

John R. Kasich, Governor
Dr. Richard A. Ross, Superintendent of Public Instruction

ODE-OEC MEMO #2014-1

To: Ohio Educational Agencies Serving Children with Disabilities
From: Sue Zake, Ph.D., Director of the Office for Exceptional Children
Date: December 17, 2014
Subject: ***Documentation of Assessment Accommodations on Individualized Education Program (IEP) and 504 Plans***

Please communicate this information immediately with those who work with students with disabilities.

Accessibility and accommodations on Ohio's New State Tests are different from the Ohio Achievement Assessments (OAA) and the Ohio Graduation Tests (OGT). For Ohio's New State Tests, there are many changes in how you provide a read aloud and who may receive a read aloud. New guidance in the form of [Frequently Asked Questions](#) is posted on the Ohio Department of Education website.

All statewide and district-wide testing information for students with disabilities is documented in section 12 of the IEP or the testing section of the 504 plan. Allowable testing accommodations must be documented in a student's IEP or 504 plan. Accessibility features and some administrative considerations (e.g. small group administration) are not required to be documented on the IEP or 504 plan since they are allowed for all students for Ohio's New State Tests. However, it is recommended that accessibility features and administrative considerations be written into IEPs and 504 plans to ensure that the student receives them during testing. Documenting accessibility features and administrative considerations on IEPs and 504 plans also helps schools plan for testing needs in advance and provides information for future IEP teams and 504 plan coordinators regarding previous testing accessibility and administration considerations.

Accommodations must be documented in the IEP or 504 plan to be allowable. If a student no longer qualifies for an accommodation, the IEP should be revised to be accurate. If a student qualified for "Read Aloud" on the OAA or OGT reading test but no longer qualifies for this accommodation on the new English language arts test, the IEP should be revised.

If there are changes to the IEP, the parents and the school district may agree to either convene an IEP team meeting or not. The parents and a member or members of the school district staff may discuss the proposed amendments to the IEP either in a face-to-face meeting or via a phone call or e-mail. When an IEP is amended, the school district shall send a copy of the amended IEP to the parent within 30 days of the date the IEP was amended.

The *Individualized Education Program (IEP) or 504 Plan Decision-Making Tool* contains required guidelines for teams to make data-based decisions about the use of accommodations for statewide testing by students with disabilities. Use of this form to document decisions is optional.