

A weekly log, month grid, class-period check-in, monthly summary, what-helped page, and a filled example. Fillable PDF.

EXAMPLE Two Weeks, Filled In

An invented student. Every count below is checked against the marks it comes from.

An **invented student**, **Maya T**. Four accommodations, ten school days. Every mark is made up and is not real student data. P provided, N not recorded, if not recorded, that's recorded. The list is invented too; your team writes its own on page 15.

Month Grid (page 7), first ten school days

ACCOMMODATION	M 1	T 4	W 5	Th 6	F 7	M 10	T 11	W 12	Th 13	F 14
Extra time on written work	P	P	P	N	P	P	P	P	P	P
Directions read aloud	P	P	P	P	P	P	N	-	P	P
Short movement breaks	P	P	P	P	N	P	R	P	P	P
Quiet space for tests	N	N	P	N	N	N	N	N	P	N

Monthly Summary (page 15), counted from the grid above

ACCOMMODATION	P	N	R	-	DAYS
Extra time on written work	8	1	1	0	10
Directions read aloud	8	1	0	1	10
Short movement breaks	7	1	2	0	10
Quiet space for tests	2	8	0	0	10

Check it

Every row adds to 10 days. Extra time: $8 P + 1 N = 1 R$. Directions: $8 P + 1 N = 1$ not recorded. Breaks: $7 P + 1 N = 2 R$. Quiet space: $2 P = 8 N$. The counts are shown to the team as counts, not as a piggyback.

What checked (invented notes, page 11 style)

Mon 3: started the essay after 2 minutes with extra time. Wed 12: asked for a break without being offered. Tue 4: said no to a movement break, then took one after a minute. Thu 13: finished the page with directions read aloud.

BRIGHT PATH SPED

ONE: SET UP (once per student)

- Page 5: copy the accommodations from the student's plan, confirm the four marks, and write the class periods.

TWO: PICK THE SHEET THAT FITS

- **Your own daily record:** page 6, the weekly log, or page 7, the month grid.
- **Several classes in one day:** page 8, the class-period check-in.
- **Another teacher records:** page 9, a sheet that teacher fills in and hands back.
- **The student wants a say:** page 14, My Helpers.

THREE: AT MONTH END

- Page 10: count the marks and write the counts. Page 11: what helped, in your words.
- Page 12: the caseload on one page. Page 13: a note to the team or family.

FOUR: SEE IT FIRST

- Page 16 shows two weeks for an invented student, with every count checked.

What this is not

This is a working record. It never says which accommodations a student should have: the IEP or 504 team decides that. It does not score or judge anything, and it prints no rule or timeline. Example students are invented.

The habits this file assumes

- ☐ Page 5 is filled in before the first mark.
- ☐ Every mark has a date.
- ☐ A blank box means not recorded, not provided.

Why this shape

A plan lists accommodations; this file records what happened each day. One grid per student shows at a glance what was used and what was missed.

Weekly Accommodation Log

One mark in each box, each school day. Letters are on page 5.

STUDENT

WEEK OF

RECORDED BY

Marks: **P** provided · **N** not needed that day · **R** student refused it · – not recorded

#	ACCOMMODATION (PAGE 5)	MON	TUE	WED	THU	FRI	NOTE
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Anything that explains a week

An absence, a substitute, a schedule change, a new setting.

RECORD Month Grid: Accommodation by School Day

Write the date over each number, then one mark per box.

STUDENT

MONTH

SCHOOL YEAR

RECORDED BY

Marks: P provided · N not needed that day · R student refused it · – not recorded

[illegible]

What explains a gap

RECORD

Class-Period Check-In, One Day

Which accommodations were used in which class, on one day.

STUDENT

DATE

RECORDED BY

Marks: P provided · N not needed that day · R student refused it · – not recorded

PERIOD	CLASS	ACC. #	MARK	ACC. #	MARK	ACC. #	MARK	WHAT I SAW
1								
2								
3								
4								
5								
6								
7								

A class where it did not go as planned

Tell the case manager

EXAMPLE

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Month Grid (page 7), first ten school days

ACCOMMODATION	M 3	T 4	W 5	TH 6	F 7	M 10	T 11	W 12	TH 13	F 14
Extra time on written work	P	P	P	N	P	P	P	P	R	P
Directions read aloud	P	P	P	P	P	P	N	–	P	P
Short movement breaks	P	R	P	P	N	P	R	P	P	P
Quiet space for tests	N	N	P	N	N	N	N	P	N	N

Monthly Summary (page 10), counted from the grid above

ACCOMMODATION	P	N	R	–	DAYS
Extra time on written work	8	1	1	0	10
Directions read aloud	8	1	0	1	10
Short movement breaks	7	1	2	0	10
Quiet space for tests	2	8	0	0	10

Check it

Every row adds to 10 days. Extra time: 8 P + 1 N + 1 R. Directions: 8 P + 1 N + 1 not recorded. Breaks: 7 P + 1 N + 2 R. Quiet space: 2 P + 8 N. The counts are shown to the team as counts, not as a judgment.

What helped (invented notes, page 11 style)

Mon 3: started the essay after 2 minutes with extra time. Wed 12: asked for a break without being offered. Tue 4: said no to a movement break, then took one after a minute. Thu 13: finished the page with directions read aloud.