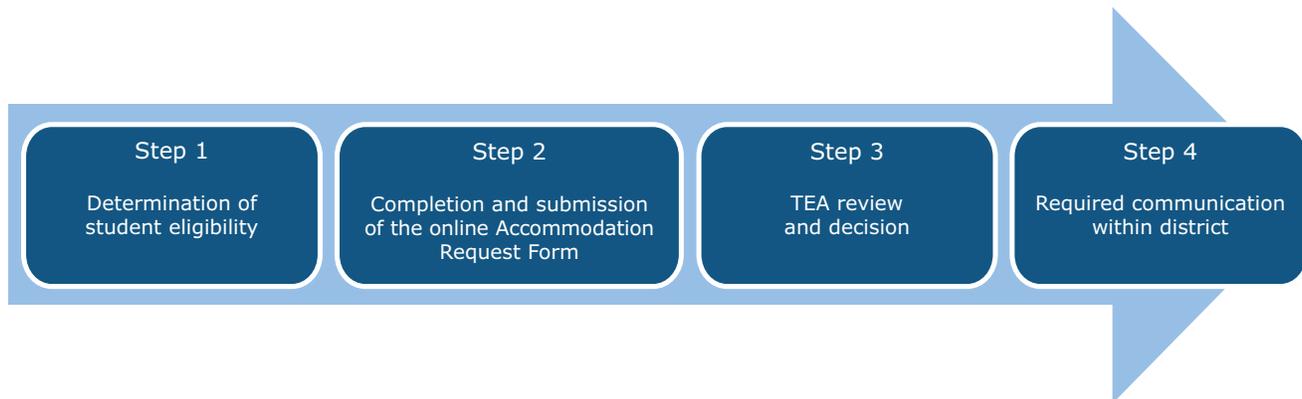


# Accommodation Request Process

Only the following designated supports—Complex Transcribing, Mathematics Scribe, Extra Day, and Other—require the submission of an Accommodation Request Form to the Texas Education Agency (TEA). The appropriate team of people at the campus level (e.g., admission, review, and dismissal [ARD] committee, Section 504 placement committee, Response to Intervention [RtI] team, student assistance team) determines whether the student meets all of the specific eligibility criteria listed and, if so, submits an Accommodation Request Form to TEA. Do not submit an Accommodation Request Form if the student does not meet the specific eligibility criteria. Accommodation requests must be approved by TEA before a student can use the support on a state assessment. The decision to use one of these designated supports is recommended by the appropriate team at the campus level based on the eligibility criteria and is documented as “pending TEA approval.”



## STEP 1: DETERMINATION OF STUDENT ELIGIBILITY

The appropriate team of people at the campus level must consult the Accommodation Resources webpage to determine if the student meets the specific eligibility criteria for a particular designated support requiring TEA approval. The district testing coordinator is responsible for providing information about supports to campus testing coordinators or campus personnel and is also the primary contact person for schools when questions arise.

## STEP 2: COMPLETION AND SUBMISSION OF THE ONLINE ACCOMMODATION REQUEST FORM

If a student meets all specific eligibility criteria for a particular designated support requiring TEA approval, the appropriate person at the campus or district level, as determined by district policy, should complete the online Accommodation Request Form. When completing the form, the following guidelines should be followed. Only Accommodation Request Forms that adhere to these guidelines will be processed. All others will be deleted and the district will have to resubmit the form correctly.

- Confidential student information, such as a student’s first or last name, Social Security number, pages from an individualized education program (IEP), or medical documents, should **NOT** be included.
- A separate request form should be completed for each student needing a designated support. Blanket requests for entire classrooms will **NOT** be accepted.
- The following information **must** be provided as the rationale on the Accommodation Request Form.

### Complex Transcribing Rationale

- Describe the impairment in vision or the physically disabling condition that creates a need for Complex Transcribing. Be specific about the characteristics of the condition, symptoms, and level of severity the student experiences. The description should be unique and individualized. Include specific reasons why the student is not able to write his or her own composition or use Basic Transcribing (e.g., word processor, speech-to-text software) to complete the written composition.
- Attach a sample of the student's handwriting if the student is able to independently write.
- Describe what has been done to accommodate the student's needs in previous years. If the student was approved to receive this support in previous years, include the Accommodation Request Form identification number(s).

### Extra Day Rationale

- Describe the disability that prevents the student from completing the test within the prescribed time limit. Be specific about the characteristics of the condition, symptoms, and level of severity the student experiences. Phrases like "severe fatigue" and "shuts down" are not sufficient. The description should be specific and individualized. For instance, explain what happens when the student becomes fatigued or shuts down.
- Explain how the provision of Extra Day support has proven effective for this student.
- Does the student require frequent breaks? How long are the student's breaks? How often are the student's breaks? How much work does the student accomplish during periods of productivity?
- Does the student have an alternate school schedule or location (e.g., attends school only two hours a day, is hospitalized, is homebound, has academic work in the morning and social skills in the afternoon)?
- What accessibility features or other designated supports have been tried, and what is the student's level of success with these? Why are they not effective?
- Describe what has been done to accommodate the student's needs in previous years. **If the student was approved to receive this support in previous years, include the Accommodation Request Form ID number(s).**

### Mathematics Scribe Rationale

- Describe the impairment in vision or the physically disabling condition that creates a need for Mathematics Scribe. Be specific about the characteristics of the condition, symptoms, and level of severity the student experiences. The description should be unique and individualized. Include specific reasons why the student is not able to write his or her own computations or to use other accessibility features or designated supports to address the disability.
- Attach a sample of the student's handwritten computations if legibility is the issue.
- Describe what has been done to accommodate the student's needs in previous years. **If the student was approved to receive this support in previous years, include the Accommodation Request Form ID number(s).**

## Other Rationale

An Other Accommodation Request Form may be submitted by the appropriate person at the campus or district level. The following information must be provided when completing the online Accommodation Request Form:

- a detailed description of the Other support being requested
- a description of the disability that creates a need for an Other support, including specific information about the characteristics of the condition, symptoms, and level of severity the student experiences
- a description of what accessibility features or other designated supports that have been tried and the student's level of success with them
- a description of what has been done to accommodate the student's needs in previous years. **If the student was approved to receive this support in previous years, include the Accommodation Request Form ID number(s).**

Once the required information has been collected, designated campus personnel may enter the request in the online Accommodation Request Form, available at [http://tea.texas.gov/student\\_assessment/accommodations/](http://tea.texas.gov/student_assessment/accommodations/). A training presentation is available on this webpage as well.

The online system contains basic instructions and questions to help the submitter complete the form. After clicking the **Submit** button, a confirmation page with a request ID number will appear. This confirmation page may be printed for documentation purposes; however, this is only a receipt of submission and is not an approval for the student to use the designated support on the state assessment.

After submission, the system automatically forwards the request to the district coordinator for review. The district coordinator must "sign" the Accommodation Request Form (via replying to the email generated by the online form) in order for the request to be reviewed by TEA. This signature indicates that the district coordinator has reviewed the information and agrees that the request is necessary and appropriate.

Accommodation Request Forms must be received by TEA **at least one week prior to the beginning of a testing week** to ensure enough time to process. Late requests will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these situations, the district coordinator should contact TEA's Student Assessment Division at 512-463-9536 for further instructions.

## STEP 3: TEA REVIEW AND DECISION

After TEA's Accommodations Task Force has received the district coordinator-approved Accommodation Request Form, the information will be reviewed and the request will be approved or denied. In some cases, a representative of TEA's Accommodations Task Force may contact the district for more information. Once a decision has been made, TEA will communicate this decision to the submitter and district coordinator by email. Approved requests will include special guidelines so that the use of the designated support is carried out in a standardized manner.

This step in the accommodation request process may take several weeks to complete, although every attempt is made to address requests promptly. During the review process, do not resubmit the request unless asked to do so by a member of TEA's Accommodations Task Force. If the TEA decision has not been received prior to testing or if questions arise, the district coordinator may contact TEA's Accommodations Task Force.

## STEP 4: REQUIRED COMMUNICATION WITHIN DISTRICT

It is the responsibility of the district coordinator to ensure that all designated support decisions and associated information are relayed to appropriate campus personnel.

- The TEA decision email should be read in its entirety. It is the responsibility of the district coordinator and campus coordinator to review any special guidelines that accompany an approved accommodation request. The test administrator may also need special training to administer an assessment with an approved designated support.
- Appropriate campus personnel should note the expiration date of an approved designated support, stated in the TEA decision email. All approved accommodation requests will expire after the last summer test administration. A new accommodation request will need to be submitted each school year if the student continues to need that support.

For questions about TEA accessibility policies or the Accommodation Request Process, contact TEA's Accommodations Task Force at 512-463-9536.