**SAMPLE DISABILITY ACCOMMODATION CIS NOTES TAB ENTRIES**

Disability Coordinators are required to document the Disability Accommodation process in the CIS Notes tab for all students who have an Accommodation Plan. This sample provides several different formatting styles to document the process.

**PRIOR TO ENTRY/DISABILITY ACCOMMODATION COMMITTEE (DAC) TEAM**

**NOTES**

Date: 3/29/23

Staff: SmithJ

File received on 3/1/23. Phone call to applicant, left message on 3/3/23. Phone call to applicant, left message on 3/6/23. Letter to applicant, requested reply by 3/23/23. Received phone call from applicant on 3/24/23 and scheduled DAC for 3/26/23 at 10am. DAC meeting held with applicant on 3/26/23, DC, CMHC, and Residential Manager by phone. Discussed RA/RM/AAS provided on previous IEP. CMHC suggested adding behavioral supports. Student agreed with pre-plan. Student entered program 3/28/23, met with student, signed request form, reviewed pre-plan, entered data & plan. Student signed plan and provided an updated copy.

Date: 4/2/23

Staff: SmithJ

Student met with DC to request a calculator as an additional RA/RM/AAS. Documentation supports request. Plan changed, signed, and provided an updated copy.

Date: 5/13/23

Staff: SmithJ

60 Day Accommodation Plan Evaluation held on 5/10/23, the student is making progress and feels their accommodations are working, no changes needed at this time.

Date: 7/13/23

Staff: SmithJ

60 Day Accommodation Plan Evaluation held on 7/11/23, the student is making progress and feels their accommodations are working; no changes needed at this time.

Date: 9/11/23

Staff: SmithJ

60 Day Accommodation Plan Evaluation held on 9/9/23, the student is making progress and feels their accommodations are working; no changes needed at this time.

**PRIOR TO ENTRY/****DISABILITY COORDINATOR**

**NOTES**

Date: 9/7/23

Staff: SmithJ

**R** (reason) – Disability Accommodation Plan Meeting

**A** (action) – Contacted applicant prior to entry on 9/2/23 after reviewing supporting documentation. Discussed accommodations and applicant agreed to all recommendations except proctor read testing. Applicant entered program on 9/6/23. Met with student on 9/7/23 to go over plan discussed prior to entry. Entered plan in CIS, student signed plan and was provided a copy. Student was also given the new student disability packet.

**P** (plan) – Monitor effectiveness of accommodations through Effectiveness Process

Date: 11/9/23

Staff: SmithJ

**R** – 60 Day Accommodation Plan Evaluation

**A** – A meeting was held with the student to discuss their accommodation plan and there are no concerns at this time.

**P** – Continue to monitor effectiveness every 60 days

Date: 1/11/23

Staff: SmithJ

**R** – 60 Day Accommodation Plan Evaluation

**A** – A meeting was held with the student to discuss their accommodation plan and the student raised concerns that he is struggling to complete bookwork in their trade. The student requested audio books for trade and extra time to complete reading assignments.

**P** – A DAC meeting will be scheduled with student and trade instructor to discuss concerns and possible accommodations to assist the student. The DC will review the student’s IEP to determine if requested accommodations are supported.

**STUDENT DISCLOSES TO DISABILITY COORDINATOR**

**NOTES**

Date: 2/1/23

Staff: SmithJ

Student came in to see DC 1/20/23 and stated that he felt he may need extra time for TABE testing. Student disclosed that he had an IEP. DC obtained IEP from previous high school, reviewed RA/RM/AAS and discussed with student on 1/30/23. Student agreed to extra time for testing, calculator, notes from instructor and study buddy/mentor. Accommodation plan was entered in CIS, student signed plan and received a copy of his plan.

Date: 2/17/23

Staff: SmithJ

Student came by to discuss RA/RM/AAS with DC. He feels that he needs proctor read testing. DC reviewed documentation and this is an accommodation he previously had for standardized testing. Added to plan, student signed new plan and was provided a copy.

Date: 3/12/23

Staff: SmithJ

60 Day Accommodation Plan Evaluation–Accommodation plan was reviewed with the student, accommodations are effective, no changes needed at this time.

Date: 3/31/23

Staff: SmithJ

SPO came in to speak with DC. Student is having difficulty getting to the class on time. Called student in and discussed. He is leaving his dormitory too late. DC wrote up a simple schedule for student detailing the time to set his alarm, time to be in the shower and time to leave the dormitory. Added to plan, student signed plan and was provided a copy.

**REFERRAL/COUNSELOR**

**NOTES**

Date: 2/1/23

Staff: SmithJ

DC received a disability referral from the counselor. Student disclosed a disability on Student Intake Form (SIF).

Date: 2/3/23

Staff: SmithJ

DC met with student to discuss referral. Student received mental health services from South Mountain Clinic over the past several years. Student signed a release of information. DC faxed request for records. DC completed the RA/RM/AAS and DCC form with the student.

Date: 2/10/23

Staff: SmithJ

DC received records and forwarded to CMHC for review. CMHC reviewed records and provided DC recommendations for appropriate RA/RM/AAS.

Date: 2/11/23

Staff: SmithJ

DC and CMHC met with student to discuss possible RA/RM/AAS. Student feels all suggestions would be helpful including a behavioral plan (drafted), frequent breaks, pass to leave class to a safe place when needed, extended time for assignments. Entered plan into CIS, student signed plan and was provided a copy. DC stored disability referral form in accommodation file.

Date: 4/9/23

Staff: SmithJ

60 Day Accommodation Plan Evaluation–The DC meet with the student to discuss accommodations. Accommodations are working and no additional accommodations were requested by the student.

**REFERRAL/INSTRUCTOR**

**NOTES**

Date: 3/10/23

Staff: SmithJ

DC received suspicion of a disability referral form from J. Webb, academic instructor. Student entered program on 1/20/23. Called in student and discussed whether RA/RM/AAS were provided previously. Student does not remember but is willing to have DC contact previous school. Student signed release of information. The DC completed the RA/RM/AAS Request and DCC form with the student. DC received evaluation and IEP from student’s previous school. Student came in to discuss and review current functional limitations. Student feels that all RA/RM/AAS previously provided were helpful. Also discussed student using a day planner to keep track of classes and appointments. Added all RA/RM/AAS including day planner to plan. Student signed plan and was provided a copy. Feedback provided to J. Webb on result of referral. The suspicion of disability referal form, RA/RM/AAS Request and DCC form, and signed accommodation plan were filed in the accommodation file.

Date: 5/8/23

Staff: SmithJ

60-day Accommodation Plan Evaluation–A meeting was held with the student to discuss their accommodation plan. The student stated that their accommodations were working; however, the DC noted that the student was not making progress on his math TABE. The student stated that he has difficulty concentrating on math portion of the TABE because he “can’t do the math problems”. DC scheduled DAC with academic instructor, TABE Instructor, and this DC for 5/12/20 to discuss possible accommodations and strategies to help the student in math class and on the math TABE. The DC will review the student’s disability documentation to determine if additional accommodations should be considered.

Date: 5/12/23

Staff: SmithJ

DAC held. Discussed current issues on the math TABE. The math instructor stated that she has been allowing the student to use a calculator in class, though this is not an accommodation in his plan. The student also does not have access to a calculator on the TABE. The TABE instructor also reported that the student seems to drift off anytime there is a noise in the TABE room, typically from other students who have accommodations for breaks or who finish and leave the room. The student has ADHD and does not have documentation to support a calculator in class or on the TABE. The instructor agreed to stop providing a calculator in class and work with the student to learn to complete the math problems independently. The student’s IEP does indicate significant functional limitations with concentration and becoming easily distracted. The student previously had accommodations for testing in a private room. The DC offered the student accommodations for secluded testing to help eliminate potential distractions. The student agreed and the accommodations the accommodation plan was updated.