What is Accessibility?

• Ensuring that each student can interact appropriately with the content, presentation, and response mode of the test.

• Assessments should allow all test takers to demonstrate their knowledge of the content being tested without the format of the assessment, non-tested language, or the type of response needed to answer the questions being barriers.

• Various features and supports are made available on paper and online tests to students who use the same or similar supports during classroom instruction.
ONLINE TESTING
During state assessments for STAAR, STAAR Spanish, and TELPAS, certain accessibility features may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from the use of them during instruction.
ACCESSIBILITY FEATURES

• Zoom
• Color Settings
• Guideline Tool
• Highlighter
• Pencil
• Sticky notes
• Dictionary Tool (certain test)
Figure 1. Zoom

The student can click the Zoom icon at the top of the screen to enlarge or reduce the size of the screen.

When the Zoom icon is activated, the student can change the screen size and use the arrows to move the screen.
COLOR SETTINGS

The student can click the Color icon to select from 12 different color schemes.

When a color scheme is selected, the option will apply to the screen for the entire test. The student may change his or her selection at any time.

The Default button allows the student to reset the presentation back to the original white background with black text.
ACCESSIBILITY FEATURES

GUIDELINE TOOL

Figure 3. Guideline

The Guideline icon is available on all STAAR assessments (i.e., mathematics, reading, writing, science, and social studies). It helps a student focus attention on specific lines of text.

When the Guideline icon is activated, a tinted bar appears at the top of the screen. The student can move the bar up and down the selection.

A Mysterious Helper

1. As Andy and his mother headed west, a lonely expanse of pavement stretched out in front of them. 2. A burnt-orange sun was drawing closer to the horizon. 3. A blackbird passing overhead wouldn’t have noticed anything wrong with the car. 4. Neither Andy nor his mother noticed anything, either. 5. Therefore, they were

If the student wants the guideline to remain on one line, the lock must be turned on. The student must turn the lock off to move the guideline again.
Figure 4. Highlight

Red drum, which are fish found in the Gulf of Mexico, have a characteristic spot just in front of the tail fin. Some of these fish, however, have multiple spots. In rare instances, a red drum with no spot will be found. This difference in the number of spots is part of natural selection.

To activate the Highlight feature, the student will click and scroll with the mouse to select the text. Once specific text has been selected, the Highlight menu appears.

Clicking the Highlight icon in the menu highlights the text. Clicking the highlighted text and choosing the Erase Highlights icon removes the highlighting.
1. Red drum, which are fish found in the Gulf of Mexico, have a characteristic spot just in front of the tail fin. Some of these fish, however, have multiple spots. In rare instances, a red drum with no spot will be found. This difference in the number of spots is an example of which aspect of natural selection?

- Large numbers of offspring
- Limited resources
- Sudden environmental change
- Inherited variation

The Pencil tool is available on all STAAR assessments (i.e., mathematics, reading, writing, science, and social studies). It allows a student to make marks and annotations.

When the student activates the Pencil icon, a menu of options appears.
STICKY NOTES

The Sticky Notes tool is available on all STAAR assessments (i.e., mathematics, reading, writing, science, and social studies). It allows a student to make marks and annotations. There is a 500-character count limit for each sticky note. Many sticky notes can be activated at the same time.

1. READ the information in the box below.

   In 1961, President John F. Kennedy said that the United States should set a goal of landing an American on the moon by 1970. After work and preparation, two Americans walked on the moon in 1969.

   THINK carefully about the following statement. Some people think it is easier to something if they set a goal in advance.

   WRITE an essay explaining why setting a goal is important.

   Be sure to —
   clearly state your controlling idea
   organize and develop your explanation effectively choose your words carefully
   use correct spelling, capitalization, punctuation,  

   Once activated, the Sticky Notes tool can be filled with notes, and can be moved to different places within a screen.

   A student can minimize the Sticky Notes tool to keep it from blocking the test content.

   Clicking and dragging on the lower right-hand corner of the sticky note can resize the sticky notes window.
Dictionary Tool

ACCESSIBILITY FEATURES

STAAR grades 3-8 reading
STAAR grades 4 and 7 writing
STAAR Spanish grades 3-5 reading
STAAR Spanish grade 4 writing
STAAR English I, II, and III
Designated supports are available to students who meet the eligibility criteria as determined and documented by the appropriate team of people at the local level. Some of these supports are embedded in the online system, while others are not. More specific information can be found in the individual policy documents on the Accommodation Resources webpage.
**DESIGNATED SUPPORTS**

- Basic Transcribing
- Braille/Refreshable Braille
- Calculation Aids
- Content and Language Supports
- Extra Time
- Individualized Structured Reminders
- Large Print
- Other *

**MANIPULATING TEST MATERIALS**

- Manipulating Test Materials
- Mathematics Manipulatives
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids
- Complex Transcribing*
- Extra Day*
- Mathematics Scribe*

* denotes designated supports that require TEA approval

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2018_STAAR_Educator_Guide_to_Accessibility
Refreshable Braille

Format of the assessment
- JAWS Help screen
- Left justified
- Streamlined text
Online Basic Calculator Tool

- STAAR grades 3–7 mathematics
- STAAR grade 5 science
- STAAR Spanish grades 3–5 mathematics
- STAAR Spanish grade 5 science
ASL Videos

Closed-captioning (CC) and replay buttons are provided as part of the video screen.

Margaret threw 2 of these lightbulbs in the trash.
TEXT-TO-SPEECH

When the student selects a specific group of text, a menu appears. The selected text is read aloud when the student clicks the Speak icon in this menu.

The student can click the Speak icon to open a panel of audio controls including the Play button and the Click Word button.

The student can click the Audio icon to open a panel of audio controls including the volume and speaking rate.

When the Play button is activated, the question and answer choices are highlighted as they are read aloud in their entirety or until the student stops playback.

The Click Word button allows the student to hear only one word at a time.

The rate at which the audio is read can be increased or decreased by moving the Speaking Rate slider.

The student can increase or decrease the volume of the audio by moving the Volume slider.

Online Only

Oral Administration
Figure 8. Pop-ups

1. The Puritans founded the Massachusetts Bay Colony to escape persecution.

When a pop-up is clicked, a window appears above or below the dotted underline or dotted box. Clicking the "X" closes the Pop-up window.

Roger Williams was banished from the Massachusetts Bay Colony and formed a new colony that did not have a state church.

Anne Hutchinson was exiled from the Massachusetts Bay Colony for dissenting against church doctrine.

For students who have text-to-speech as an embedded support, the Speak icon will appear in all pop-ups. The student can click the Speak icon to hear the text in the pop-up read aloud. (Note: text-to-speech may not be able to read aloud some text, such as labels, that render as art.)
POP UPS- ROLL OVERS-

**Figure 9. Rollovers**

Gilbert had a total of 85 CDs to put in stacks. He put 27 CDs in one stack and 39 CDs in a second stack. How many CDs did Gilbert have left to put in stacks?

Record your answer. Be sure to use the correct place value.

Clicking the Rollover icon when the small arrow is pointing towards words or phrases opens a rollover.

**Figure 10. Rollovers**

For students who have text-to-speech as an embedded support, text in the rollover can be read aloud. The student can click the Speak icon at the top of the screen to open the audio controls. When the Play button is activated, the student can hear the entire question and answer choice, including text in the rollover, read aloud. (Note: text-to-speech may not be able to read aloud some text, such as labels, that render as art.)

A rollover covers the original text. Clicking the Rollover icon again closes the rollover.
ADDITIONAL SUPPORTS

Prereads

**Figure 11. Additional Supports**

Read the selection and choose the best answer to each question.

Roxanne has wanted a dog for a very long time. She thinks owning a dog will help her grow up, encourage her to exercise, and give her a best friend. Roxanne has written this paper for school, but she hopes she can also use it to persuade her parents to let her have a dog.

Read Roxanne's paper and think about how she needs to correct it. Then answer the questions that follow.

8. What change should be made in sentence 2?
   - Change Dad to dad
   - Delete the comma
   - Change too much to too much
   - Insert quotation marks at the end of the sentence

For students who have text-to-speech as an embedded support, the *Do Not Read* icon indicates to the student that text-to-speech is not available for that portion of the assessment. This icon will appear on reading selections, editing selections, and editing test questions since reading aloud these portions of the test is NOT allowed.
DESIGNATED SUPPORTS

SPELLING ASSISTANCE

Figure 12. Spelling Assistance and Supplementary Materials

Supplementary materials are content and language supports. The student can click on the icon for the writing checklist and use as needed. Punnett Squares are available for the biology test.

For students who are eligible for spelling assistance as an embedded support, a red underline will show below words that are misspelled within the open response entry section. The student can click the underlined word to see suggestions for replacements.

Online Only
During state assessments for STAAR, STAAR Spanish, and TELPAS, certain accessibility features may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from the use of them during instruction.
<table>
<thead>
<tr>
<th>Accessibility Features</th>
<th>Paper</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amplification Devices</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Bilingual Dictionary</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Color Overlay/Color Setting</td>
<td>✓</td>
<td>✓*</td>
</tr>
<tr>
<td>General Reminders to Stay on Task</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Highlighter, Colored Pencil, etc.</td>
<td>✓</td>
<td>✓*</td>
</tr>
<tr>
<td>Individual Administration</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Magnifying Devices/Zoom</td>
<td>✓</td>
<td>✓*</td>
</tr>
<tr>
<td>Minimize Distractions (e.g., stress ball, headphones, music)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Photocopying or Enlarging Non-secure Test Materials</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Place Marker/Guideline</td>
<td>✓</td>
<td>✓*</td>
</tr>
<tr>
<td>Projection Devices</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Read Aloud Writing Prompt to Student</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Read Test Aloud to Self</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Scratch Paper/Notes Tool/Sticky Notes</td>
<td>✓</td>
<td>✓*</td>
</tr>
<tr>
<td>Signing Test Directions</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Small Group</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Third Grade Math Reading Assistance</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Translating Test Directions</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Designated supports are available to students **who meet the eligibility criteria** as determined and documented by the **appropriate team** of people at the local level. Some of these supports are embedded in the online system, while others are not. More specific information can be found in the individual policy documents on the Accommodation Resources webpage.
**DESIGNATED SUPPORTS**

- Basic Transcribing
- Braille/Refreshable Braille
- Calculation Aids
- Extra Time
- Individualized Structured Reminders
- Large Print
- Manipulating Test Materials

- Mathematics Manipulatives
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids
- Complex Transcribing*
- Extra Day*
- Mathematics Scribe*
- Other *

* denotes designated supports that require TEA approval
<table>
<thead>
<tr>
<th>Designated Supports</th>
<th>Paper</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Transcribing</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Braille</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Calculation Aids</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Content and Language Supports</strong></td>
<td></td>
<td>✓*</td>
</tr>
<tr>
<td>Extra Time</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Individualized Structured Reminders</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Large Print</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Manipulating Test Materials</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Math Manipulatives</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Oral/Signed Administration/Text-to-Speech</td>
<td>✓</td>
<td>✓*</td>
</tr>
<tr>
<td>Spelling Assistance</td>
<td>✓</td>
<td>✓*</td>
</tr>
<tr>
<td>Supplemental Aids</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Designated Supports Requiring TEA Approval</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Transcribing</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Extra Day</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Math Scribe</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Other</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Supplemental Aids
Supports not embedded in the online system may be made available to students testing online as well as to those testing on paper. A student needing supplemental aids will need to use the type of assistance he or she uses in the classroom.
This designated support allows a student to use paper-based resources that **assist in recalling information**.

For a student who meets the **eligibility criteria**, this designated support may be used on

- STAAR
- STAAR Spanish
A student may use this designated support if:

- he or she **routinely, independently, and effectively uses it during classroom instruction and classroom testing**.

Supplemental aids are intended for **students who are approved** to use them based on the decisions of an ARD committee, 504 committee, LPAC, RTI committee, or student assistance team.

Supplemental aids **should not be confused** with common study aids used by students who are not struggling academically.
A mnemonic device is a learning technique that assists with memory. Only mnemonic devices that are acronyms or phrases based on an acronym may be used.

**PEMDAS**
- or -
**Please Excuse My Dear Aunt Sally**

**DMSB**
- or -
**Dad Mother Sister Brother**

**KPCOFGS**
- or -
**King Phillip Came Over For Good Spaghetti**
The subject-specific words that the mnemonic represents are **NOT** allowed.

- Parentheses
- Exponents
- Multiplication
- Division
- Addition
- Subtraction

- Divide
- Multiply
- Subtract
- Bring down

El Rey es un filósofo de mucha clase que ordena para su familia géneros de buena especie.
Blank graphic organizers may be used.
Blank graphic organizers may **NOT** contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables.
A number chart (e.g., 100 chart) may be used. Indicating special numbers (e.g., highlighting or circling prime numbers within the body of the chart) is **NOT** allowed.
Mathematics: Number Chart

Numbers on number charts must be in sequential order. Multiplication and addition charts are not allowed as supplemental aids. Multiplication and addition charts are considered calculation aids. Please see the Calculation Aids policy document on TEA’s 2018 Accessibility webpage for more information.
A grade-appropriate place value chart may be used. The chart may contain commas and decimals in the appropriate places; however, it may **NOT** contain place value labels (i.e., words) or numbers as specific examples.

<table>
<thead>
<tr>
<th>ten thousands</th>
<th>thousands</th>
<th>hundreds</th>
<th>tens</th>
<th>units</th>
<th>.</th>
<th>tenths</th>
<th>hundredths</th>
<th>thousands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>1</td>
<td>.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mathematics: Pictorial Models of Fractions

Pictorial models of fraction bars or fraction circles may be used. The models should **NOT** contain labels . . .
… and they should **NOT** show equivalencies (e.g., $1/2 = 2/4 = 0.5 = 50\%$) or a cumulative sequence (e.g., $1/4$, $2/4$, $3/4$, $4/4$).
Pictorial models of one-, two-, and three-dimensional geometric figures may be used; however, the figures must be grade- or course-appropriate.
In addition, a pictorial model of a geometric figure may be provided in either three-dimensional form or two-dimensional form, but **NOT** in both forms.
Mathematics: Pictorial Models of Geometric Figures

The figures may **NOT** contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.
Providing a pictorial model of a geometric figure in one form (e.g., net) and a manipulative of the same figure in another form (e.g., three-dimensional solid) is **NOT** allowed.

Pictorial Model

OR

(NOT both)

Manipulative
A list of grade-appropriate grammar and mechanics rules may be used. The list may **NOT** contain any specific examples.
Graphics of scientific concepts may be used.
The graphics may **NOT** contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.
Science: Formula Triangles

Formula triangles representing relationships between variables may be used. Only formulas that appear on the appropriate state-supplied reference materials may be represented. The triangles may only include variables; for example, a triangle showing the relationship between mass, density, and volume can contain only the variables \( m \), \( D \), and \( V \). Symbols for mathematical operations (e.g., \( \times \), \( \div \)) are NOT allowed.
Blank maps may be used. Blank maps should **NOT** contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. In addition, unlabeled maps that represent historic events may be used (e.g., an unlabeled map that represents the stages of U.S. territorial expansion). A student could use both physical and political world or U.S. maps.
Timelines may be used if they contain only dates.
Labeling the events connected with those dates in any way is **NOT** allowed.
REMINDERS
SUPPLEMENTAL AIDS

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

2. Supplemental aids can be provided in the language that is most appropriate for the student.

3. Colors may be used in a supplemental aid to enhance readability or improve tracking but may NOT be used as a label.

4. Pictures may be used in pictorial models of geometric figures and graphics of scientific concepts but not in other supplemental aids.
5. Using a supplemental aid as an accommodation during classroom instruction and classroom testing should not replace the teaching of subject-specific skills as outlined in the TEKS. The student must be able to understand the information that the supplemental aid provides and simply need assistance recalling the concepts.

6. Supplemental aids should be individualized for each student. Students have different strengths and needs, so it is not appropriate to provide all students the exact same set of supplemental aids.

7. The test administrator may not remind the student to use the supplemental aid or explain to the student the information included on the supplemental aid.
8. The supplemental aid must be error-free, concise, and well organized so that a student can easily access the information. The supplemental aid must not contain numerous pages, as this may be more cumbersome than helpful when used during the state assessment.

9. If a student writes on the supplemental aid while taking the state assessment, the supplemental aid must be destroyed after testing.

10. LPACs may not recommend designated supports for an ELL whose parents have denied bilingual or ESL services.
2018-2019 Accessibility Updates

- Recording notes in the margins per student directions has been moved to Basic Transcribing.

- For students taking the STAAR grade 4 writing test online, typing the response is an allowable accessibility feature for any grade 4 student who needs the assistance.

- Scientific and graphing calculators may not be used as a calculation aid for grades 3-7 math and science.

- Beginning with the spring 2019 writing tests, oral administration of revising passages and items on paper tests is allowable.
2018-2019 Accessibility Updates

• The eligibility for English learners (ELs) to receive an oral administration has changed to read, “The student is a current EL and takes a STAAR test in English.”

• Additional online Personal Needs and Preferences (PNPs) and tools available in spring 2019: refreshable braille, signed videos, basic calculator, Spanish with embedded supports, and dictionary tool.
  - Only Unified English Braille (UEB) (contracted and uncontracted) available for STAAR braille tests.
  - STAAR with Embedded Supports Paper Administration Guides include braille instructions. Separate Specific Braille Instructions (SBIs) for content and language supports is no longer needed.
Typing a student’s response to the writing prompt into the online test for any grade 4 student who is taking STAAR writing online and cannot type proficiently:

- Eligibility for Basic Transcribing does NOT need to be determined; however, the procedures for Basic Transcribing MUST be adhered to.

- Students taking the grade 7 writing test, English I, English II, or English III must meet the eligibility requirements for Basic Transcribing if this type of support is needed.
Calculators **are required** for the following State of Texas Assessments of Academic Readiness (STAAR®) tests: *grade 8 mathematics, grade 8 science, Algebra I, Algebra II, and Biology.*

Calculators **are not permitted** for students taking the STAAR *grades 3–7 mathematics assessments* or the STAAR *grade 5 science assessment* unless the student **meets the eligibility criteria**. Information regarding calculators as a designated support for students with disabilities can be found on the Accommodation Resources webpage.
This designated support provides an **alternate method of computation** for a student who is unable to effectively use paper-and-pencil methods.

For a student who **meets the eligibility criteria**, this designated support may be used on

- STAAR grades 3–7 mathematics
- STAAR grade 5 science
- STAAR Spanish grades 3–5 mathematics
- STAAR Spanish grade 5 science

Student **may use this designated support** if he or she

- receives Section 504 or special education services,
- routinely, independently, and effectively uses it during classroom instruction and classroom testing, and
- meets at least one of the following for the applicable grade.
**Grades 3 and 4**

The student has a **physical disability** that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper).

The student has an **impairment in vision** that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier).
Grades 5 through 7

The student has a **physical disability** that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper).

The student has an **impairment in vision** that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier).

The student has a **disability that affects mathematics calculations**. Even after intensive instruction and remediation, the student is consistently unable to memorize basic addition, subtraction, multiplication, or division facts or perform the steps in an algorithm correctly when solving problems.
Dictionaries **must be available** to **all** students taking

- STAAR grades 3–8 reading tests;
- STAAR grades 4 and 7 writing tests;
- STAAR Spanish grades 3–5 reading tests;
- STAAR Spanish grade 4 writing test; and
- STAAR English I, English II, and English III tests

The following types of dictionaries **are allowable**:

- standard monolingual dictionaries in English or the language most appropriate for the student
- dictionary/thesaurus combinations
- bilingual dictionaries* (word-to-word translations; no definitions or examples)
- ESL dictionaries* (definition of an English word using simplified English)
- sign language dictionaries
This designated support provides various types of spelling assistance for a student with a disability.

For a student who meets the eligibility criteria, this designated support may be used on

• STAAR grades 4 and 7 writing, English I, English II, and English III (written composition ONLY)
• STAAR Spanish grade 4 writing (written composition ONLY)
A student **may use this designated support** if he or she

- receives Section 504 or special education services,

- routinely, independently, and effectively uses it during classroom instruction and classroom testing, and

- is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he or she cannot apply basic spelling rules or word patterns (e.g., silent letters, base words with affixes) to written responses.
This designated support may include **only**

- visual sound cards
- frequently misspelled word list (e.g., student-made, teacher-made, commercially produced)
- spell-check function on a word processor or as an online embedded support on STAAR
- pocket spell-checker
- word-prediction software
- text-to-speech software or devices
- speech-to-text software, applications, or devices
This designated supports **requiring** TEA approval

- Complex Transcribing
- Mathematics Scribe
- Extra Day
- Other
RESOURCES

DCCR: ACCESSIBILITY FEATURES and DESIGNATED SUPPORTS

https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/191727407/Accessibility

TEA ACCOMMODATIONS WEBSITE

https://tea.texas.gov/accommodations/
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