

The classroom teacher's record that the accommodations on the IEP or 504 plan were provided: class roster, student card, weekly logs, testing log, modification record, monthly summary with the percent, evidence for the meeting. Fillable PDF.

[illegible]

BRIGHT PATH SPEED

The plan says what to provide; this file records whether it happened. Find your situation in the left column, write the page number on the roster, and stop deciding.

IF YOU NEED TO	USE	WHERE
A student on an IEP or a 504 plan is in my class and I need to know what I am supposed to provide	Class roster, then one Student Accommodation Card per student	Pages 6, 7
I need to show, day by day, that an accommodation was provided	Weekly Implementation Log, one student	Page 8
Several students with plans sit in the same class and I have one clipboard	Weekly Implementation Log, class version	Page 9
A test or quiz is coming and the plan lists testing accommodations	Testing Accommodations Log	Page 10
The plan says an assignment is modified, and I changed it	Assignment Modification Record	Page 11
The student says an accommodation is embarrassing, or does not help	Student Input on Accommodations	Page 12
I told the case manager something, or asked something, and want it on record	Case Manager Communication Log	Page 13
The month is over and I need one number per accommodation	Monthly Implementation Summary	Page 14
The IEP or 504 meeting is next week	Evidence for the Meeting, copied from page 14	Page 15
The quarter is ending	Quarterly Check	Page 16

What this log is not

Not the plan, and not a list of what to provide. The accommodations come from the IEP or the 504 plan and from the case manager; this file records whether they happened. Nothing here says what a plan has to contain or how a district has to document it. The documentation your district asks for goes on the line on page 5, and this log is the working paper behind it.

The three habits the file assumes

- ☐ Every accommodation gets a code every day it applies, in the period it applies (page 5). A blank cell is not a code.
- ☐ Every X gets a reason in the notes the same day. That sentence is the one the case manager needs.
- ☐ The month's counts go onto page 14 before the next month starts; page 15 is copied from page 14, never from memory.

How the paper moves

WHEN	WHAT
Every day	One code per accommodation on the weekly log (8 or 9); a row on the testing log (10) or the modification record (11) when one of those happened
Every week	Friday: count the P, O and X in each row, write the weekly notes, file the sheet behind the student card (7); anything for the case manager goes on the log (13)
Every month	Add the weeks onto the monthly summary (14): days provided, days applicable, percent, one note per row
Every quarter	Quarterly check (16); student input (12) at least once; before a meeting, the evidence page (15) from the monthly summaries

Class Accommodations Roster

UPDATED

[illegible]

Accommodations Implementation Log

STUDENT	WEEK OF	CLASS / PERIOD	TEACHER
.....			

Friday, in order

P provided and used · **O** offered and declined · **N** not needed today · **A** absent · **X** not available, reason in the notes. Count the P, O and X in each row into the last three columns. At the end of the month the four weeks are added on page 14. A row with no N and no X all month is an accommodation that is working; a row with three X is a sentence for the case manager (page 13).

Weekly notes: every X and why, every O worth mentioning, anything that changed

LOG

Weekly Implementation Log, Class Version

Every student with a plan in one class, one week, one sheet. Name the columns once, then write the five day codes in each cell, Monday to Friday, in order.

TEACHER / CLASS OR PERIOD

WEEK OF

SHEET __ OF __

First, name the columns

Write the six accommodations this class actually uses into the numbered slots (short forms on page 5). In each cell, write the five day codes Monday to Friday in order: **PPNAP** reads provided, provided, not needed, absent, provided. A row for a student who has only two of the six gets a dash in the other four.

1

2

3

4

5

6

STUDENT	1	2	3	4	5	6	NOTES (EVERY X, AND WHY)

Monthly Implementation Summary

One row per accommodation. Count the codes from the weekly logs, add them, divide. The percent on this page is the number the meeting will ask for.

STUDENT

MONTH

CLASS / PERIOD

TEACHER

ACCOMMODATION (SHORT FORM)	DAYS P	DAYS O	DAYS X	APPLICABLE (P + O + X)	PROVIDED (P + O)	PERCENT	NOTES (THE X REASONS, IN ONE LINE)

The arithmetic, once

Add the P, O and X columns from each weekly log for the month. **Applicable** = P + O + X. **Provided** = P + O. **Percent** = provided ÷ applicable, times 100, rounded to a whole number. Six P, two O and one X: applicable 9, provided 8, $8 \div 9 = 0.89$, written as 89 percent. Days coded N or A are not in any column. An accommodation that applied on no day this month gets a dash, not a zero.

Rows below the percent the team agreed on (write it: ____), and what changes next month

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.....

.....

.....

.....

SUMMARY

Evidence for the IEP or 504 Meeting

One page, copied from page 14 and the weekly notes, never from memory. The percent, what worked, what should change, and a recommendation in observable terms.

STUDENT

MEETING DATE

PREPARED BY / CLASS

ACCOMMODATION (AS WRITTEN IN THE PLAN)	MONTHS LOGGED	PROVIDED / APPLICABLE (FROM PAGE 14)	PERCENT	WHAT IT LOOKED LIKE WHEN IT WAS IN PLACE

What worked: what the student did when the accommodation was in place, in observable words

What should change: wording, setting, timing, who provides it, or an accommodation nobody used

The teacher’s recommendation, in observable terms

Frame: “When _____ was in place, _____ (what the student did, with a number where there is one). On the _____ days it was not, _____. I recommend _____ (keep as written / reword to _____ / add _____ / drop _____) because _____.” The team decides; this is what you saw.

EXAMPLE

Two Weeks of a Weekly Log, Filled In

Jonah is invented, and so is every code. Notice that the percent for each accommodation and the sentence for the meeting come from cells that were already written.

Weekly log (page 8), two weeks side by side — Jonah, grade 7, IEP, English 7 period 3 (invented)

Codes (page 5): P provided and used · O offered and declined · N not needed · A absent · X not available, reason below.

Weekly notes: 9/11 X, substitute, slides not printed · 9/15 and 9/16 X, lab seating chart moved him to the back bench · 9/16 O, finished the quiz in the period and declined the extra time · 9/16 and 9/19 O, took his own notes.

ACCOMMODATION (PAGE 7 WORDING, SHORTENED)	WEEK OF 9/8					WEEK OF 9/15					P	O	X	APPL.	PROV.	%
	M	T	W	TH	F	M	T	W	TH	F						
Extended time on tests and quizzes (time and a half, finish at the back table)	N	N	P	N	N	N	O	A	N	P	2	1	0	3	3	100
Directions read aloud, then checked back	P	P	P	P	P	P	P	A	P	P	9	0	0	9	9	100
Copy of class notes (printed slides)	P	P	P	X	P	P	O	A	P	O	6	2	1	9	8	89
Seat front left, away from the door	P	P	P	P	P	X	X	A	P	P	7	0	2	9	7	78
All four together	Wed 9/17 absent (A) in every row; N days in row 1 are days with no test or quiz										24	3	3	30	27	90

Monthly summary rows (page 14), as the same four accommodations would be written there

ACCOMMODATION	P	O	X	APPLICABLE (P + O + X)	PROVIDED (P + O)	PERCENT	NOTES (THE X REASONS, IN ONE LINE)
Extended time	2	1	0	2 + 1 + 0 = 3	2 + 1 = 3	3 ÷ 3 = 100	No X. Six N days had no test or quiz; the O was a quiz finished in the period
Directions read aloud	9	0	0	9 + 0 + 0 = 9	9 + 0 = 9	9 ÷ 9 = 100	No X, no O
Copy of class notes	6	2	1	6 + 2 + 1 = 9	6 + 2 = 8	8 ÷ 9 = 89	9/11: substitute, slides not printed. The two O: took his own notes
Seat front left	7	0	2	7 + 0 + 2 = 9	7 + 0 = 7	7 ÷ 9 = 78	9/15, 9/16: lab seating chart, back bench

The division is done by hand: $8 \div 9 = 0.889$, written as 89 percent; $7 \div 9 = 0.778$, written as 78 percent. The A day and the N days are in no column. All four together: 27 provided of 30 applicable, 90 percent.

The sentence for the meeting (page 15) that these cells produce

Over the two weeks of September 8 to 19, Jonah's four accommodations were in place on 27 of 30 applicable days (90 percent). Extended time and directions read aloud were provided every day they applied (3 of 3 and 9 of 9). The copy of class notes was in place 8 of 9 days; the one day it was not was a substitute day with no slides printed; Jonah declined the copy twice because he took his own notes. Seating was in place 7 of 9 days; the two days it was not were a lab with a different seating chart. **Recommendation:** keep all four as written; add to the seating line that on lab days he is at the front bench.

Every number came from a cell above; it says what was in place and what he did.