

ACCOMMODATIONS DETERMINATION FORM

(KAR 703 5:070 Inclusion of Special Populations in the State Required Assessment and Accountability Program)

Student Name: _____ School: _____ Date: _____

Directions: At each Admission and Release Committee (ARC) meeting that an Individual Educational Program (IEP) is drafted or revised, members should consider which accommodations, if any, are appropriate. Check the boxes below to document the ARC's decisions. Use supporting evidence for all decisions.

Accommodations must meet the following conditions:	
<input type="checkbox"/> Meets all conditions	<input type="checkbox"/> The accommodation in the instructional process is both age-appropriate and related to both the student's verified disability and specially designed instruction described in the student's IEP. The ARC has documented the disability's impact on the specified area of need (e.g., reading, writing). (See impact statement in the Present Level of Performance on the IEP);
<input type="checkbox"/> Does not meet conditions	<input type="checkbox"/> The accommodation is based on the individual needs of the student and not on a disability category;
	<input type="checkbox"/> The use of technology was considered as an accommodation before adult accommodation (e.g., reader, scribe), if feasible. (A shortage of workstations, software, physical space, or training was not used as a reason to not provide assistive technology as an accommodation) Explain ARC decision if adult accommodation (e.g., reader, scribe) is determined instead of use of technology:
	<input type="checkbox"/> Evaluation information and/or data support the need for intervention and accommodations in the specified area of need (See Section I of Conference Summary for documentation of basis for decisions);
	<input type="checkbox"/> The accommodation is part of the student's ongoing instructional program and is not introduced for the first time during state-required assessments. Caution is used prior to making IEP changes near or within the state-required assessment window;
	<input type="checkbox"/> The accommodation is for the purpose of the student accessing the general education curriculum and demonstrating what he/she knows and is able to do;
	<input type="checkbox"/> Changes in the administration of the assessment or recording of student responses shall be consistent with the instructional strategies, assistive technology devices, and services identified on the student's IEP;
	<input type="checkbox"/> The accommodation does not inappropriately impact the content being measured; and
	<input type="checkbox"/> The accommodation is considered a temporary strategy and shall be faded as the student gains skills and knowledge. Explain ARC's plan for fading the accommodation:
	<input type="checkbox"/> The accommodation is not a substitute for instruction.

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<p>Use of Assistive Technology</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>Additional Requirements:</p> <p><input type="checkbox"/> An assistive technology device is any item, piece of equipment, or product system whether acquired commercially, off the shelf, modified, or customized that is used to increase or improve functional capabilities of individuals with disabilities.</p> <p><input type="checkbox"/> The ARC has described in the IEP the conditions under which the student may use technology.</p> <hr/> <p>Check those that apply:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> amplification equipment <input type="checkbox"/> magnifying device <input type="checkbox"/> communication board or device <input type="checkbox"/> talking calculator <input type="checkbox"/> Cranmer abacus <input type="checkbox"/> text-talk converter <input type="checkbox"/> close-captioned or video materials <input type="checkbox"/> Braille writer <input type="checkbox"/> text-to-speech software or device <input type="checkbox"/> signing avatar <input type="checkbox"/> electronic dictionary </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> noise buffers <input type="checkbox"/> non-calibrated rule or template <input type="checkbox"/> word processor <input type="checkbox"/> speech-to-text software or device <input type="checkbox"/> audio taped directions <input type="checkbox"/> screen reader <input type="checkbox"/> auditory trainer <input type="checkbox"/> audio file of state-required assessment <input type="checkbox"/> Refresher Braille <input type="checkbox"/> word prediction <input type="checkbox"/> other _____ </td> </tr> </table> <hr/> <p>Supporting Evidence (including verified disability which results in need for assistive technology AND reasons technology was selected):</p>	<input type="checkbox"/> amplification equipment <input type="checkbox"/> magnifying device <input type="checkbox"/> communication board or device <input type="checkbox"/> talking calculator <input type="checkbox"/> Cranmer abacus <input type="checkbox"/> text-talk converter <input type="checkbox"/> close-captioned or video materials <input type="checkbox"/> Braille writer <input type="checkbox"/> text-to-speech software or device <input type="checkbox"/> signing avatar <input type="checkbox"/> electronic dictionary	<input type="checkbox"/> noise buffers <input type="checkbox"/> non-calibrated rule or template <input type="checkbox"/> word processor <input type="checkbox"/> speech-to-text software or device <input type="checkbox"/> audio taped directions <input type="checkbox"/> screen reader <input type="checkbox"/> auditory trainer <input type="checkbox"/> audio file of state-required assessment <input type="checkbox"/> Refresher Braille <input type="checkbox"/> word prediction <input type="checkbox"/> other _____
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<p>Reader</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>A reader shall:</p> <ul style="list-style-type: none"> ▪ read the directions, prompts, situations, passages, and stories as written unless the student meets the criteria outlined in this document for “paraphrasing.” In this case, the “reader” shall follow the rules for “paraphrasing”; ▪ not use information to lead the student to specific information needed for answering the open-response items or multiple-choice questions; ▪ re-read the directions, prompts, situations, passages, and stories, only if specifically requested by the student; and ▪ not point out parts of the task, questions, or parts skipped by the student and read individual words or abbreviations that are mispronounced by text or screen readers, if specifically requested by the student. <hr/> <p>Additional Requirements:</p> <p><input type="checkbox"/> Reading assessments may be read to the student on the premise that the intent of reading is to measure comprehension.</p> <p><input type="checkbox"/> Instruction related to reading performance is not be replaced by accommodations.</p> <p><input type="checkbox"/> The ARC must consider under what conditions on a routine basis during instruction, the student will use a reader or special materials as checked below.</p> <hr/> <p>Check those that apply:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> audio technology <input type="checkbox"/> assistive technology <input type="checkbox"/> Braille <input type="checkbox"/> large print <input type="checkbox"/> personal reader </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> for all printed material <input type="checkbox"/> when reading content material written on age appropriate grade level <input type="checkbox"/> when receiving direct instruction in the acquisition of reading skills and strategies <input type="checkbox"/> when reading under time constraints </td> </tr> </table> <hr/> <p>Supporting Evidence (including verified disability which significantly impacts area of reading AND reasons reader was selected as an accommodation):</p>	<input type="checkbox"/> audio technology <input type="checkbox"/> assistive technology <input type="checkbox"/> Braille <input type="checkbox"/> large print <input type="checkbox"/> personal reader	<input type="checkbox"/> for all printed material <input type="checkbox"/> when reading content material written on age appropriate grade level <input type="checkbox"/> when receiving direct instruction in the acquisition of reading skills and strategies <input type="checkbox"/> when reading under time constraints
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<p>Scribe</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>A scribe shall record the student's work to allow the student to reflect what the student knows and is able to do while providing the student with an alternative means to express his thoughts and knowledge. At no time shall a student's ideas, revisions, or editing be characterized as teacher-, peer-, or parent-authored. In all components of the state required assessment, a student shall be the sole creator, author, decision-maker and owner of his work.</p> <p>A scribe cannot be used if:</p> <ul style="list-style-type: none"> ▪ a student has the ability to translate thoughts into written language and is motorically able to print, use cursive techniques, or use technology (e.g., word processor; typewriter, augmentative communication device) at a rate commensurate with same age peers; ▪ the student is able to produce the product, but the product would be more legible if it were scribed (i.e., to enhance written products); or ▪ the student has a motoric physical disability or severe disability in the area of written expression, but is able to use appropriate technology or assistive technology to respond to the task independent of a "scribe". 		
<p>Additional Requirements:</p> <p><input type="checkbox"/> In order for the use of a scribe to be allowed during the state-required assessments, the ARC shall have documentation of the disability's impact on writing.</p> <p><input type="checkbox"/> The ARC must consider under what conditions on a routine basis during instruction the student will use a scribe or supplementary aids as checked below.</p>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Check those that apply:</p> <p><input type="checkbox"/> assistive technology</p> <p><input type="checkbox"/> audio recorder</p> <p><input type="checkbox"/> communication board</p> <p><input type="checkbox"/> note taker</p> <p><input type="checkbox"/> Braille writer</p> <p><input type="checkbox"/> personal scribe</p> </td> <td style="width: 50%; padding: 5px;"> <p>Check those that apply:</p> <p><input type="checkbox"/> for prewriting activities while brainstorming ideas</p> <p><input type="checkbox"/> when instruction and classroom assessments in the content area require a written response</p> <p><input type="checkbox"/> for all instruction and classroom assessments that require a written response</p> <p><input type="checkbox"/> when instruction and/or classroom assessments involve a time constraint</p> </td> </tr> </table>		<p>Check those that apply:</p> <p><input type="checkbox"/> assistive technology</p> <p><input type="checkbox"/> audio recorder</p> <p><input type="checkbox"/> communication board</p> <p><input type="checkbox"/> note taker</p> <p><input type="checkbox"/> Braille writer</p> <p><input type="checkbox"/> personal scribe</p>	<p>Check those that apply:</p> <p><input type="checkbox"/> for prewriting activities while brainstorming ideas</p> <p><input type="checkbox"/> when instruction and classroom assessments in the content area require a written response</p> <p><input type="checkbox"/> for all instruction and classroom assessments that require a written response</p> <p><input type="checkbox"/> when instruction and/or classroom assessments involve a time constraint</p>
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<p>Supporting Evidence (verified disability which significantly impacts basic writing skills or impedes motor process of writing AND the reasons scribe was selected as an accommodation):</p>			
<p>Paraphrasing</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>Paraphrasing includes repeating or rephrasing on-demand tasks (i.e., open response items, multiple-choice questions, writing prompts), directions, prompts, or situations. This includes breaking directions and sentences into parts or segments or using similar words or phrases, but shall not include defining words or concepts or telling a student what to do first, second, etc. Reading passages and content passages may not be paraphrased. Paraphrasing shall not inappropriately impact the content being measured.</p>		
<p>Additional Requirement:</p> <p><input type="checkbox"/> The student's IEP includes specific goals and objectives and specially designed instruction related to reading comprehension, language, listening comprehension or describes supplemental aids and services and accommodations necessary for the student to access the general education curriculum.</p>			
<p>Supporting Evidence (verified disability which results in difficulty understanding and remembering reading material, oral and written questions, and oral communication AND the reasons paraphrasing was selected as an accommodation):</p>			

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<p>Reinforcement and Behavior Modification Strategies</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>Additional Requirement:</p> <p><input type="checkbox"/> The student has an IEP that stipulates the use of reinforcement or behavior modification strategies.</p> <hr/> <p>Check those that apply:</p> <p><input type="checkbox"/> points for being on task</p> <p><input type="checkbox"/> use of technology to focus attention or reduce stress</p> <p><input type="checkbox"/> use of online testing to focus attention or reduce stress</p> <p><input type="checkbox"/> testing in a separate location outside the regular classroom</p> <p><input type="checkbox"/> other _____</p> <hr/> <p>Supporting Evidence: (verified disability which results in difficulty in the acquisition, retrieval, memory, or organization of learning AND the reasons why strategy was selected as an accommodation):</p>
<p>Prompting or Cueing</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>Additional Requirements:</p> <p><input type="checkbox"/> Prompts, cues, or notebooks are an essential part of the student's specially designed instruction or accommodation.</p> <p><input type="checkbox"/> Evidence from the student's evaluation information demonstrates that the student's disability has impacted the student's acquisition, retrieval, memory, or organization of learning and therefore the student's specially designed instruction and accommodations include memory, organization, retrieval, or acquisition strategies or devices.</p> <p><input type="checkbox"/> The use of these strategies and guides for assessment shall be student initiated and not teacher initiated.</p> <hr/> <p>Supporting Evidence (verified disability which results in difficulty in the acquisition, retrieval, memory, or organization of learning AND the reasons why prompting or cueing was selected as an accommodation):</p>
<p>Manipulatives</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>Additional Requirements:</p> <p><input type="checkbox"/> Manipulatives may be used to complete the state-required assessments and the development of portfolios if they are a strategy used by the student to solve problems routinely during instruction and the use of manipulatives is described in the student's IEP or manipulatives are provided as part of the prompts for the state-required assessments.</p> <p><input type="checkbox"/> During assessment, the student must not be encouraged to use manipulatives if the student has not initiated their use.</p> <hr/> <p>Specify manipulatives to be used:</p> <hr/> <p>Supporting Evidence (verified disability which results in need for hands-on materials for learning and demonstrating learning AND the reasons why the manipulative was selected as an accommodation):</p>

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<p>Interpreter</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>Additional Requirements:</p> <p><input type="checkbox"/> The student has a verified disability in the area of hearing to the degree that the student's development of language (i.e., receptive and expressive) is significantly impacted or the student uses sign language as the normal mode of communication due to his/her disability.</p> <p><input type="checkbox"/> Signing is not a replacement for technology or reading instruction.</p> <hr/> <p>Supporting Evidence (verified disability which results in need for an interpreter AND the reasons why interpreter was selected as an accommodation):</p>
<p>Extended Time</p> <p><input type="checkbox"/> Eligible for accommodation</p> <p><input type="checkbox"/> Not eligible for accommodation</p>	<p>Additional Requirements:</p> <p><input type="checkbox"/> The student has an IEP that stipulates extra time is needed to complete assignments.</p> <p><input type="checkbox"/> To warrant additional time on the state-required assessment, the student shall be making constructive progress on completing his/her responses and the school shall provide proper supervision to maintain an appropriate assessment atmosphere.</p> <hr/> <p>Supporting Evidence (verified disability which results in need for extra time to complete assignments AND the reasons why extended time was selected as an accommodation):</p>