

A two-part accommodations menu with a selected column and a type-in line for how each item is provided and by whom, a testing accommodations checklist, a one-student teacher handout, a class roster, a quarterly check-in, and a filled example. Fillable PDF.

EXAMPLE The Checklist and Handout, Filled In

Elia is inventing, and so are her eight accommodations. The handout has eight lines because eight boxes were ticked – not one more, not one fewer.

Accommodations menu (pages 5, 6) – Elia, eighth grade (invented)

SELECTED	ACCOMMODATION	HOW IT IS PROVIDED, AND BY WHOM
X	Preferential seating (lay where and why)	Front row, center table, away from the pencil sharpener. — classroom teachers, this term.
X	Copy of notes or slides in advance	Slides posted to the class page by Elia, every day — classroom teachers, this term.
X	Extra processing time before answering	Five full seconds after a question before calling on anyone else. — classroom teachers, this term.
X	Extended time on assignments (lay how much)	Time and a half, turned in the next class period if needed. — classroom teachers, this term.
X	Extended time (lay how much; confirm on page 7)	Time and a half on quizzes and tests; confirmed with the testing coordinator. — classroom teachers, this term.
X	Breaks during testing	One two-minute break at the back table for every thirty minutes of testing. — classroom teachers, this term.
X	Reduced distraction seating	Downy from the floor and the windows, same seat every day. — classroom teachers, this term.
X	Check-in / check-out with a named adult	Two minutes with the school counselor at the start and the end of the day. — classroom teachers, this term.

Teacher handout (page 8) — the same 8 lines, one per teacher

SELECTED	ACCOMMODATION	WHAT THIS LOOKS LIKE IN YOUR ROOM
☐	Preferential seating (lay where and why)	Front row, center table, away from the pencil sharpener.
☐	Copy of notes or slides in advance	Slides posted to the class page by Elia, every day
☐	Extra processing time before answering	Five full seconds after a question before calling on anyone else.
☐	Extended time on assignments (lay how much)	Time and a half, turned in the next class period if needed.
☐	Extended time (lay how much; confirm on	Time and a half on quizzes and tests; confirmed with the testing

BRIGHT PATH SPEED

How to Use the Checklist

Which page for which job: choosing from the menu, sharing with one teacher, or checking on what is already in place. And what a ticked box does and does not mean.

IF YOU NEED TO	USE	WHERE
You are deciding which accommodations belong on this student's plan and need the full menu to choose from	Accommodations Menu Checklist, parts A and B	Pages 5, 6
A classroom test, a district test, or the state assessment is coming and you need to know which accommodations apply to it	Testing Accommodations Checklist	Page 7
You need to hand one teacher only what they must do for one student, nothing else	Teacher Handout, one student	Page 8
Several students with plans sit in your classes and you need everything on one page	Class Accommodations Roster	Page 9
The quarter is ending and you want to know whether an accommodation is still needed and still helping	Accommodation Check-In	Page 10

What a ticked box means

Every tick on pages 5 through 10 is a decision the team has already made about this student, carried here so one person can act on it in one room. A box gets ticked after that decision, not before it, and nothing on this page chooses an accommodation on its own.

Your district's own accommodations or 504 form

Which form your district uses for this, how a plan is dated and numbered, and how often it is reviewed is a question your district's own process answers, as your district's plan states.

FORM NAME / NUMBER, AND WHERE IT IS FILED

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How the paper moves

WHEN	WHAT
Once, at the meeting	The team ticks the menu (pages 5, 6) and this checklist is filed alongside your district's own plan document
Before the next test	The testing checklist (page 7) goes to the test coordinator; the teacher handout (page 8) goes to each teacher who has the student
Every quarter	The check-in (page 10) asks whether each accommodation is still needed and still used, and the roster (page 9) is updated

Accommodations Menu Checklist, Part A

Instruction and assignments. Tick Selected for every item this student's plan includes, then write how it is provided, and by whom, beside it.

SELECTED	INSTRUCTION	HOW IT IS PROVIDED, AND BY WHOM (TYPE IT)
	Preferential seating (say where and why)	
	Copy of notes or slides in advance	
	Directions repeated, rephrased, or in writing	
	Chunked assignments with check-ins	
	Visual schedule or written agenda	
	Extra processing time before answering	
	Audio or digital text; text-to-speech	
	Reduced copying from the board	
	Check for understanding privately	
	Other:	

SELECTED	ASSIGNMENTS	HOW IT IS PROVIDED, AND BY WHOM (TYPE IT)
	Extended time on assignments (say how much)	
	Reduced length with the same standard	
	Alternate response format (oral, typed, dictated)	
	Breaks built into long tasks	
	Organizational support: planner check, folder system	
	Homework limits or modified load	
	Late-work flexibility tied to the limitation	
	Other:	

Accommodations Menu Checklist, Part B

Testing, environment, and health and behavior. The second half of the same menu, the same two columns.

SELECTED	TESTING	HOW IT IS PROVIDED, AND BY WHOM (TYPE IT)
	Extended time (say how much; confirm on page 7)	
	Small group or separate setting	
	Read-aloud of directions or items where permitted	
	Breaks during testing	
	Scribe, keyboard, or speech-to-text where permitted	
	Large print, enlarged, or fewer items per page	
	Other:	

SELECTED	ENVIRONMENT	HOW IT IS PROVIDED, AND BY WHOM (TYPE IT)
	Reduced distraction seating	
	Movement or sensory breaks on a schedule	
	Access to water, snacks, restroom as needed	
	Elevator or extra passing time	
	Noise reduction (headphones, quiet space)	
	Other:	

SELECTED	HEALTH AND BEHAVIOR	HOW IT IS PROVIDED, AND BY WHOM (TYPE IT)
	Health-room access and who is told (per the nurse's plan)	
	Attendance flexibility for treatment, with make-up plan	
	Check-in / check-out with a named adult	
	Break card or safe signal	
	Communication plan between home and school	
	Other:	

TESTING Testing Accommodations Checklist

One row per accommodation: which assessments it applies to, how it is provided, and who provides it. Not every accommodation on pages 5 and 6 needs a row here.

UPDATED

[illegible]

What counts as an assessment here, and who decides

A quiz, a unit test, a district benchmark and the state assessment are four different answers in the second column; the same accommodation can apply to some and not others. Whether a given accommodation is allowed on a particular assessment is decided by that assessment's own rules, as your district's plan states.

WHERE THAT ANSWER IS CONFIRMED, AND BY WHOM

Assessments coming up this quarter, and what page 5 or 6 already says about each

Accommodation Check-In

STUDENT

QUARTER

CHECKED BY / DATE

[illegible]

“Still needed” and “used” are two different questions: an accommodation can still be needed and go unused, or be used out of habit after it stopped being needed. The evidence column is what was seen or said, not a feeling about the quarter.

EXAMPLE

The Checklist and Handout, Filled In

Ella is invented, and so are her eight accommodations. The handout has eight lines because eight boxes were ticked -- not one more, not one fewer.

Accommodations menu (pages 5, 6) — Ella, eighth grade (invented)

SELECTED	ACCOMMODATION	HOW IT IS PROVIDED, AND BY WHOM
X	Preferential seating (say where and why)	Front row, center table, away from the pencil sharpener. — classroom teachers, this term.
X	Copy of notes or slides in advance	Slides posted to the class page by 8am, every day. — classroom teachers, this term.
X	Extra processing time before answering	Five full seconds after a question before calling on anyone else. — classroom teachers, this term.
X	Extended time on assignments (say how much)	Time and a half, turned in the next class period if needed. — classroom teachers, this term.
X	Extended time (say how much; confirm on page 7)	Time and a half on quizzes and tests; confirmed with the testing coordinator. — classroom teachers, this term.
X	Breaks during testing	One two-minute break at the back table for every thirty minutes of testing. — classroom teachers, this term.
X	Reduced distraction seating	Desk away from the door and the window, same seat every day. — classroom teachers, this term.
X	Check-in / check-out with a named adult	Two minutes with the school counselor at the start and the end of the day. — classroom teachers, this term.

Teacher handout (page 8) — the same 8 lines, one per teacher

SELECTED ACCOMMODATION	WHAT THIS LOOKS LIKE IN YOUR ROOM
Preferential seating (say where and why)	Front row, center table, away from the pencil sharpener.
Copy of notes or slides in advance	Slides posted to the class page by 8am, every day.
Extra processing time before answering	Five full seconds after a question before calling on anyone else.
Extended time on assignments (say how much)	Time and a half, turned in the next class period if needed.
Extended time (say how much; confirm on page 7)	Time and a half on quizzes and tests; confirmed with the testing coordinator.
Breaks during testing	One two-minute break at the back table for every thirty minutes of testing.
Reduced distraction seating	Desk away from the door and the window, same seat every day.
Check-in / check-out with a named adult	Two minutes with the school counselor at the start and the end of the day.

Why the counts match

Ella's menu above has 8 boxes ticked; the handout has 8 lines because every ticked box becomes exactly one handout line, no more and no fewer. Nothing here says why Ella has a plan or what kind it is — only what is selected and what a teacher does about it.