> | NJ ASK 5 - Mathematics | <input type="checkbox"/> | PARCC End-of-Year ELA/Literacy Assessment - Grade 5 |
| <input type="checkbox"/> | NJ ASK 6 - Language Arts Literacy | <input type="checkbox"/> | PARCC End-of-Year Math Assessment - Grade 5 |
| <input type="checkbox"/> | NJ ASK 6 - Mathematics | <input type="checkbox"/> | PARCC Performance-Based ELA/Literacy Assessment - Grade 6 |
| <input type="checkbox"/> | NJ ASK 7 - Language Arts Literacy | <input checked="" type="checkbox"/> | PARCC Performance-Based Math Assessment - Grade 6 |
| <input type="checkbox"/> | NJ ASK 7 - Mathematics | <input checked="" type="checkbox"/> | PARCC End-of-Year ELA/Literacy Assessment - Grade 6 |
| <input type="checkbox"/> | NJ ASK 8 - Language Arts Literacy | <input checked="" type="checkbox"/> | PARCC End-of-Year Math Assessment - Grade 6 |
| <input type="checkbox"/> | NJ ASK 8 - Mathematics | <input type="checkbox"/> | PARCC Performance-Based ELA/Literacy Assessment - Grade 7 |
| <input type="checkbox"/> | NJ ASK 8 - Science | <input type="checkbox"/> | PARCC Performance-Based Math Assessment - Grade 7 |
| <input type="checkbox"/> | GEPA | <input type="checkbox"/> | PARCC End-of-Year ELA/Literacy Assessment - Grade 7 |
| <input type="checkbox"/> | GEPA Modified Administration | <input type="checkbox"/> | PARCC End-of-Year Math Assessment - Grade 7 |
| <input type="checkbox"/> | NJBCT | <input type="checkbox"/> | PARCC Performance-Based ELA/Literacy Assessment - Grade 7 |
| <input type="checkbox"/> | EOC Algebra I | <input type="checkbox"/> | PARCC Performance-Based Math Assessment - Grade 7 |

Note: This page has changed slightly, as ELA/Literacy are not grouped with Math anymore. This means you can have a student take an assessment at a higher level Math as compared to ELA, or vice versa. Note, that above, there are 4 tests selected for PARCC (2 ELA and 2 Math for both end of year and Performance based assessments). You must select the ones appropriate for the student.

You will click the check box next to any testing that the student participates in. **NOTE** that APA information is listed below the initial set of tests.

Alternate Proficiency Assessment:

| Not Exempt | | Not Exempt | |
|--------------------------|--------------|--------------------------|-------------|
| <input type="checkbox"/> | APA Language | <input type="checkbox"/> | APA Science |
| <input type="checkbox"/> | APA Math | | |

PARCC Accommodations

On the same page, you will see the 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


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](#)

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


999017 - Hidalgo Test - Grade: 05
Annual Review

Statement of Special Education and Related Services - CST Entry - Step: 5
Template: BCSS Format - E

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(l)].

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 |
|----------------------|----------------------|----------------------|--|---|--|--------------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> / <input type="text"/> Day <input type="text"/> | <input type="text"/> Please Select <input type="text"/> | <input type="text"/> 10 <input type="text"/> | <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.

Revert Save Save & Preview Return


↑ ↑








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

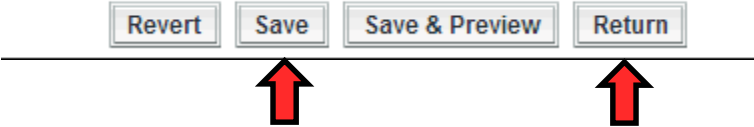
Rich text editor toolbar with icons for undo, redo, copy, paste, link, unlink, bold, italic, underline, font color, background color, font size, and text color.

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.




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.

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 15-16 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 (If**
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 2014

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 | |
|-------------------------------------|-----------|-------------------------------------|---|---|--|-------------------------------------|
| <input type="checkbox"/> | Segment A | <input type="text" value="2"/> | <input type="text" value="09/01/2014"/>  | <input type="text" value="06/30/2015"/>  | <input type="text" value="2014 / 2015 School Year"/> | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | Segment B | <input checked="" type="checkbox"/> | <input type="text" value="1"/>  | <input type="text" value="7/05/2014"/>  | <input type="text" value="7/30/2014"/>  | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | Segment C | <input type="checkbox"/> | <input type="text" value="3"/>  | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | Segment D | <input type="checkbox"/> | <input type="text" value="4"/>  | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | Segment E | <input type="checkbox"/> | <input type="text" value="5"/>  | <input type="text"/> | <input type="text"/> | <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.**

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 13-14 school year.
- You need to close out an amendment event to change the student's current information.

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**
- **Results of the IEP Meeting must be entered**

Amendment Event

An amendment event allows you to change anything that was entered into a **closed, current year document**. This includes goals, objectives, testing information, modifications, and related services. You can create as many amendments as you need.

However, please try to keep an amendment open for a short period of time. Keeping them open for too long can run the risk of having progress that was entered during the time of the event opening and event closing to be lost. A good rule of thumb is to only create the amendment when you know what changes you need to make to minimize the time that the event is open.


To begin, when you **create a new event**, you want to change **annual review** to **amendment** and click **save**.

Event Type:

Event to Amend/Revise:

Please note that it will take upwards of 60 seconds to save as it is copying all of the information from the previous annual review/document.

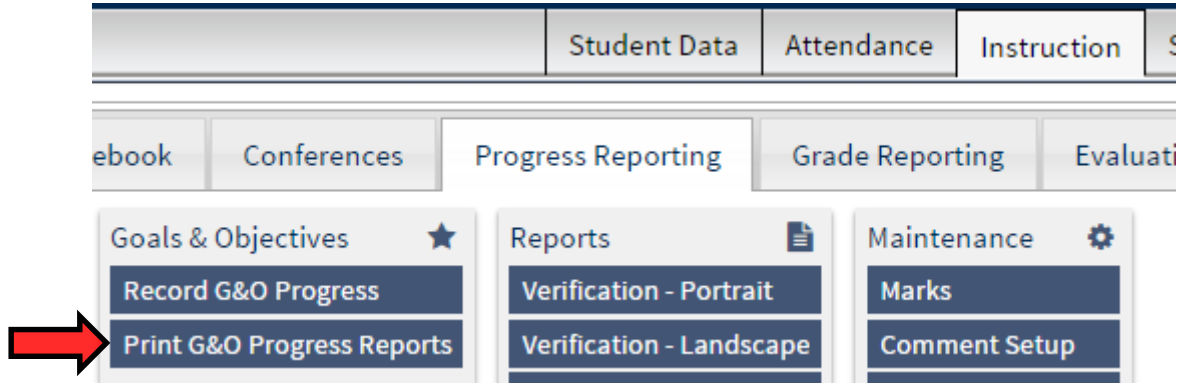
Once it has been saved, the document will appear just like any other document. You can go in and change whatever information needs to be changed. Any information that was changed will be indicated in red.

| | | | | |
|---|---|--|--------|----------|
|  | 1 | Goals & Objectives (New Functionality) - Teacher Entry | jachid | 08/15/14 |
|  | 2 | Modifications / Accommodations -- Teacher Entry | | |
|  | 4 | Participation in District and State Assessment Program - CST Entry | | |
|  | - | ----- | | |

Once you have completed your changes, please let your CST/Case Manager know that you have made a change as they have to close out your amendment in order for the changes to be reflected for the student.

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 ▼

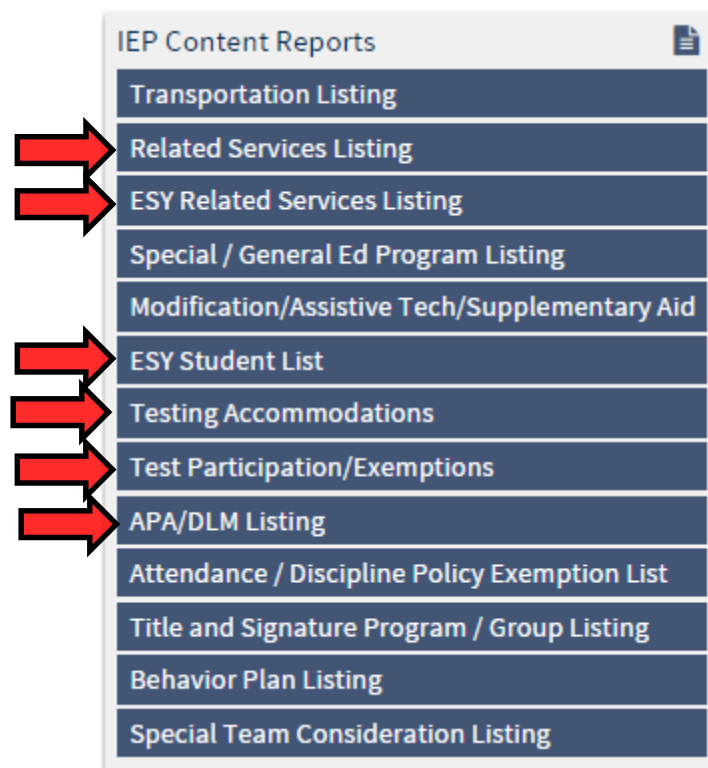
Filter By IEP Segment: No ▼

Print By: Lives Here Contact ▼

Reports for APA/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.

Note: The report labeled TESTING PARTICPATION/EXEMPTIONS allows you to check who is labeled as participating in PARCC and/or NJ ASK.