

[Sped Accommodation Audit Template](#)

[Chromebook Accessibility video](#)

SPED Accommodations Audit Process

- Using the most recent Psychological Evaluation Report, verify eligibility, services and accommodations for each student on your caseload.
- Complete the Accommodations Audit Student Listing and submit it to your building principal NO LATER THAN January 15th. Discrepancies and/or concerns should be noted on this form.

SPED Services and Guidelines

The following document was created with the intention to help teachers write an individual education plan that matches the student's area of eligibility, services and accommodations for which they qualify. Deviations from these guidelines may occur in certain situations. Please consult with a school psychologist or the DOSE before doing so.

Academic Goals & Objectives SS 78 or below on KTEA-3, WIAT-4, GORT-5, WJ-IV	If a student is eligible in a particular academic area (written expression, math calculation, reading fluency...etc) then it is required they have a goal that matches that eligibility. There should not be goals for students that are not eligible in that particular area. The goals & objectives must match the eligibility. Therefore, when writing an IEP it is important to always review the most recent evaluation and eligibility form. Please do not just go by the previous inherited IEP. Essentially, when a student receives an academic goal they must be disabled in that area that we are monitoring.
SLD Eligibility and Services	A student under the SLD eligibility can receive academic services in any area they are eligible for. If a student is eligible in reading, writing, and math then they should not only have goals and objectives, but also services. Students should not receive documented services on their IEP for areas in which they are not eligible. Essentially, when a student receives an academic goal they must be disabled in that area that we are monitoring.
OHI & EBD Goals and Objectives	Eligible students under the category of OHI or EBD must have a goal or objective that relates to their specific disability in behavior, attention, social, or health. These students can have support for academic goals and objectives if they have a qualifying score that would have determined them eligible in that area otherwise if they were not eligible OHI or EBD. An example would be a student who is EBD, but they have a written expression score of 71 and a reading comprehension

	score of 75. This particular student should have monitored goals in behavior, writing, and reading comprehension only. There will be OHI and EBD students that only receive goals and objectives that relate to behavior, attention, social, and health. They may struggle in academic areas due to their behavior or attention, but we are monitoring behavior and attention. If they have a qualifying academic score on the most recent evaluation, then we will monitor a goal in that specific area.
OHI & EBD services	OHI and EBD students can receive services in any academic area, but not necessarily goals and objectives unless they are otherwise eligible with a qualifying score. If data shows that a student's health impairment or behavioral disability is impacting them in a certain academic area that requires co-teaching, or in a more severe case resource, then the services page of the IEP can reflect that. There must be data in the Present Level of Performance section of the IEP to support the service.
Data sources to consider for the accommodation of.....	As always, these decisions need to be made on an individual basis based on the most recent individual evaluation report and current data. Therefore, the suggestions within the supporting evidence column do not represent an all inclusive list. Please always consult with your school psychologist if you are not sure if a student is eligible or not. They can best interpret the data if you are unclear on an eligible area or accommodation. The school psychologists are the eligibility experts on the ARC committee.
Reader SS 78 or below on KTEA-3, WIAT-4, GORT-5, WJ-IV	Significant academic weakness in the area of reading. A psychological evaluation report score of 78 or below in the areas of basic reading, reading fluency, and/or reading comprehension. If the score is slightly above a 78 please consult with your school psychologist as they triangulate their data to determine eligibility. MAP data in reading is below the 10th percentile. Progress monitoring/classroom based assessments indicating significant and consistent weaknesses in the areas of basic reading, reading fluency, and/or reading comprehension
Scribe SS 78 or below on KTEA-3, WIAT-4, WJ-IV	Significant academic weakness in the area of writing. A psychological evaluation report score of 78 or below in the area of written expression if the score is slightly above a 78 please consult with your school psychologist as they triangulate their data to determine eligibility.

	MAP data in language usage is below the 10th percentile. • a student has a verified disability as documented in the IEP that impacts written expression to a degree that the student's performance is significantly and consistently below the same age peers; • a student is unable to translate thoughts into written language and is not able to print, use cursive techniques, or use technology; or • a student is able to translate thoughts into written language but is not able to print, use cursive techniques or use technology. Progress monitoring/classroom based assessments indicating significant and consistent weaknesses in the area of written expression.
Paraphrasing SS 78 or below on KTEA-3, WIAT-4, GORT-5	Significant academic weakness in the area of reading comprehension, language, or listening comprehension. A psychological evaluation report score of 78 or below in the area of reading comprehension. If the score is slightly above a 78 please consult with your school psychologist. MAP data in reading is below the 10th percentile. Progress monitoring/classroom based assessments indicating significant and consistent weaknesses in the area of reading comprehension. Significant cognitive, processing speed, or working memory weaknesses as evident by an overall cognitive ability, processing speed index, or working memory index of 78 or below on the psychological report.
Extended Time	Significant behavioral and/or health concerns that impact ability to provide responses within a limited period of time (as evidenced by significant ratings on norm-referenced assessments across settings.) Significant cognitive, processing speed index (from School Psych Report), and/or executive functioning weaknesses (as evidenced by an overall cognitive ability, processing speed, and/or executive functioning-weaknesses of at least 1.5 standard deviations from the mean) Significant academic and/or fluency weaknesses (as evidenced by an evaluation report of 78 or below) Classroom performance/progress monitoring/observations demonstrating that the student

	consistently requires additional time (compared to peers) to complete specific learning tasks.
Assistive Technology	The determination and provision of AT are collaborative processes involving the student's IEP team and are tailored to support the student's individual educational goals. In order to foster independence, carryover to post-school activities, and self-advocacy skills in general, assistive technology shall be considered as an early accommodation before adult-provided accommodations. When assistive technology is not appropriate, accommodations used will be based on student need and ability level, as designated in the IEP. The student must be given the tools to become independent. <u>Beginning assistive technology at an early age may promote growth leading toward independence.</u> AT devices and services needed will be documented in the IEP. This includes detailed descriptions of how the AT will be used to support the student's educational goals.  AT consideration guide 2022-with feedback 2-23-22
Manipulatives	The ARC needs to decide when and how they need to use the manipulatives Ex: counters and blank templates In addition to the student's regular manipulatives offered, student may have one 3x5 inch note card with blank graphic organizer (Ex: Writing Knockout without the words just the box outline or 10 frame) drawn on it (front and back) for KSA. The card shall not have anything written on it or labeled Students must have access to manipulatives. Ex: All of their tools are in a baggie or basket of which they know where they can get these tools.
Calculator	In order for the use of a calculator to be allowed during the state-required content assessments, the ARC shall have documented the disability's impact on mathematics calculation/reasoning and considered under what conditions a student will use a calculator on a routine basis during instruction. Evaluation information and progress data shall support the need for a calculator. A calculator shall not be used as a replacement for mathematics instruction or assistive technology. A psychological evaluation report score of 78 or below in the area of math calculation/math reasoning.

Use of Reinforcement and Behavior Modifications	In order for the use of reinforcement and behavior modification strategies to be allowed during the state-required content assessment, the IEP team shall have documented under what conditions a student will need reinforcement and behavior modification strategies on a routine basis during instruction. Evaluation information and ongoing progress data shall support the need for reinforcement and behavior modification strategies.
--	--