*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*
Table of Contents

Navigating the Student Summary Page ........................................................................................................ 6
  1.  View the current year’s Goals and Objectives in REALTIME’S FORMAT ........................................... 6
  2.  Creating a new event ........................................................................................................................ 7
  3.  Entering in the CST information under the OPEN ANNUAL REVIEW EVENT .............................. 9
IEP Format, Segments and Dates ............................................................................................................... 9
Draft / Revise IEP .................................................................................................................................... 11
Participation in District and State Assessment Program ........................................................................ 12
  PARCC Accommodations .................................................................................................................... 13
  Statement of Special Education and Related Services – CST Entry .................................................... 14
  Behavioral Intervention Plan – CST Entry ............................................................................................... 16
Extended School Year and Summer Therapies: ...................................................................................... 18
What does it mean to close an event ......................................................................................................... 20
  When to close an event ........................................................................................................................ 20
  Steps to closing out an annual review .................................................................................................... 20
Amendment Event ...................................................................................................................................... 21
Printing past progress reports .................................................................................................................... 22
Reports for APA/PARCC/DLM/etc ............................................................................................................... 23
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**.

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.

<table>
<thead>
<tr>
<th>ID</th>
<th>Last First</th>
<th>Age</th>
<th>IR</th>
<th>Grade Location</th>
<th>Case Manager</th>
<th>Program</th>
<th>Classification</th>
<th>IEP End Date</th>
<th>Re-Eval Due Date</th>
<th>Open Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>91230912</td>
<td>TEST</td>
<td>4y 11m</td>
<td>Default K</td>
<td>9999</td>
<td>Susan Burger</td>
<td>Emotionally Disturbed</td>
<td>06/17/2013</td>
<td>Transfer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>91230922</td>
<td>TEST</td>
<td>4y 11m</td>
<td>Default K</td>
<td>9999</td>
<td>Susan Burger</td>
<td>Emotionally Disturbed</td>
<td>06/17/2013</td>
<td>Transfer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9990012</td>
<td>Test Bohan</td>
<td>8y 2m</td>
<td>06</td>
<td>Test</td>
<td>Tara Bohan</td>
<td>Autistic</td>
<td>06/17/2012</td>
<td>Annual Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9990012</td>
<td>Test Burger</td>
<td>8y 0m</td>
<td>05</td>
<td>Test</td>
<td>Susan Burger</td>
<td>Autistic</td>
<td>05/14/2012</td>
<td>Annual Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9990008</td>
<td>Test Eight</td>
<td>6y 5m</td>
<td>05</td>
<td>Test</td>
<td>Susan Burger</td>
<td>Autistic</td>
<td>07/14/2012</td>
<td>Annual Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>999005</td>
<td>Test Five</td>
<td>8y 3m</td>
<td>05</td>
<td>Test</td>
<td>Susan Burger</td>
<td>Autistic</td>
<td>09/01/2012</td>
<td>Annual Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>999006</td>
<td>Test Fornc</td>
<td>6y 3m</td>
<td>05</td>
<td>Test</td>
<td>Susan Burger</td>
<td>Autistic</td>
<td>09/05/2012</td>
<td>Annual Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>999004</td>
<td>Test Four</td>
<td>7y 0m</td>
<td>05</td>
<td>Test</td>
<td>Susan Burger</td>
<td>Autistic</td>
<td>07/20/2012</td>
<td>Annual Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>999015</td>
<td>Test Hayward</td>
<td>16y 3m</td>
<td>05</td>
<td>Test</td>
<td>Edmund Hayward</td>
<td>Autistic</td>
<td>06/30/2014</td>
<td>Annual Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>999015</td>
<td>Test Hayward</td>
<td>16y 3m</td>
<td>05</td>
<td>Test</td>
<td>Edmund Hayward</td>
<td>Autistic</td>
<td>06/30/2014</td>
<td>Annual Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>999017</td>
<td>Test Hidalgo</td>
<td>8y 7m</td>
<td>05</td>
<td>Test</td>
<td>Susan Burger</td>
<td>Autistic</td>
<td>11/12/2013</td>
<td>Annual Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 have 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.
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:

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)*
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.

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**:
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

Last Revised 8/27/2015
Draft / Revise 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.
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.

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.
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**

<table>
<thead>
<tr>
<th>ID</th>
<th>Name</th>
<th>Grade</th>
<th>Event Type</th>
<th>IEP Format</th>
<th>Student Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>999017</td>
<td>Test, Hidalgo 05</td>
<td>Annual Review</td>
<td>BCSS Format</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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 RECEIVES 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.

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).
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](image)

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**
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.

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.

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.
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.