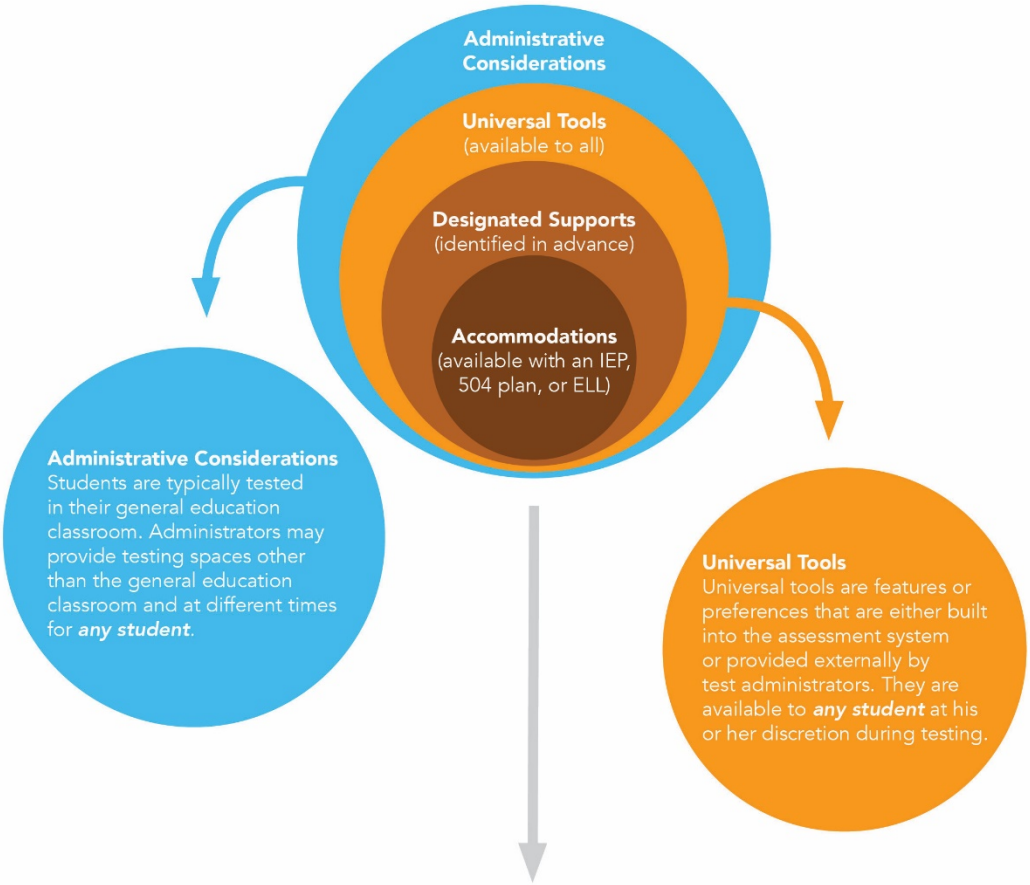
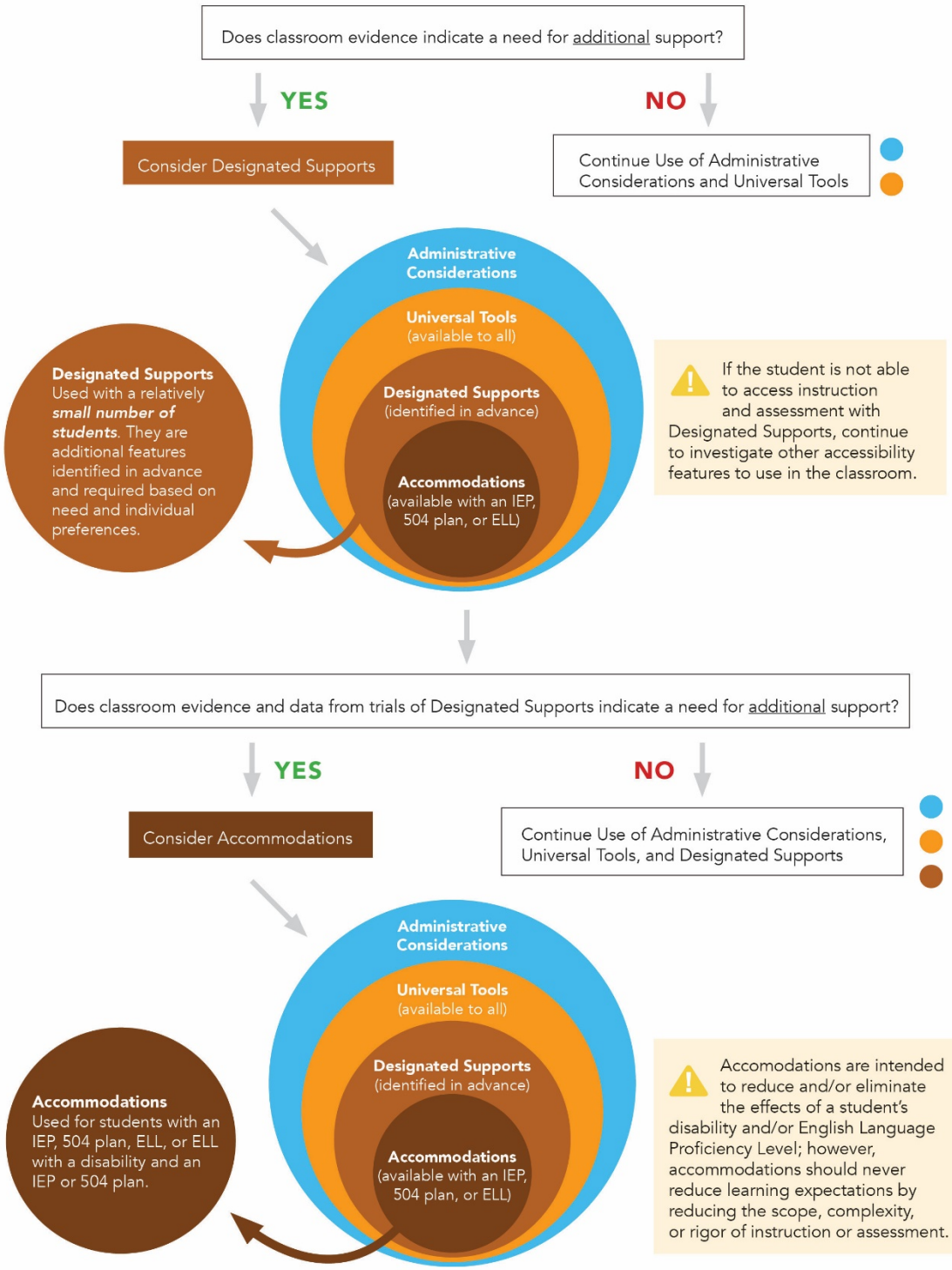
Appendix F

Guiding Questions to Begin the Decision-Making Process

- What are the student's learning strengths and challenges?
- How do the student's learning and/or language needs affect the achievement of standards-based grade-level or course content?
- Which access features does the student need?
- Has the student shown preference for specific access features in the past?
- What does the student need to do?




Does classroom evidence indicate a need for additional support?
YES
NO
Consider Designated Supports
Continue Use of Administrative Considerations and Universal Tools
Administrative Considerations
Universal Tools (available to all)
Designated Supports (identified in advance)
Accommodations (available with an IEP, 504 plan, or ELL)
Designated Supports Used with a relatively small number of students. They are additional features identified in advance and required based on need and individual preferences.
If the student is not able to access instruction and assessment with Designated Supports, continue to investigate other accessibility features to use in the classroom.
Does classroom evidence and data from trials of Designated Supports indicate a need for additional support?
YES
NO
Consider Accommodations
Continue Use of Administrative Considerations, Universal Tools, and Designated Supports
Administrative Considerations
Universal Tools (available to all)
Designated Supports (identified in advance)
Accommodations (available with an IEP, 504 plan, or ELL)
Accommodations Used for students with an IEP, 504 plan, ELL, or ELL with a disability and an IEP or 504 plan.
Accomodations are intended to reduce and/or eliminate the effects of a student's disability and/or English Language Proficiency Level; however, accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of instruction or assessment.