SABES ADA webinar series (Part 1 of 3)

Meeting the Needs of Students with Disabilities: Legal and Practical Issues: handouts

ADA Compliance and Legal Issues (PowerPoint, 38 pages)

ADA Requirements: Testing Accommodations (US Dept. of Justice, 10 p.)

Apps & technology on self-management, academic support, organizational skills (table, 9 p.)

Disability Resources (Institute for Community Inclusion, UMass Boston, 2 p.)

Grab and Go Practices: Using Apps and Technology (ThinkCollege, 2 p.)

Guidelines for Serving Students with Learning Disabilities (IL Community College Board, 4 p.)

Massachusetts ADA Standards (DESE/ACLS, 2 p.)

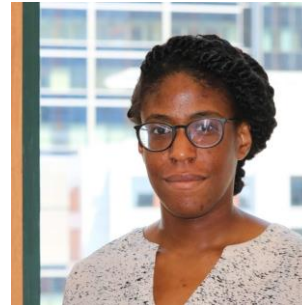Massachusetts Adult Education Assessment Policies (DESE/ACLS, 5 p.)

ADA Compliance and Legal Issues
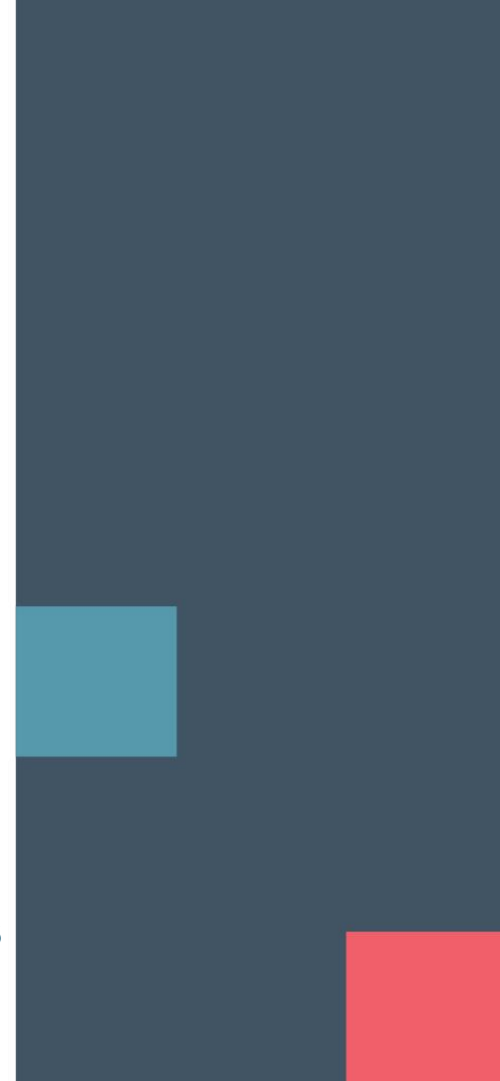
SABES Program Support
Professional Development Center

Dani M. Scherer
Curriculum and PD Specialist
SABES and World Education

Ebony Vandross
E-learning and Communications
Associate
World Education

WORLD EDUCATION

SABES PROGRAM SUPPORT
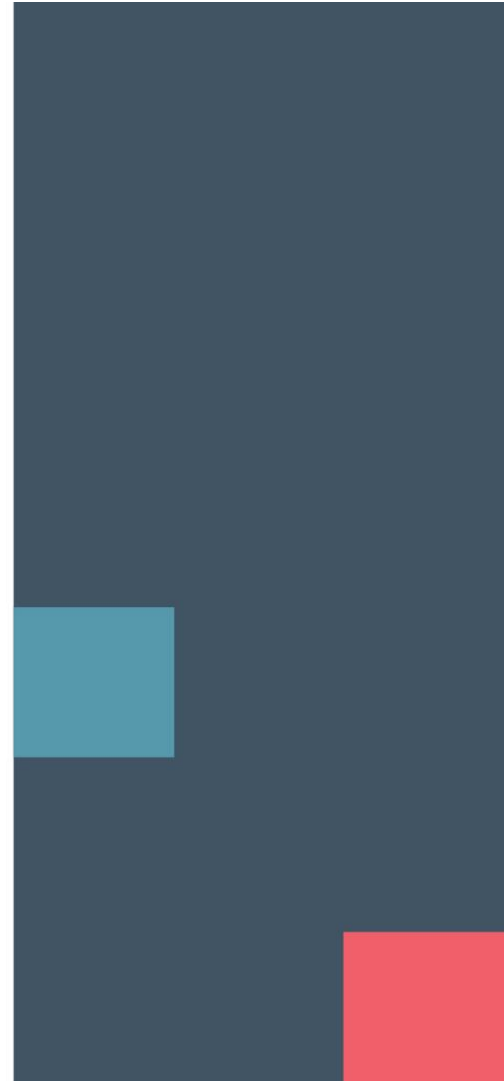## PROFESSIONAL DEVELOPMENT CENTER
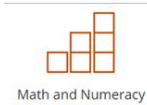
LUANNE TELLER

Director of:
- ❖ Program Management and Educational Leadership
- ❖ Digital Literacy
- ❖ Professional Licensure Support

SANDY GOODMAN and DANI SCHERER

Director of:
- ❖ Career Pathways
- ❖ Advising
- ❖ Cultural Competence
- ❖ ADA Resources and Training

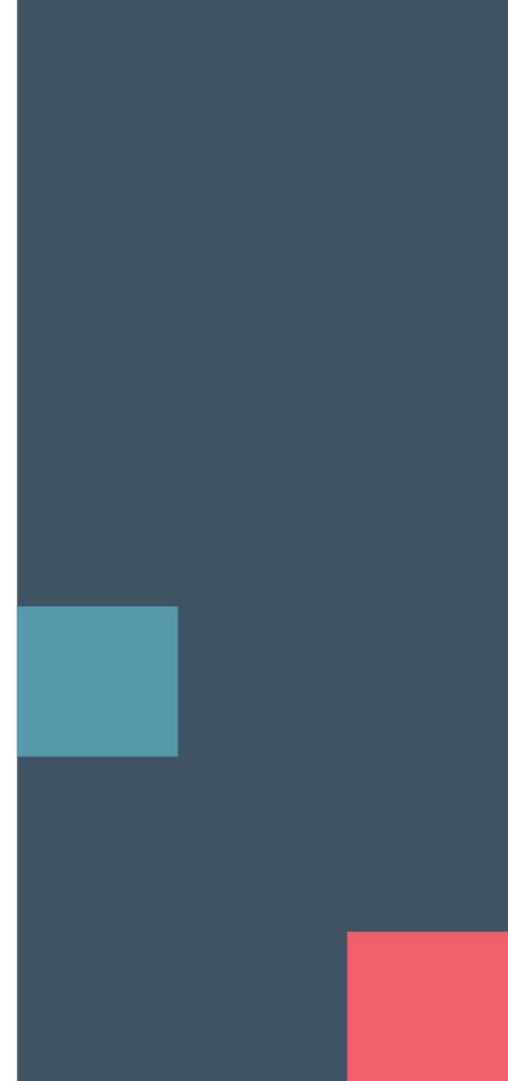Math and Numeracy English Language Arts S A B E S ESOL Program Support

Institute for Community Inclusion
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Students with Disabilities: Legal & Practical Issues

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Institute for Community Inclusion
PROMOTING THE INCLUSION OF PEOPLE WITH DISABILITIES
UNIVERSITY OF MASSACHUSETTS BOSTON ∴ BOSTON CHILDREN'S HOSPITAL

WELCOME to

**Part 1 of a
3-Part Webinar
Series**

1. **Students with Disabilities:
   Legal and Practical Issues**

2. **Disability Overview and Etiquette**
   (January 7th - 3:00 to 4:15)

3. **Universal Design**
   (January 22nd - 3:00 to 4:15)

DISCUSSION

- What issues have you encountered regarding students with disabilities?

- What questions do you have regarding meeting the needs of students with disabilities?

LEGAL PROTECTIONS FOR STUDENTS WITH DISABILITIES

- **Americans with Disabilities Act (ADA):** applies to any program receiving state or local funds

- **Section 504 of the Rehabilitation Act:** applies to any program receiving federal funds

> *Requirements are virtually the same under both*

Purpose of the ADA

- Guarantee civil rights of people with disabilities by prohibiting discrimination in

  ➢ Employment (Title I)

  ➢ Public services (Title II)

  ➢ Transportation (Title II & III)

  ➢ Public accommodations (Title III)

  ➢ Telecommunications (Title IV)

Disability
as defined by the ADA

- A physical or mental impairment that substantially limits one or more ***major life activities***

- A record of such an impairment

- Being regarded as having such an impairment, even when no limitations exist

"MAJOR LIFE ACTIVITY" AS DEFINED BY THE ADA

ANYTHING AN AVERAGE PERSON CAN DO WITH LITTLE OR NO DIFFICULTY, SUCH AS:

- SEE
- SPEAK
- WALK
- TALK
- EAT
- SLEEP

- BREATHE
- HEAR
- LEARN
- THINK
- READ
- CONCENTRATE

- WORK
- PERFORM MANUAL TASKS
- LIFT
- BEND
- WALK
- STAND

Expanded under ADA Amendments Act of 2008
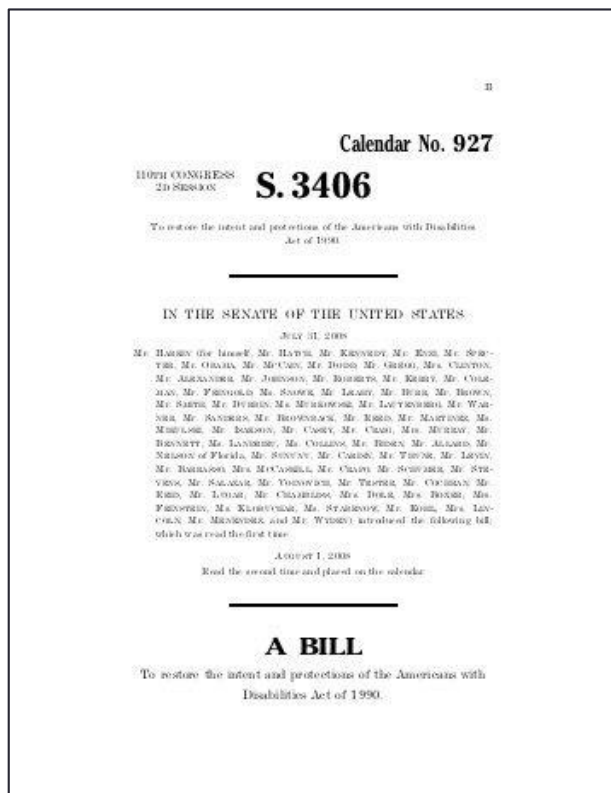
Per ADA Amendments Act of 2008

"Major Life Activity" also includes "operation of major bodily functions" such as:

- ❑ Neurological
- ❑ Brain
- ❑ Respiratory
- ❑ Circulatory
- ❑ Reproductive
- ❑ Immune system

Calendar No. 927

110TH CONGRESS
2D SESSION

S. 3406

To restore the intent and protections of the Americans with Disabilities Act of 1990.

IN THE SENATE OF THE UNITED STATES

JULY 31, 2008

Mr. HARKIN (for himself, Mr. HATCH, Mr. KENNEDY, Mr. ENZI, Mr. SPECTER, Mr. OBAMA, Mr. McCAIN, Mr. DODD, Mr. GREGG, Mrs. CLINTON, Mr. ALEXANDER, Mr. JOHNSON, Mr. ROBERTS, Mr. KERRY, Mr. COLEMAN, Mr. FEINGOLD, Ms. SNOWE, Mr. LEAHY, Mr. BURR, Mr. BROWN, Mr. SMITH, Mr. DURBIN, Ms. MURKOWSKI, Mr. LAUTENBERG, Mr. WARNER, Mr. SANDERS, Mr. BROWNBACK, Mr. REED, Mr. MARTINEZ, Ms. MIKULSKI, Mr. ISAKSON, Mr. CASEY, Mr. CRAIG, Mrs. MURRAY, Mr. BENNETT, Ms. LANDRIEU, Mr. COLLINS, Mr. BIDEN, Mr. ALLARD, Mr. NELSON of Florida, Mr. SUNUNU, Mr. CARDIN, Mr. THUNE, Mr. LEVIN, Mr. BARRASSO, Mrs. McCASKILL, Mr. CRAPO, Mr. SCHUMER, Mr. STEVENS, Mr. SALAZAR, Mr. VOINOVICH, Mr. TESTER, Mr. COCHRAN, Mr. REID, Mr. LUGAR, Mr. CHAMBLISS, Mrs. DOLE, Mrs. BOXER, Mrs. FEINSTEIN, Ms. KLOBUCHAR, Mr. STABENOW, Mr. KOHL, Mrs. LINCOLN, Mr. MENENDEZ, and Mr. WYDEN) introduced the following bill; which was read the first time

AUGUST 1, 2008

Read the second time and placed on the calendar

A BILL

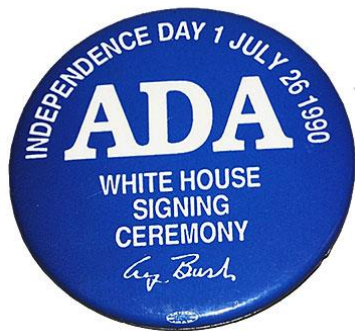To restore the intent and protections of the Americans with Disabilities Act of 1990.

Definition of Disability:
Broad, *Not Narrow*

- **ADA Amendments Act of 2008:** narrow definition of disability *not permitted*

- Definition of disability to be viewed in favor of broad coverage of individuals, to the maximum extent permitted by the ADA

ADA GENERAL THEME

- Changes, modifications, and accommodations must be made *unless they will prove to prove to be too difficult due to impact or cost*

ADA: TITLE II
PUBLIC SERVICES

- Requires *reasonable modifications in policies, practices, and procedures* to provide accessibility unless fundamental alteration in program would result

- Must furnish **auxiliary aids and services** to ensure effective communication, unless undue burden or fundamental alteration would result

- No special charges

ADA: TITLE III
PUBLIC ACCOMMODATION
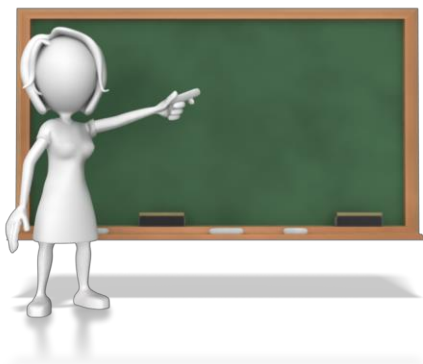
- Applies to broad range of entities engaged in private commerce *including private education programs*

- Existing facilities must remove architectural barriers to make goods and services usable by people with disabilities, *to the extent that it is readily achievable*

- New construction and alterations of existing facilities must comply with ADA Accessibility Guidelines

WHAT IS ACCESSIBLE?

- An individual with a disability is allowed to:
  - ➤ *receive same information*
  - ➤ *participate in same interactions*
  - ➤ *have same services*

  as a person without a disability

- Participation is carried out in equal and integrative ways

REASONABLE ACCOMMODATIONS

- Any adjustment or altering of a task, process, or environment that will allow equal participation for individuals with disabilities

- Must be provided to a **qualified individual with a disability** unless program can demonstrate that the accommodation would impose an **"undue hardship"** or substantially alter nature of the program

Legal Requirements for People with Disabilities:

APPLYING THEM TO ADULT EDUCATION PROGRAMS

IMPLICATIONS FOR ADULT EDUCATION PROGRAMS

- **May not discriminate against individuals with disabilities regarding:**
  - ➢ *Eligibility and admission*
  - ➢ *Providing instruction and other services*

- **Must be both *proactive* and *reactive***

  - ➢ <u>PROACTIVE</u>: Programs must be ***accessible*** and ***barrier free***

  - ➢ <u>REACTIVE</u>: Must offer ***reasonable accommodations*** that will assist individuals with disabilities to have an equal opportunity to participate

Requirements for accessibility and reasonable accommodations

All program components: application and intake process, courses, examinations, physical space

Don't Forget About Web Accessibility and Online Learning

Web Content Accessibility Guidelines (WCAG) 2.0

W3C Recommendation 11 December 2008

This version:
http://www.w3.org/TR/2008/REC-WCAG20-20081211/

Latest version:
http://www.w3.org/TR/WCAG20/

Previous version:
http://www.w3.org/TR/2008/PR-WCAG20-20081103/

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Gregg Vanderheiden, Trace R&D Center, University of Wisconsin-Madison

Previous Editors:
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John Slatin (until June 2006 while at Accessibility Institute, University of Texas at Austin)
Jason White (until June 2005 while at University of Melbourne)

Please refer to the **errata** for this document, which may include normative corrections.

See also **translations**.

This document is also available in non-normative formats, available from Alternate Versions of Web Content Accessibility Guidelines 2.0.

Copyright © 2008 W3C® (MIT, ERCIM, Keio), All Rights Reserved. W3C liability, trademark and document use rules apply.

Abstract

Web Content Accessibility Guidelines (WCAG) 2.0 covers a wide range of recommendations for making Web content more accessible. Following these guidelines will make content accessible to a wider range of people with disabilities, including blindness and low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, photosensitivity and combinations of these. Following these guidelines will also often make your Web content more usable to users in general.
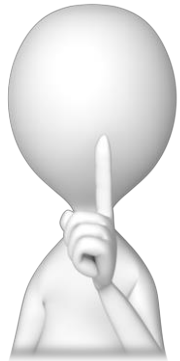
Does this mean lowering standards and requirements?

Adult Learning Programs have right to:

1. Identify and establish abilities, skills and competencies fundamental to academic programs and courses.

2. Evaluate learner capacity.

3. Evaluate each learner's performance on basis of standards established.

DISCLOSURE AND PRIVACY

- Disability information must be kept confidential and stored separately

- Information cannot be shared with anyone (internally and externally) unless specifically designated in a signed release

- Programs cannot ask whether an individual has a disability prior to admission

- However, if individual needs an accommodation, they need to disclose

After enrollment, inquiries on a confidential basis may be made with goal of determining need for possible program accommodations

- **Possible questions:**

  ➢ *Have you ever had any special classes or help in school or at work? (If "yes" you may ask what, where, and why.)*

  ➢ *Do you think you have trouble learning?*

  ➢ *Have you ever had any accommodations in school or at work?*

SCREENING FOR DISABILITY

- If it is determined there is strong possibility learner has a disability, formal disability assessment may be undertaken

- Formal assessment *must* be administered by a licensed professional

ADA STANDARDS FOR ADULT AND COMMUNITY LEARNING SERVICES

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

- Must have an ADA Coordinator

- Post public notice of non-discrimination

- Establish and publish a written grievance procedure

- Must conduct a one-time self-evaluation on accessibility

- Must have a transition plan for removal of any physical barriers

Reasonable Accommodations in Adult Education

Dealing with accommodation requests

1. **Contact ADA coordinator**

2. **Discuss in private**

3. **Use a functional approach:**
   - *What does the student need help with?*
   - *What are possible solutions?*
   - *What has student previously used for accommodations in similar situations?*

4. **Document using a standard format**

5. **Don't presume**

6. **Consult with external resources as necessary**

7. **Evaluate and modify accommodation as necessary**

Responsibilities
of Students
With
Disabiltities

- **If needing an accommodation:**

  ➢ *Identifying themselves as having a disability*

  ➢ *Providing documentation regarding their disability and need for accommodation*

  ➢ *Requesting accommodation in a timely fashion*

ACCOMMODATION EXAMPLES

- Extra time on tests

- Closed caption videos

- Supervised breaks during testing

- Administering tests verbally instead of in writing

- Materials in alternative formats: Large print, Braille, etc.

- Providing note takers

- Books on tape

- Assisted listening devices

- Assistive technology (low-tech and hi-tech): highlighter, calculator, accessible computer, phone apps

USDOJ:
Test Accommodation Guidelines

- Must ensure that test scores of individuals with disabilities accurately reflect individual's aptitude or achievement level or whatever skill the exam or test is intended to measure.

Americans with Disabilities Act Technical Assistance: Testing Accommodations   10/28/15, 9:56 AM

U.S. Department of Justice
Civil Rights Division
Disability Rights Section

ADA Requirements

Testing Accommodations

Standardized examinations and other high-stakes tests are gateways to educational and employment opportunities. Whether seeking admission to a high school, college, or graduate program, or attempting to obtain a professional license or certification for a trade, it is difficult to achieve such goals without sitting for some kind of standardized exam or high-stakes test. While many testing entities have made efforts to ensure equal opportunity for individuals with disabilities, the Department continues to receive questions and complaints relating to excessive and burdensome documentation demands, failures to provide needed testing accommodations, and failures to respond to requests for testing accommodations in a timely manner.

The Americans with Disabilities Act (ADA) ensures that individuals with disabilities have the opportunity to fairly compete for and pursue such opportunities by requiring testing entities to offer exams in a manner accessible to persons with disabilities. When needed testing accommodations are provided, test-takers can demonstrate their true aptitude.

The Department of Justice (Department) published revised final regulations implementing the ADA for title II (State and local government services) and title III (public accommodations and commercial facilities) on September 15, 2010. These rules clarify and refine issues that have arisen over the past 20 years and contain new and updated requirements.

Overview

This publication provides technical assistance on testing accommodations for individuals with disabilities who take standardized exams and other high-stakes tests. It addresses the obligations of testing entities, which include private, state, or local government entities that offer exams related to applications, licensing, certification, or credentialing for secondary (high school), postsecondary (college and graduate school), professional (law, medicine, etc.), or trade (cosmetology, electrician, etc.) purposes. Who is entitled to testing accommodations, what types of testing accommodations must be provided, and what

http://www.ada.gov/regs2014/testing_accommodations.html   Page 1 of 10

Student is not entitled to preferred accommodation, only an accommodation that provides equal access

- **EXAMPLE: Student says they need a sign language interpreter.**
  - *What is student requesting in terms of need?*
  - *What are possible alternatives?*

Resources

Handouts

1. PowerPoint

2. Disability Resources

3. DESE Assessment Polices on Disability

4. DESE ACLS ADA Standards

5. USDOJ ADA Requirements: Testing Accommodations

6. IL Accessibility Checklist

7. Pacer Handout: ADA & Section 504

"The things we've been advocating are not just for a marginal group of people; they're for the society as a whole. Disability affects all of us. It's time that we normalize and accept it rather than perceive it to be at the margins of our society."

- Marca Bristo

SABES program PD Center

NEXT WEBINARS IN THE SERIES:

- **Part 2 - *Welcoming and Etiquette* Tuesday January 7th, 2020 from 3:00 - 4:15pm**

- **Part 3 - *Universal Design* Tuesday January 22nd, 2020 from 3:00 - 4:15pm**

WORLD EDUCATION

REGISTER HERE:
https://www.sabes.org/calendar

U.S. Department of Justice
Civil Rights Division
Disability Rights Section

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documentation may be required of the person requesting testing accommodations are also discussed.

What Kinds Of Tests Are Covered?

Exams administered by any private, state, or local government entity related to applications, licensing, certification, or credentialing for secondary or postsecondary education, professional, or trade purposes are covered by the ADA and testing accommodations, pursuant to the ADA, must be provided.[1]

Examples of covered exams include:

- High school equivalency exams (such as the GED);

- High school entrance exams (such as the SSAT or ISEE);

- College entrance exams (such as the SAT or ACT);

- Exams for admission to professional schools (such as the LSAT or MCAT);

- Admissions exams for graduate schools (such as the GRE or GMAT); and

- Licensing exams for trade purposes (such as cosmetology) or professional purposes (such as bar exams or medical licensing exams, including clinical assessments).

What Are Testing Accommodations?

Testing accommodations are changes to the regular testing environment and auxiliary aids and services[2] that allow individuals with disabilities to demonstrate their true aptitude or achievement level on standardized exams or other high-stakes tests.

Examples of the wide range of testing accommodations that may be required include:

- Braille or large-print exam booklets;

- Screen reading technology;

- Scribes to transfer answers to Scantron bubble sheets or record dictated notes and essays;

- Extended time;

- Wheelchair-accessible testing stations;

- Distraction-free rooms;

- Physical prompts (such as for individuals with hearing impairments); and

- Permission to bring and take medications during the exam (for example, for individuals with diabetes who must monitor their blood sugar and administer insulin).

Who Is Eligible To Receive Testing Accommodations?

Individuals with disabilities are eligible to receive necessary testing accommodations. Under the ADA, an individual with a disability is a person who has a physical or mental impairment that substantially limits a major life activity (such as seeing, hearing, learning, reading, concentrating, or thinking) or a major bodily function (such as the neurological, endocrine, or digestive system). The determination of whether an individual has a disability generally should not demand extensive analysis and must be made without regard to any positive effects of measures such as medication, medical supplies or equipment, low-vision devices (other than ordinary eyeglasses or contact lenses), prosthetics, hearing aids and cochlear implants, or mobility devices.   However, negative effects, such as side effects of medication or burdens associated with following a particular treatment regimen, may be considered when determining whether an individual's impairment substantially limits a major life activity.

A substantial limitation of a major life activity may be based on the extent to which the impairment affects the condition, manner, or duration in which the individual performs the major life activity. To be "substantially limited" in a major life activity does not require that the person be unable to perform the activity. In determining whether an individual is substantially limited in a major life activity, it may be useful to consider, when compared to most people in the general population, the conditions under which the individual performs the activity or the manner in which the activity is performed. It may also be useful to consider the length of time an individual can perform a major life activity or the length of time it takes an individual to perform a major life activity, as compared to most people in the general population. For example:

- The condition or manner under which an individual who has had a hand amputated performs manual tasks may be more cumbersome, or require more effort or time, than the way most people in the general population would perform the same tasks.

- The condition or manner under which someone with coronary artery disease performs the major life activity of walking would be substantially limited if the individual experiences shortness of breath and fatigue when walking distances that most people could walk without experiencing such effects.

- A person whose back or leg impairment precludes him or her from sitting for more than two hours without significant pain would be substantially limited in sitting, because most people can sit for more than two hours without significant pain.

A person with a history of academic success may still be a person with a disability who is entitled to testing accommodations under the ADA. A history of academic success does not mean that a person does not have a disability that requires testing accommodations. For example, someone with a learning disability may achieve a high level of academic success, but may nevertheless be substantially limited in one or more of the major life activities of reading, writing, speaking, or learning, because of the additional time or effort he or she must spend to read, write, speak, or learn compared to most people in the general population.

What Testing Accommodations Must Be Provided?

Testing entities must ensure that the test scores of individuals with disabilities accurately reflect the individual's aptitude or achievement level or whatever skill the exam or test is intended to measure. A testing entity must administer its exam so that it accurately reflects an individual's aptitude, achievement level, or the skill that the exam purports to measure, rather than the individual's impairment (except where the impaired skill is one the exam purports to measure).[3]

- **Example:** An individual may be entitled to the use of a basic calculator during exams as a testing accommodation. If the objective of the test is to measure one's ability to solve algebra equations, for example, and the ability to perform basic math computations (e.g., addition, subtraction, multiplication, and division), is secondary to the objective of the test, then a basic calculator may be an appropriate testing accommodation. If, however, the objective of the test is to measure the individual's understanding of, and ability to perform, math computations, then it likely would not be appropriate to permit a calculator as a testing accommodation.

What Kind Of Documentation Is Sufficient To Support A Request For Testing Accommodations?

All testing entities must adhere to the following principles regarding what may and may not be required when a person with a disability requests a testing accommodation.

- **Documentation. Any documentation if required by a testing entity in support of a request for testing accommodations must be reasonable and limited to the need for the requested testing accommodations.** Requests for supporting documentation should be narrowly tailored to the information needed to determine the nature of the candidate's disability and his or her need for the requested testing accommodation. Appropriate documentation will vary depending on the nature of the disability and the specific testing accommodation requested.

Examples of types of documentation include:

- Recommendations of qualified professionals;

- Proof of past testing accommodations;

- Observations by educators;

- Results of psycho-educational or other professional evaluations;

- An applicant's history of diagnosis; and

- An applicant's statement of his or her history regarding testing accommodations.

Depending on the particular testing accommodation request and the nature of the disability, however, a testing entity may only need one or two of the above documents to determine the nature of the candidate's disability and his or her need for the requested testing accommodation. If so, a testing entity should generally limit its request for documentation to those one or two items and should generally evaluate the testing accommodation request based on those limited documents without requiring further documentation.

- **Past Testing Accommodations. Proof of past testing accommodations in similar test settings is generally sufficient to support a request for the same testing accommodations for a current standardized exam or other high-stakes test**.

  - **Past Testing Accommodations on Similar Standardized Exams or High-Stakes Tests.** If a candidate requests the same testing accommodations he or she previously received on a similar standardized exam or high-stakes test, provides proof of having received the previous testing accommodations, and certifies his or her current need for the testing accommodations due to disability, then a testing entity should generally grant the same testing accommodations for the

current standardized exam or high-stakes test without requesting further documentation from the candidate. So, for example, a person with a disability who receives a testing accommodation to sit for the SAT should generally get the same testing accommodation to take the GRE, LSAC, or MCAT.

- **Formal Public School Accommodations. If a candidate previously received testing accommodations under an Individualized Education Program (IEP)[3] or a Section 504 Plan,[4] he or she should generally receive the same testing accommodations for a current standardized exam or high-stakes test.** If a candidate shows the receipt of testing accommodations in his or her most recent IEP or Section 504 Plan, and certifies his or her current need for the testing accommodations due to disability, then a testing entity should generally grant those same testing accommodations for the current standardized exam or high-stakes test without requesting further documentation from the candidate. This would include students with disabilities publicly-placed and funded in a private school under the IDEA or Section 504 placement procedures whose IEP or Section 504 Plan addresses needed testing accommodations.

  - **Example.** Where a student with a Section 504 Plan in place since middle school that includes the testing accommodations of extended time and a quiet room is seeking those same testing accommodations for a high-stakes test, and certifies that he or she still needs those testing accommodations, the testing entity receiving such documentation should generally grant the request.

- **Private School Testing Accommodations. If a candidate received testing accommodations in private school for similar tests under a formal policy, he or she should generally receive the same testing accommodations for a current standardized exam or high-stakes test.** Testing accommodations are generally provided to a parentally-placed private school student with disabilities pursuant to a formal policy and are documented for that particular student. If a candidate shows a consistent history of having received testing accommodations for similar tests, and certifies his or her current need for the testing accommodations due to disability, then a testing entity should generally grant those same testing accommodations for the current standardized exam or high-stakes test without requesting further documentation from the candidate.

  - **Example.** A private school student received a large-print test and a scribe as testing accommodations on similar tests throughout high school pursuant to a formal, documented accommodation policy and plan. Where the student provides documentation of receiving these testing accommodations, and certifies that he or she still needs the testing accommodations due to disability, a testing entity should generally grant the candidate's request for the same testing

accommodations without requesting further documentation.

- **First Time Requests or Informal Classroom Testing Accommodations. An absence of previous formal testing accommodations does not preclude a candidate from receiving testing accommodations.** Candidates who are individuals with disabilities and have never previously received testing accommodations may also be entitled to receive them for a current standardized exam or high-stakes test. In the absence of documentation of prior testing accommodations, testing entities should consider the entirety of a candidate's history, including informal testing accommodations,to determine whether that history indicates a current need for testing accommodations.

  - **Example.** A high school senior is in a car accident that results in a severe concussion. The report from the treating specialist says that the student has post-concussion syndrome that may take up to a year to resolve, and that while his brain is healing he will need extended time and a quiet room when taking exams. Although the student has never previously received testing accommodations, he may nevertheless be entitled to the requested testing accommodations for standardized exams and high-stakes tests as long as the post-concussion syndrome persists.

  - **Example.** A student with a diagnosis of ADHD and an anxiety disorder received informal, undocumented testing accommodations throughout high school, including time to complete tests after school or at lunchtime. In support of a request for extended time on a standardized exam, the student provides documentation of her diagnoses and their effects on test-taking in the form of a doctor's letter; a statement explaining her history of informal classroom accommodations for the stated disabilities; and certifies that she still needs extended time due to her disabilities. Although the student has never previously received testing accommodations through an IEP, Section 504 Plan, or a formal private school policy, she may nevertheless be entitled to extended time for the standardized exam.

- **Qualified Professionals. Testing entities should defer to documentation from a qualified professional who has made an individualized assessment of the candidate that supports the need for the requested testing accommodations.** Qualified professionals are licensed or otherwise properly credentialed and possess expertise in the disability for which modifications or accommodations are sought. Candidates who submit documentation (such as reports, evaluations, or letters) that is based on careful consideration of the candidate by a qualified professional should not be required by testing entities to submit additional documentation. A testing entity should generally accept such documentation and provide the recommended testing accommodation without further inquiry.

  - Reports from qualified professionals who have evaluated the candidate should take precedence

over reports from testing entity reviewers who have never conducted the requisite assessment of the candidate for diagnosis and treatment.   This is especially important for individuals with learning disabilities because face-to-face interaction is a critical component of an accurate evaluation, diagnosis, and determination of appropriate testing accommodations.

- A qualified professional's decision not to provide results from a specific test or evaluation instrument should not preclude approval of a request for testing accommodations where the documentation provided by the candidate, in its entirety, demonstrates that the candidate has a disability and needs a requested testing accommodation. For example, if a candidate submits documentation from a qualified professional that demonstrates a consistent history of a reading disorder diagnosis and that recommends the candidate receive double time on standardized exams based on a personal evaluation of the candidate, a testing entity should provide the candidate with double time. This is true even if the qualified professional does not include every test or subtest score preferred by the testing entity in the psychoeducational or neuropsychological report.

How Quickly Should A Testing Entity Respond To A Request For Testing Accommodations?

A testing entity must respond in a timely manner to requests for testing accommodations so as to ensure equal opportunity for individuals with disabilities. Testing entities should ensure that their process for reviewing and approving testing accommodations responds in time for applicants to register and prepare for the test.[6] In addition, the process should provide applicants with a reasonable opportunity to respond to any requests for additional information from the testing entity, and still be able to take the test in the same testing cycle. Failure by a testing entity to act in a timely manner, coupled with seeking unnecessary documentation, could result in such an extended delay that it constitutes a denial of equal opportunity or equal treatment in an examination setting for persons with disabilities.

How Should Testing Entities Report Test Scores for Test-Takers Receiving Disability-Related Accommodations?

Testing entities should report accommodated scores in the same way they report scores generally. Testing entities must not decline to report scores for test-takers with disabilities receiving accommodations under the ADA.

Flagging policies that impede individuals with disabilities from fairly competing for and pursuing educational and employment opportunities are prohibited by the ADA. **"**Flagging" is the policy of annotating test scores or otherwise reporting scores in a manner that indicates the exam was taken with a testing accommodation. Flagging announces to anyone receiving the exam scores that the test-taker has

a disability and suggests that the scores are not valid or deserved. Flagging also discourages test-takers with disabilities from exercising their right to testing accommodations under the ADA for fear of discrimination. Flagging must not be used to circumvent the requirement that testing entities provide testing accommodations for persons with disabilities and ensure that the test results for persons with disabilities reflect their abilities, not their disabilities.

To view model testing accommodation practices and for more information about the ADA, please visit our website or call our toll-free number:

- **ADA Website**: www.ADA.gov

- **ADA Information Line:** 800-514-0301 (Voice) and 800-514-0383 (TTY); M-W, F 9:30 a.m. – 5:30 p.m., Th 12:30 p.m. – 5:30 p.m. (Eastern Time)

- **Model Testing Accommodation Practices Resulting From Recent Litigation:** http://www.ada.gov/lsac_best_practices_report.docx

For persons with disabilities, this publication is available in alternate formats.

Duplication of this document is encouraged.

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1 This document does not address how the requirements or protections, as applicable, of Title II of the ADA, Section 504 of the Rehabilitation Act, the assessment provisions in the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA), and their implementing regulations, apply to, or interact with, the administration of state-wide and district-wide assessments to students with disabilities conducted by public educational entities.

2 *See* 28 C.F.R. §§ 36.303(b), 36.309(b)(3) (providing non-exhaustive lists of auxiliary aids and services).

3 Under Section 309 of the ADA, any person (including both public and private entities) that offers examinations related to applications, licensing, certification, or credentialing for secondary or postsecondary education, professional, or trade purposes must offer such examinations "in a place and manner accessible to persons with disabilities or offer alternative accessible arrangements for such individuals." 42 U.S.C. § 12189. Under regulations implementing this ADA provision, any private entity that offers such examinations must "assure that the examination is selected and administered so as to best ensure that, when the examination is administered to an individual with a disability that impairs sensory, manual, or speaking skills, the examination results accurately reflect the individual´s aptitude or achievement level or whatever other factor the examination purports to measure, rather than reflecting the individual´s impaired sensory, manual, or speaking skills (except where those skills are the factors that the examination purports to measure)." 28 C.F.R. § 36.309. Likewise, under regulations implementing title II of the ADA, public entities offering examinations must ensure that their exams do not

provide qualified persons with disabilities with aids, benefits, or services that are not as effective in affording equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement as that provided to others, 28 C.F.R. § 35.130(b)(1)(iii), and may not administer a licensing or certification program in a manner that subjects qualified individuals with disabilities to discrimination on the basis of disability. 28 C.F.R. § 35.130(b)(6). Both the title II and title III regulations also require public and private testing entities to provide modifications and auxiliary aids and services for individuals with disabilities unless the entity can demonstrate an applicable defense. 28 C.F.R. §§ 35.130(b)(7), 35.160(b), 35.164; 28 C.F.R. §§ 36.309(b)(1)(iv-vi), (b)(2), 36.309(b)(3).

4 An IEP contains the special education and related services and supplementary aids and services provided to an eligible student with a disability under Part B of the IDEA, 20 U.S.C. §§ 1400 *et seq.* and 34 C.F.R. part 300.

5 A Section 504 Plan could contain the regular or special education and related aids and services provided pursuant to section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 and 34 C.F.R. part 104.

6 Testing entities must offer examinations to individuals with disabilities in as timely a manner as offered to others and should not impose earlier registration deadlines on those seeking testing accommodations.

PDF Version

ADA Home Page

Apps and technology identified by transition specialists and inclusive dual enrollment partners to promote student self-management, academic support and organizational skills

Academic Support		
Name	**Website**	**Description**
Google Classroom	https://classroom.google.com/ineligible	Classroom is a free, web-based platform that integrates your G Suite for Education account with all your G Suite services including Google Docs, Gmail, and Calendar. Classroom saves time and paper, and makes it easy to create classes, distribute assignments, communicate, and stay organized.
Khan Academy	https://www.khanacademy.org	Khan Academy is a nonprofit with the mission of providing a free, world-class education for anyone, anywhere. Learn for free about math, art, computer programming, economics, physics, chemistry, biology, medicine, finance, history, and more.
Google Drive	https://www.google.com/drive/	Is a file storage and synchronization service operated by Google. It allows users to store files in the cloud, synchronize files across devices, and share files.
Digital recorders	https://itunes.apple.com/us/app/voice-recorder-free/id685310398?mt=8	Voice Recorder for the iPhone and iPad with unlimited recording time, back-up recordings to Dropbox, OneDrive, Box and more, share audio or video by Email, Messages, Facebook, Twitter, download recordings by USB cable or Wifi Sync onto your desktop computer, passcode protect recordings, loop recordings or trim recordings, change playback speed, skip backwards/forwards 15 seconds.
Grammarly	http://grammarly.com	Our free **grammar** checker instantly eliminates grammatical errors and enhances your writing. **Grammarly** is trusted by millions every day.

Google Docs	https://docs.google.com/	Google Docs is a free Web-based application in which documents and spreadsheets can be created, edited and stored online.
Google Forms	https://www.google.com/forms/about/	Google Forms is a tool that is part of Google Drive for creating surveys, tests, or web input forms. Google forms allows anyone to create an easy to use web form, tie it to a spreadsheet where you can track results and post it on the web.
Google Sheets	https://www.google.com/sheets/about/	Google sheets is a Web-based application that allows users to create, update and modify spreadsheets and share the data live online.
Google Slides	https://www.google.com/slides/about/	Google Slides is an online presentations app that allows you to show off your work in a visual way. Here's what you can do with Google Slides: Create and edit presentations.
Videophone		A telephone device transmitting and receiving a visual image as well as sound.
Smart Board	www.smartboards.com	The Smart Board is an interactive whiteboard that uses touch detection for user input (for example scrolling and right mouse-click) in the same way as normal PC input devices.
Educreations app	https://www.educreations.com	Educreations is now even easier to use and more powerful than ever. We carefully reconsidered every detail to create the essential tool for teaching and learning on the go. Share video lessons with students in a safe and private classroom environment. Have students show what they know by creating their own videos. Provide rich feedback on student work.
Book Creator app	bookcreator.com	Book Creator is open-ended, creative and cross curriculum, and is one of the most popular iPad apps for teachers across the world.

Dragon Dictation app	https://itunes.apple.com/us/app/dragon-dictation/id341446764?mt=8	Dragon Dictation is an easy-to-use voice recognition application powered by Dragon® NaturallySpeaking® that allows you to easily speak and instantly see your text or email messages. In fact, it's up to five (5) times faster than typing on the keyboard. With Dragon Dictation you can also dictate status updates directly to your Social Networking applications, so when you're on-the-go, stop typing and start speaking – from short text messages to longer email messages, and anything in between.
Readability	https://www.readability.com	Readability is the ease with which a reader can understand a written text. In natural language, there adability of text depends on its content and its presentation.
Remind app	https://www.remind.com	Remind, formerly Remind101, is a communication tool that helps teachers reach students and parents where they are.
Text Help	https://www.texthelp.com/en-us/	At Texthelp, we know there's a whole world of avid readers and fluent writers out there waiting for the right support and help people of all ages achieve their potential by understanding, reading, writing and communicating with greater ease and confidence. It is great product for people with learning difficulties, dyslexia or visual impairments, English Language Learners (ELL).
Text help: Read & Write	https://www.texthelp.com/en-us/products/read-and-write-family/	Our Read&Write family of literacy software makes the web, documents and files more accessible - any time, any place, and on any platform. It's great for people with dyslexia and other learning difficulties, or anyone whose first language isn't English. From reading on-screen text aloud to researching and checking written work, Read&Write makes lots of everyday tasks easier. It's a big confidence booster for anyone who needs a little extra

		help with their reading and writing, at school or in the workplace.
Text help: browsealoud®	https://www.texthelp.com/en-us/products/browsealoud/	Give all your website visitors a better experience – and reduce barriers between your content and all your audiences. Our innovative support software adds speech, reading, and translation to websites facilitating access and participation for people with Dyslexia, Low Literacy, English as a Second Language, and those with mild visual impairments. Online content can be read aloud in multiple languages using the most natural and engaging voice to transform the user's online experience.
Text help: fluency tutor® for google™	https://www.texthelp.com/en-us/products/fluencytutor/	Great for time-stretched teachers, Fluency Tutor for Google makes reading aloud more fun and satisfying for students who need some extra support. Easy to use with a sleek new look, our software allows students to record themselves reading and then share that content with their teacher - away from the pressures of reading aloud in the classroom environment.
Text help: speechstream®	https://www.texthelp.com/en-us/products/speechstream/	Speechstream is highly flexible, cloud based, language and literacy support toolbar. It offers a variety of the key reading, writing and math support functions include vocabulary list builder, talking and picture dictionaries, talking word and paragraph translation, text-to-speech in multiple languages, accurate read aloud of complex math equations and study skills annotation tools.
Bookshare	https://www.bookshare.org	Bookshare® opens up the world of reading for people with print disabilities. If you cannot read traditional print books because of a visual impairment, physical disability or severe learning disability, Bookshare can help! Our books are "accessible," which means you can read our books many different ways and people of all ages, as well as

		schools and many organizations around the globe can access the books they need for school, work, career and skill development.
Read Write Gold		This software is designed to help individuals of all ages, abilities and learning styles, with tools including: - Text-to-speech - Screenshot reader - Phonetic spell checker - Concept mapper - Fact finder - Word prediction - Voice note - Vocabulary list builder - Research Features The toolbar seamlessly integrates with common applications including Microsoft Word, Google Docs, Adobe Reader, and Chrome and Internet Explorer Web browsers.

Managing Schedules		
Google Calendar	https://www.google.com/calendar	Google Calendar is a time-management and scheduling calendar service developed by Google. It is available as a web application and as mobile apps for the Android and iOS mobile operating systems.
First then app	https://www.autismspeaks.org/autism-apps/first-then	First-Then allows schedules to be created on the go and customized to the needs of the individual. Category: Organizer. Platform: iPad. iPhone. iTouch.
Visual calendar reminder	https://realtimeboard.com/examples/calendar/	This calendar could come handy when you're working on a big project that requires a lot of visual data to be displayed or if you'd like just to put your daily tasks on the board. Use images, videos and sticky notes to put together a gorgeous-looking calendar. Visual representation helps you achieve your goals and tasks on a personal level as well as on a team or corporate level, so start making your visual notes right now!
Visual Schedule Planner	https://itunes.apple.com/us/app/visual-schedule-planner/id488646282?mt=8	Visual Schedule Planner is a completely customizable visual schedule iPad app that is designed to give an individual an audio/visual representation of the "events in their day". In addition, events that require more support can be linked to an "activity schedule" or "video clip" to help model the task even further. Visual Planner is perfect for home, school, work or community environment.
iPad and iPhone alarms	https://itunes.apple.com/us/app/alarm-clock-free/id332064280?mt=8	Alarm Clock Free turns your iPhone or iPod touch into a beautiful digital clock and alarm clock for free! It even displays live, local weather conditions and temperature that makes you know about the weather immediately when you wake up.

Communication		
Gmail	https://www.google.com/gmail/	Gmail is email that's intuitive, efficient, and useful. 15 GB of storage, less spam, and mobile access.
Proloquo2Go	www.assistiveware.com/product/proloquo2go	Proloquo2Go is an award-winning symbol-supported communication app providing a voice to over 125,000 individuals who cannot speak.
Choice works	www.choiceworks.com	Choiceworks Social Behavior and Scheduling App that Is much more than just a visual schedule. Choiceworks by Bee Visual is a great app because it gives you more than one tool in a single application.
Signed stories app	www.signedstories.com	Signed Stories are multi-award-winning American Sign Language apps, featuring ASL masters Peter Cook, Keith Wann and Pinky Aiello! Perfect for deaf children and for children with autism and dyslexia. Boost literacy and language skills with inclusive animated stories, a vocabulary builder and interactive games.
Speak it	https://www.speakit.info	Some kids affected by autism know what they want to say, but just can't seem to find the words. That's where Speak It! application comes in.
Quik App	https://quik.gopro.com/	With Quik, all it takes is a few taps to create awesome videos. Just choose your favorite photos and video clips from your Photo Library, Facebook or Instagram account, or GoPro Plus—then let Quik work its magic. In seconds, it analyzes your footage to find great moments, adds beautiful transitions and effects, and syncs everything to the beat of the music. You can customize your story with text, filters, music and more, then easily share it with friends.
Pictello	https://itunes.apple.com/us/app/pictello-talking-visual-story/id397858008?mt=8	Everyone loves to tell fun, engaging, and imaginative social stories or visual schedule for a child with autism or a

		slide show of holiday pictures for your friends. Whether you use the included natural-sounding Text to Speech voices, or record your own voice and share. Pictello is the perfect tool for visual storytelling.
Staff data collection tools suggested		
Evernote	https://evernote.com/	**Evernote** is a cross-platform app designed for note taking, organizing, and archivingThe app allows users to create a "note" which can be a piece of formatted text, a full webpage or webpage excerpt, a photograph, a voice memo, or a handwritten "ink" note. Notes can also have file attachments. Notebooks can be added to a stack while notes can be sorted into a notebook, tagged, annotated, edited, given comments, searched, and exported as part of a notebook.
Microsoft Office Onenote	https://products.office.com/en-us/onenote	Microsoft Office OneNote also none as Microsoft One note,is a commercail software for gathering notetaking, information gathering, and multi-user collaboration. Onenote also visualises notes as 2 dimensional page. OneNote adds modern features i.e. drawings, pictures, multimedia audio, video, and ink as well as multi-user sharing of notes via file sharing.
Autism Data Collection System	hpp/autism-data-collection-skills/id906139997?mt=8ttps://itunes.apple.com/us/a	Skills® LogBook is a companion to Skills® For Autism web application for efficient and accurate real-time data collection from applied behavior analysis (ABA) treatment and teaching outcomes, and instant progress tracking. With a clean, simple and intuitive design and complete integration with the most comprehensive ABA assessment and curriculum for autism treatment in the world, Skills® For Autism, implementation and adoption

		becomes easy for professionals and seamless to learners.
ABA Data Notebook	https://www.autismspeaks.org/autism-apps/aba-data-notebook-–-skills-version	The ABA Data Notebook – Skills Module is a simple and powerful data collection solution that enables professionals, speech therapists, and behavior analysts to easily manage and document their services, better manage a student's ever changing targets and Phase Change Lines on their device. The tools includes; a curriculum based on common assessment tools, the ability to create customized student programs, and generate session notes, reports and graphs for each student.

Disability Resources

ACCESSIBILITY, ACCOMMODATIONS, AND ASSISTIVE TECHNOLOGY

Massachusetts

Institute for Community Inclusion – www.communityinclusion.org
Technical assistance, training, and research organization, based at UMass Boston and affiliated with Boston Children's Hospital, focused on inclusion of individuals with disabilities in education, employment, and community life.

DESE Adult and Learning Community Services
- Disability information- **www.doe.mass.edu/acls/disability/default.html**
- ADA standards - **www.doe.mass.edu/acls/ada/standards.html**

Massachusetts Assistive Technology in Consumer's Hands (MATCH) - www.massmatch.org
State's federally funded, assistive technology program available to assist in identifying technology.

National

National Center for Educational Outcomes - https://nceo.info/
National technical assistance center on inclusion of students with disabilities in comprehensive assessment systems. Has extensive resources on test accommodations and related topics.

Job Accommodation Network (JAN) - https://askjan.org
Free information and consultation service on accommodations and related information. Although focused on job accommodations, has extensive information on accommodations and supports that can benefit students with disabilities.

ABLEDATA - https://abledata.acl.gov
Provides information on assistive technology and rehabilitation equipment, including a database of 25,000 products and devices.

WebAim: Web Accessibility in Mind - https://webaim.org
Comprehensive resource on web accessibility.

W3C Web Accessibility Initiative - www.w3.org/WAI
World Wide Web Consortium website with extensive resources on web accessibility.
- **WCAG 2.1 – Web Content Accessibility Guidelines 2.1 - www.w3.org/TR/WCAG21**
  Accessibility guidelines from the World Wide Web Consortium.

ADA AND OTHER LEGAL REQUIREMENTS

<u>Massachusetts</u>

Massachusetts Office on Disability - www.mass.gov/mod
State advocacy agency that serves people with disabilities.

Massachusetts Commission Against Discrimination - www.mass.gov/mcad
State's chief civil rights agency. Handles charges of discrimination and also provides a variety of training to the public.

New England ADA Technical Assistance Center - www.newenglandada.org
Provides comprehensive information, training, and technical assistance on the Americans with Disabilities Act and accessible information technology.

<u>National</u>

U.S. Department of Justice ADA Technical Assistance Center - www.ada.gov
Extensive materials and resources on the Americans with Disabilities Act. In addition, ADA specialists are available to obtain answers to general and technical questions about the ADA, and to order technical assistance materials.
- Guidance on testing accommodations - **www.ada.gov/regs2014/testing_accommodations.html**

Prepared by David Hoff

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www.communityinclusion.org

ThinkCollege
TRANSITION PROJECT

GRAB AND GO PRACTICES

USING APPS AND TECHNOLOGY TO SUPPORT INCLUSIVE DUAL ENROLLMENT

by Maria Paiewonsky, Tracie DeGrandpre-Abodeeb, and Kristin Cerasa

Issue No. 3

INTRODUCTION

College students with intellectual disability or autism are often assumed to need educational coaching support, in addition to more traditional accommodations that disability services and academic support centers offer. At the beginning of a college experience, this educational support may indeed be critical to ensure a successful transition to college. All too often, though, this support becomes more habit than necessity.

For a variety of reasons, student support teams tend to rely on full educational coaching, rather than tap into natural supports that students can be taught to use to increase their independence and self-sufficiency. One important and easy-to-access natural support is the use of apps and technology. These tools can enhance student independenceboth on campus and elewhere where students are pursuing their goals.

In this Grab and Go Practices, we offer suggestions for instructing students to use apps, software applications, smartphones, and other technology tools in typical college experiences. We discuss how these tools can help with mobility, following schedules, academic support, communication, social connections, and personal management.

It is highly recommended that students begin college with a smartphone and learn to use it as a communication and self-management tool to support their college success.

Inclusive Dual Enrollment Student Support for College Success

The Student Support for College Success Grab and Go series summarizes best practices for coaches and mentors who support dually enrolled students with intellectual disability on college campuses. A list of related items for an educational coach professional portfolio is included.

ACADEMIC SUPPORT

COMMUNICATION

FOLLOWING SCHEDULES

SOCIAL CONNECTIONS

MOBILITY

PERSONAL MANAGEMENT

MOBILITY

There are numerous ways that people use apps and software to plan for their transportation. City and regional transportation departments often host a municipal website and companion app that include trip planner options for bus, subway, train, walking, and biking. With these online tools, travelers can plan their travel and predict their arrival time.

Many colleges also have their own digital app that includes shuttle and map features so that students can similarly map out and plan their travel on campus.

FOLLOWING SCHEDULES

Staff who support college students on campus have reported that scheduling apps have been particularly helpful, particularly those that incorporate images and can be customized for specific needs, such as developing visual schedules, first–then boards, social stories, and visual models. Students especially value these apps when they are ready to fade staff support and want to travel as independently as possible on campus.

First Then Visual Schedule and Visual Schedule Planner are two apps we recommend, but there are many other free options.

ACADEMIC SUPPORT

Students often need support to adjust to the academic expectations of college. Educational coaches can demonstrate for students how apps and software can help them participate as fully as possible in their courses and keep themselves organized.

For starters, educational coaches often report that the typical free apps on a smartphone can be used to record meetings with the instructor, take pictures of the notes on the board, and add classmates and the instructor to a contacts list. Another example is a smartpen that may be used, with the instructor's permission, to record notes from class that can later be uploaded and accessed online.

Educational coaches also encourage students to use word prediction and text-to-speech software to help them complete longer reading assignments.

COMMUNICATION

Once students are enrolled in college courses, it is their responsibility to communicate with instructors directly if they have questions or concerns. Likewise, instructors primarily communicate with students using email and through the announcements feature of the online learning management system they use for the class. Students must build in time to check their university email regularly, and get comfortable using this communication method with instructors and classmates outside of class.

SOCIAL CONNECTIONS

Students have opportunities to connect socially with classmates, peer mentors, and club members outside of the usual times they see each other on campus. Some students may need help developing the technical skills to use text messaging or social media, such as Snapchat and Twitter, to communicate with peers. Other students may need support to initiate communication and make plans.

Some educational coaches use apps such as Pictello to help students develop social stories to initiate these social interactions. Other coaches have used apps such as Proloquo4Text, a text-based communication app, to help students talk to peers.

PERSONAL MANAGEMENT

Time and money management are two areas in which technology can help coaches to fade their support. Students have learned to manage their money and college cash cards with a college or checkbook, text their coach from across the campus, set their phone alarm to get to class on time or catch a bus, and use a calendar app to schedule and keep their own appointments. Students have also used an alarm app to manage their own medications while on campus, reducing the need for coach support.

Checking in: Are you supporting dually enrolled students to...

- Use technology to plan their own travel to and from campus?
- Follow a typical college schedule with the assistance of a visual planning app?
- Access software to complete course readings and assignments?
- Communicate with their instructors and classmates via text or email?
- Connect with college peers via social media?
- Get to class and the bus on time using phone alarms?

Guidelines

for

Serving Students with Learning Disabilities and Other Special Learning Needs

Enrolled in

Adult Education and Family Literacy Programs

In Illinois

Illinois Community College Board
Adult and Family Literacy Division
Updated July 2014

Accessibility Checklist
Adult Education Programs

Access encompasses four environments: *Physical, Programmatic/Policy, Information, and Attitudinal*. Assess the items below to help determine the accessibility of your program.

Physical Environment	Completed	In Progress	Date Completed
1. Provides a wheelchair-accessible location (elevators, wide hallways, lowered fountains and phones, ramps, accessible restrooms, and counters).	_____	_____	_____
2. Locates all equipment and the most frequently used materials on the lower shelves in wheel-chair-accessible areas.	_____	_____	_____
3. Provides accessible parking.	_____	_____	_____
4. Schedules programs in accessible locations.	_____	_____	_____

Programmatic/Policy Environment

	Completed	In Progress	Date Completed
5. Allows alternative admissions tests and/or test administration procedures.	_____	_____	_____
6. Keeps disability-related information about a student confidential.	_____	_____	_____
7. Provides disability accommodations at events (e.g., interpreters).	_____	_____	_____
8. Includes a statement regarding availability of accommodations on all written program information.	_____	_____	_____

Progress of these items should be described in the space provided at the end of this form.

9. Adapts policies to allow for students' disability-related needs:
   - Allows students to borrow reserved material for taping or enlarging if not provided by the office. _____ _____ _____

	Completed	In Progress	Date Completed

- Allows students with print-related disabilities to use materials for extended periods of time or use computers for longer periods of time.

	Completed	In Progress	Date Completed
	_____	_____	_____

- Allows students with disabilities to participate in all programs and activities.

	_____	_____	_____

10. Consults with Disability Services regarding disability issues.

	_____	_____	_____

Information Environment

11. State in all materials that they are available in alternative formats upon request.

	_____	_____	_____

12. Produces materials in alternative media (Braille, large print, audiotapes) upon request.

	_____	_____	_____

13. Provides adaptive technology.

	_____	_____	_____

14. Includes information about Disability Services in promotional materials.

	_____	_____	_____

15. Provides assistance to students who need:

	Completed	In Progress	Date Completed
readers	_____	_____	_____
tutors	_____	_____	_____
scribes	_____	_____	_____
assistance procuring materials	_____	_____	_____
other	_____	_____	_____

Attitudinal Environment

16. Monitors the attitudes of staff towards individuals with disabilities.

	_____	_____	_____

	Completed	In Progress	**Date** Completed
17. Encourages positive attitudes of nondisabled students toward individuals with disabilities.	_____	_____	_____
18. Uses appropriate language to Refer to people with disabilities.	_____	_____	_____

_____   _____

Name of evaluator   **Date of signature**

Items in Progress
Describe progress below; may use back of form/additional pages if necessary.

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (/)

Adult and Community Learning Services (ACLS) (/acls/)

Adult Education Program Directory (/acls/directory.html)

Adult Education Policies (/acls/abeprogram/)

ACLS Services (/acls/systemci.html)

Assessment (/acls/assessment/)

Curriculum and Instruction (/acls/frameworks/)

Educator Effectiveness (/acls/edueffectiveness/)

High School Equivalency (HSE) (/hse/)

Mailings (/acls/mailings/)

Performance Accountability (/acls/performance/)

Professional Development (/acls/pd/)

Program Quality Reviews and Site Visits (/acls/pqrsv/)

Related Links/Resources (/acls/otherrl.html)

Funding Opportunities (/acls/rfp/)

LACES Student Data Management System Information (/acls/laces/)

Workforce Innovation and Opportunity Act (WIOA) (/acls/wioa.html)

ACLS Staff

Massachusetts ADA Standards

1. ADA Coordinator: ABE programs must have an ADA Coordinator. The ADA Coordinator is responsible for ensuring that a program is in compliance with both the federal Adults with Disabilities Act and Massachusetts' ADA requirements. S/he is also responsible for duties including, but not limited to: answering ADA related questions; ensuring that persons with disabilities receive reasonable accommodations; investigating ADA related complaints and grievances; ensuring that program policies and practices are non-discriminatory; providing orientation for new staff and ADA related training at least annually for all staff; developing a system that ensures all confidential information is secured in locked files; and verifying and documenting that the program is accessible and usable.

2. Public Notice: ABE programs must establish and post a public notice that a) informs students, employees, and the general public that all programs, activities, and employment opportunities are provided without regard to race, color, gender, religion, creed, national origin, sexual orientation, and disability, and b) provides the names(s), address(es) and telephone number(s) of the ADA Coordinator(s) responsible for Title II (ADA), Title VI (race, national origin), Title IX (gender), and Section 504 (disability). The public notice is available in 14 languages on the ACLS website (/acls/disability/default.html). *It is recommended that the public notice be posted in at least three of the languages most widely spoken by the student body.*

3. Grievance Procedure: ABE programs must establish and publish a written grievance procedure. The grievance procedure should provide a mechanism for staff and students to address issues of non-compliance with state and federal laws relating to discrimination and equal access. The grievance procedure must include the ADA Coordinator's name, office address, telephone number and hours available. An email address is not required by law, but is strongly recommended. The grievance procedure is available in 14 languages on the ACLS website (/acls/disability/default.html). *It is recommended that the grievance procedure be posted in at least three of the languages most widely spoken by the student body.*

4. Self-Evaluation: ABE programs must conduct a one-time self-evaluation to ensure the program's policies are non-discriminatory and the facility is accessible. Use of the self-evaluation helps to ensure that a program is in compliance with the ADA. The original must be submitted to ACLS and a copy must be kept on file at the program site. If a program moves to another facility, a new self-evaluation must be completed and submitted to ACLS no later than 30 business days after relocation to the new facility. View guidelines for the self-evaluation (http://www.adachecklist.org/checklist.html). *It is recommended that programs conduct a self-evaluation prior to each new funding cycle.*

5. Transition Plan: ABE programs must be barrier free. All physical barriers must be reported to the ACLS Program Specialist within 48 hours of identification of the barrier, and a transition plan for barrier removal must be developed and submitted within 30 business days. The transition plan must include a detailed description of any barrier(s) that exist, a description of what is being done to remove the barrier(s), and a target date for completion of the corrective action(s). For multi-step barrier removal activities, a list of the steps to be taken and a comprehensive timeline must be included. ACLS requires quarterly updates on transition plans that include barrier removal work.

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Contact Us
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906

Voice: (781) 338-3000
TTY: (800) 439-2370

Directions (/contact/doedirections.html)

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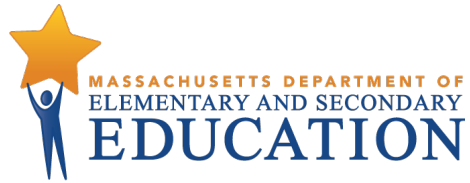
Adult and Community Learning Services (ACLS)

Massachusetts Adult Education Assessment Policies

Program Year 2019-2020

Contact Information

Policy-related questions

Dana Varzan-Parker, Curriculum Instruction and Assessment Specialist, ESE/ACLS
dvarzan-parker@doe.mass.edu
781-338-3811

Standardized assessment training related-questions

Francis O'Donnell, Research Fellow, Center for Educational Assessment, University of Massachusetts Amherst
fodonnell@educ.umass.edu
413-545-1184

April Zenisky, Research Associate Professor, Center for Educational Assessment, University of Massachusetts Amherst
aclstesthelp@educ.umass.edu
413-577-2180

Important Resources

Adult and Community Learning Services (ACLS) Assessment

http://www.doe.mass.edu/acls/assessment/

Assessment Training Calendar

http://www.sabes.org/

ACLS Test Help Blog

http://blogs.umass.edu/aclstesthelp/

MAPT-CCR Online Web-Based Learning Help Desk

owl-help@cesd.umass.edu

Center for Educational Assessment-College of Education, University of Massachusetts Amherst

https://www.umass.edu/education/research/centers/center-for-educational-assessment

National Reporting System (NRS) for Adult Education

https://www.nrsweb.org/

Chapter 4: Test Conditions, Test Accommodations, Test Security

Test Conditions

The testing location must be quiet and comfortable so learners will not be distracted by their surroundings while taking the test. Learners may be tested in a quiet computer lab, empty classroom, office, or other space. Learners must not be tested in an occupied classroom or space where other students are working or talking.

Test Accommodations

An adult learner with a disability must provide the ABE program with disability-related documentation if he/she requires accommodations. If an advisor or other program staff person determines through a screening that there is a strong possibility the learner has a learning disability or other disability, a formal assessment may be undertaken. A formal assessment of a learning disability must be administered by a licensed professional (e.g., psychologist, school psychologist, or psychiatrist) and is valid for five years from the date of the formal assessment. In some cases, a "licensed professional" may be a speech, vocational, physical, or occupational therapist with verification by a licensed medical doctor, psychiatrist, or psychologist.

An IEP (Individual Education Plan) is not a documented formal diagnosis of a learning disability. "Disability-related documentation" includes educational assessments, or an Individual Education Plan (IEP) developed by the public school system to document a person's disability for an accommodation in the ABE program.

MAPT-CCR Accommodations

Although the MAPT-CCR was constructed to be as flexible as possible to accommodate learners with various disabilities, there may be many cases in which accommodations are necessary to get a more accurate measure of a particular learner's knowledge and skills. The issues to consider in granting an accommodation on the MAPT-CCR are:
   a) whether the accommodation removes a barrier that may hinder a learner's performance on the MAPT-CCR;
   b) whether the accommodation is consistent with accommodations given to the learner in the classroom;
   c) whether the accommodation will change what the MAPT-CCR is measuring.

Given those issues, ACLS recommends the following accommodations be permitted for learners who may want them, because these accommodations are not considered to change the construct (math or reading proficiency) measured on the MAPT-CCR:

   o extended time (see ACLS policy regarding resetting a test), including splitting the test up across separate occasions
   o separate testing room (away from other learners)
   o increase font size (large print)
   o Braille version of the test (currently unavailable)

- o touch screen technology for answering questions
- o read-aloud presentation of instructions
- o read-aloud presentation of the MAPT-CCR for Math test
- o sign language presentation of instructions
- o recording answers for learners
- o use of manipulation equipment (e.g., a head-stick) for navigating through test and answering items

The above list of accommodations is not exhaustive and other accommodations may be requested in some circumstances. ACLS should be contacted for approval in such situations. A well-respected resource for learning more about test accommodations is the web site for the National Center for Educational Outcomes (https://nceo.info/) particularly their frequently asked questions and their test accommodations bibliography (https://nceo.info/Resources/bibliographies).

Note that in some cases, learners may request a read-aloud accommodation on the MAPT-CCR for Reading. This accommodation may change the construct measured (i.e., from reading comprehension to listening comprehension), and so will only be permitted when it represents the typical way in which a learner accesses reading material.

To promote the most valid interpretations of MAPT-CCR scores, the accommodations that are permissible for learners should match their needs. Thus, accommodations should not be provided to anyone who wants one, just because they happen to be available or allowable. Rather, test accommodation decisions should be made in a careful and thoughtful manner, considering the issues of access and validity, and should be consistent with the accommodations a learner uses as part of their normal instruction.

Decisions regarding test accommodations can be difficult to make and should be revisited after learners have had experience taking the MAPT-CCR. One way to help decide whether accommodations are needed is to have learners take the MAPT-CCR Practice Tests and observe how they interact with the material. Interviewing them about their experience on the Practice Tests, and other tests they have taken in the past may also be helpful. Decisions regarding whether to provide an accommodation, and which accommodations will promote valid score interpretation, should be based on a comprehensive evaluation of the needs of specific learners and consideration of valid test score interpretation. Contact aclstesthelp@educ.umass.edu if there are further questions regarding how to accommodate students with disabilities on the MAPT-CCR.

TABE 11/12, TABE CLAS-E Reading and TABE CLAS-E Writing Test Accommodations

Reasonable accommodations for TABE 11/12 and TABE CLAS-E Reading and Writing are explained in detail on the Data Recognition Corporation (DRC) / test publisher's website and can be accessed here: http://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf .

BEST Plus 2.0 Accommodations

Reasonable accommodations for BEST Plus 2.0 are explained in detail on the Center for Applied Linguistics (CAL) website and can be accessed here: http://www.cal.org/aea/pdfs/BP2.0-Test-Usage-Policy.pdf .

Test Security

All tests and student test scores need to be kept in a secure place.

Do not file students' tests in their personal portfolio. Staff and test administrators may not use test booklets or test items to prepare learners for their tests. ACLS reserves the right to immediately terminate the program's grant if any staff are found to be violating the assessment policy regarding test security.

All BEST Plus 2.0 USBs and BEST Plus 2.0 student test scores must be kept in a secure place. Although students' test scores are stored on the USB used to administer the test, it is important to back up the hard drive, and/or keep printed copies of the scores in a secure place. After the BEST Plus 2.0 assessment is completed, a score report is generated that can be printed out or saved to the hard drive.

MAPT-CCR test administrators must stay in the room with test-takers at all times so that they may answer any questions related to navigating the computer and to ensure test security. MAPT-CCR tests taken without test administrators present will be invalidated by CEA-UMass Amherst. Student login information (LACES (MAPT) IDs and passwords) may not leave the testing room with students.

Learners must take the MAPT-CCR on site during regular program hours of operation (e.g., between 8:00 am and 9:00 pm), otherwise scores will be invalidated[1]. Ideally, it is best if learners are not tested during their regular class time so as not to miss instruction. If learners cannot be tested at another time, they may leave class to be tested.

Teachers trained to administer the MAPT-CCR may administer the MAPT-CCR to their own students, but not during regular class time unless there is a substitute teacher in the classroom. ACLS reserves the right to immediately terminate the program's grant if any staff are found to be violating the MAPT-CCR assessment policy regarding test administration.

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[1] Learners at Volunteer Programs, Fund Code 287 may test on the weekends.