
Arkansas Adult Education and Literacy

Policy & Procedure Manual for Serving Students with Learning Disabilities and/or Attention Deficit Hyperactivity Disorder

**Approved by the Arkansas State Board of Career Education
April 1, 2004**

Written and Compiled by the
Learning Disabilities Planning and Policy Committee

This document is available in alternative format upon request.

ACKNOWLEDGMENTS

The development of this policy was prompted by a variety of needs and issues in the field of adult education and literacy as related to adult students who have special learning needs. After many years of workshops and policy committee meetings, the resulting document reflects the growth in awareness for special needs students by both practitioners and administrators. The intent of this policy is to ensure that adult education and literacy programs throughout Arkansas will offer appropriate services to all students.

Special thanks to the dedicated members of the policy committee for their continuing commitment to excellence. Also, the policy committee reviewed several policies regarding students with disabilities and would like to thank the following for sharing their documents: Washington Office of Superintendent of Public Instruction (OSPI), West Virginia Adult Education, Arkansas Rehabilitation Services, and the Arkansas Transition Project.

Finally, our deepest appreciation and gratitude to Nancie Payne, M.S. and Dale R. Jordan, Ph.D., for their indispensable expertise in guiding the committee through the process of establishing policy for adult students with special learning needs. Their vision, knowledge, and dedication kept the committee focused on the goal with special emphasis on “doing what is right”.

INTRODUCTION

In 1993, Arkansas adult educators participated in a pilot project which implemented informally assessing and accommodating learning disabilities in the workplace using the Payne Inventory. Since that year, many changes have occurred in the way adult education and literacy programs serve students with learning disabilities due to the far reaching effects of the training received from Nancie Payne, M.S. and Dale R. Jordan, Ph.D.

The Learning Disabilities Planning and Policy Committee has attempted to cover some points which will be helpful to programs as they serve special needs clients. Also included are some principles that should be followed to allow the system to run as smoothly as possible, not only for the benefit of the programs, but more importantly, the students.

This manual is designed to help adult education and literacy programs in Arkansas understand certain policies and procedures that are mandated by Section 504 of the Rehabilitation Act of 1973 (see Appendix A) and the Americans with Disabilities Act of 1990 (see Appendix A) as they are applied to instructional and testing situations. It is not designed to deal with every situation and the committee reserves the right to modify the application of any of its policies based upon particular circumstances. This manual does not represent legal advice. Each program is responsible for consulting with their designated ADA compliance officer; or if needed, legal counsel.

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The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973

The Americans with Disabilities Act (ADA, PL 101-336) is a civil rights law that was signed by President George Bush in July of 1990. It is a comprehensive piece of legislation that promotes the rights of people with disabilities. It is similar to, yet more extensive than Section 504 of the Rehabilitation Act of 1973 which prevents discrimination against persons with disabilities by organizations that receive federal funds. Both of these acts are included in this manual in Appendix A. An ADA checklist is also provided in Appendix B.

Federal law (ADA and Section 504) requires that adult education and literacy programs adhere to the following policies to ensure compliance:

1. Ensure that all program services are accessible and barrier-free in accordance with the ADA (see Appendix A).
2. Access to program enrollment and orientation will be in accordance with the ADA (see Appendix A).
3. All adult education and literacy programs are legally responsible for five specific administrative requirements in the ADA:
 - A. Each program must have a designated ADA coordinator.
 - B. Each program must provide public notice.
 - C. Each program must have an established ADA grievance policy. Procedures in this policy should include how, where, and with whom a grievance can be filed, a reasonable time period for filing, reviewing and ruling a grievance, an appeals process, and how each step in the grievance process will be documented. All programs should provide information to all students with disabilities that describes the process for filing a grievance with Disability Rights, Inc. (Phone: 800/482-1174) If the program is part of a larger agency, know the components of that agency's grievance policy, especially if that agency requires all divisions under its purview to follow them.
 - D. Each program must conduct a self-evaluation.
 - E. Each program must develop a transition plan regarding accessibility.

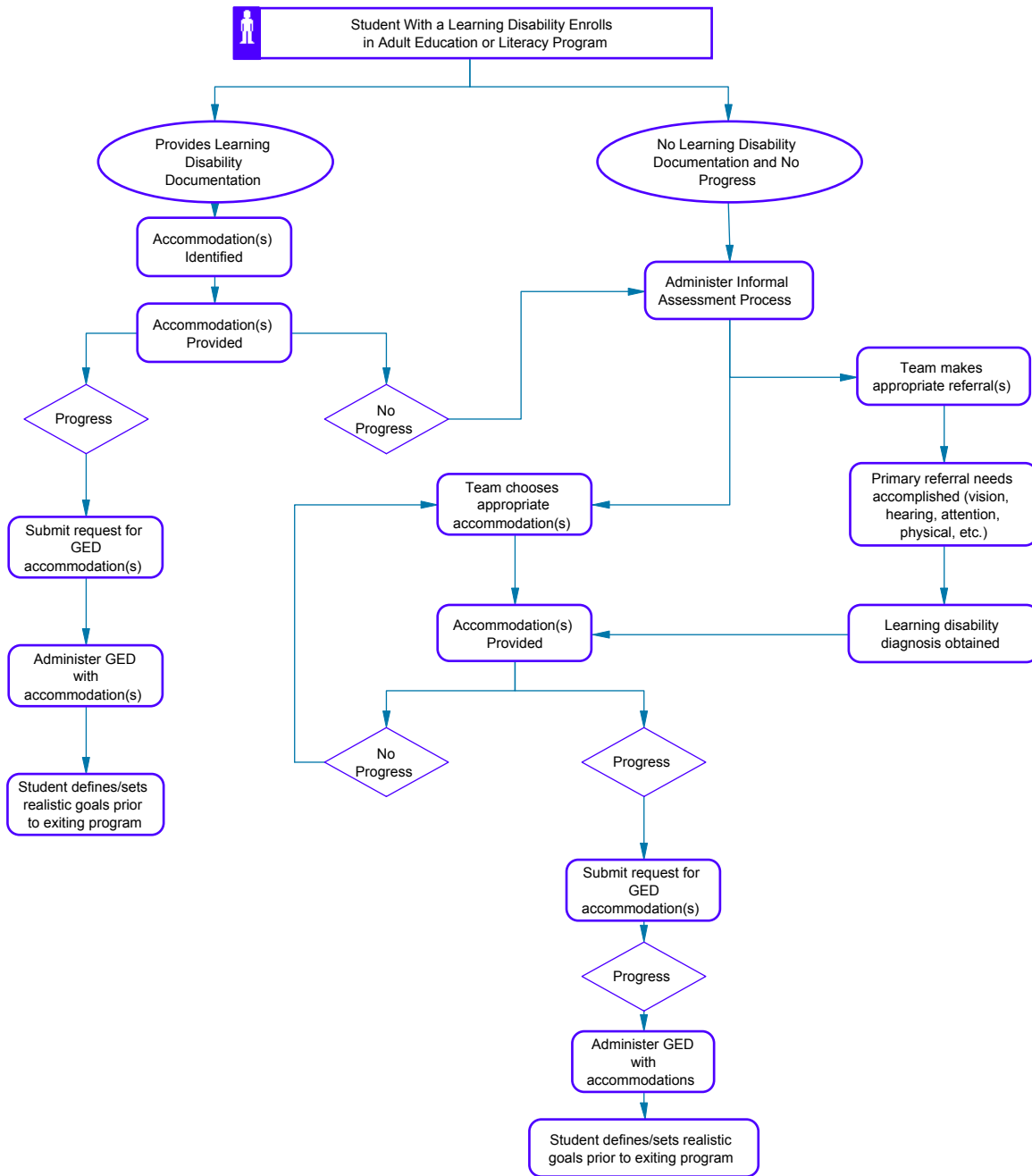
ACCOMMODATIONS

Adult education and literacy programs must understand the difference between accommodations and interventions as part of establishing a foundation for ADA/Section 504 compliance. An **intervention** is a strategy or technique that can enhance a student's learning process, such as color coding, card markers, colored overlays, etc. An **accommodation** changes or augments the environment to enable individuals to compete or perform at an equal level. Accommodations approved for the GED are: extended time (amount of time must be specified); audio cassette version; private room for testing; supervised frequent breaks (time must be specified); calculator; scribe; and "other" (this category is used when there may be an extreme disability where motor functions are limited). According to the ADA and Section 504, adult education/literacy providers must provide logical and reasonable accommodations to students with disabilities.

- 1) Accommodations should be provided to students when:
 - a) They have disclosed that they have a disability that has been documented by a qualified professional and are eligible for accommodations under the provisions of the ADA/Section 504.
 - b) Informal assessment has been administered (see "Enrollment" section for guidelines on when to administer an informal assessment screening), and it is determined that accommodations are warranted.
- 2) The process of choosing accommodations will be conducted by the accommodation team, which must include the student, the student's immediate instructor(s), and the person who administered the informal assessment if that person is not the student's instructor. Any professional that has formally evaluated the student may be included in the accommodation process. If there is a confidential issue (see "Confidentiality" section), staff members must be granted permission by the student's signature on a signed release form (see Appendix C) before they can assist with the accommodation process.
- 3) Documentation of a learning disability from a qualified professional must be submitted before accommodations can be applied to the official GED examination.
- 4) All accommodations implemented must be documented, including the subsequent success or failure of the accommodations. The accommodations must be applied in the instructional setting as well as in any testing situation.
- 5) If a student declares ADA/Section 504 eligibility, it is the program's responsibility to cover costs associated with requested accommodations.
- 6) It is the program's responsibility to determine if a requested accommodation is reasonable. Accommodations are determined by examining:
 - a) the barriers resulting from the interaction between the documented disability and

- the program environment;
 - b) the possible accommodations that might remove the barriers but do not negate safety standards;
 - c) whether or not the student has access to the program, service, activity, or facility without accommodations; and
 - d) whether or not essential elements of the program, service, activity, or facility are compromised by the accommodations.
- 7) If the request is denied, the student has the right to file a complaint following the guidelines set forth in that program's grievance policy. If the student is simultaneously involved in two programs, the federal program's grievance policy takes precedence.
- 8) If a state-mandated assessment is administered as part of a program's enrollment process, then that program must administer an alternative test which allows for the requested accommodations and assesses for the same or similar data. The selected alternative test would be used as a substitute with students who declare ADA/Section 504 eligibility (see "Resources" in Appendix F).
- 9) It is the responsibility of each adult education program to have an audiocassette version of the General Educational Development (GED) Practice Tests.
- 10) All forms, letters, brochures, publicity, etc. produced for the program must include a statement that the program is ADA accessible, EEOC compliant, and disability accommodations are available upon request. (See Appendix D for sample statements.)
- 11) Interventions allowed during GED testing without a request for accommodation are:
- a) use of large-print version of the test;
 - b) use of a straight-edge (no markings) or guide to facilitate the reading of the text;
 - c) use of colored overlays for reading;
 - d) request to sit near a window, away from fluorescent lights, etc. when possible;
 - e) use of graph paper for working out math problems;
 - f) taking individual tests on different days (at the discretion of the center and available personnel);
 - g) use of clear, transparent overlays with highlighter;
 - h) earplugs;
 - i) magnifying device; and
 - j) priority seating.

ACCOMMODATIONS PROCESS



ENROLLMENT

- 1) All enrollment information should state the steps for enrollment and that accommodations can be provided (Section 504 of the Rehabilitation Act of 1973, 34 CFR 104.8). Include the name of the ADA Specialist/Person trained in the LD process. (See Appendices A and D for Section 504 and sample statements.)
- 2) All staff personnel who are involved in the intake process must receive training and information in appropriate in-house referral process when a new student discloses ADA/ Section 504 eligibility, with release form (see "Definitions" in Section 504), or meets any **one** of the following criteria for administering an informal assessment screening:
 - a) Ask these questions: *
 1. Have you ever had any special help/classes in school/training? What? Where? Why?
 2. Do you think that you have trouble learning?
 3. Have you ever had any accommodations in school/training situations (e.g., extra time, oral test, calculator, etc.)?
 - b) Disclosure of learning disabilities by the student or organization with a release form.
 - c) State-mandated assessment results show 3.9 or below in any one area (reading, math, writing, or spelling).
 - d) Student states that he or she thinks they may have a learning disability.
 - e) Teacher observes significant difficulty in learning or failure to make progress.
 - f) The student's family member or employer states that he or she thinks the student may have a learning disability.

**These criteria must be documented separately from the standard intake form. If the student meets any of the above criteria, this document must be considered confidential and filed in accordance with confidentiality policies.*
- 3) Each program will designate at least one instructor or staff person who is responsible for administering the appropriate screening tool(s) during the process of enrollment when the new student discloses ADA/ Section 504 eligibility or meets any **one** of the criteria listed above. The designated screener must have completed the entire training(s) mandated for use of the screening tool(s); e.g., Payne-Jordan Learning Inventory, Washington State LD Screening, or PowerPath™ to Adult Basic Learning.
- 4) All learning disabilities screenings are confidential and will be conducted in a private and secluded environment.
- 5) The Payne-Jordan Learning Inventory for Adult Education and Literacy will be used in adult education centers and literacy councils *only*; the Payne-Jordan Workplace Inventory will be used for students in adult workplace programs *only*.

- 6) "Transition Services" means a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation (Arkansas Transition Project, 1995). Transition services are mandated by the Individuals with Disabilities Education Act (IDEA), Section 300.18, which applies to all students under the age of 22. *Each adult education/literacy designated learning disabilities screener (person) is encouraged to work with the local public school's transition team to ensure appropriate coordinating services and enrollment procedures with adult education centers and/or literacy councils.*
- 7) Transition exit interviews include information about both individual rights and program responsibilities regarding the ADA and Section 504.

DOCUMENTATION

- Each program will be responsible for documenting the implementation of special needs accessibility/accommodations procedures by completing Checklist #1 in Appendix B that ensures ADA/Section 504 compliance.
- The documentation process will be included in the Arkansas Adult Education Program Review process.
- Each program will be responsible for processing a student's request for accommodations within a reasonable amount of time according to the reasonableness of the accommodation(s), but should not exceed 90 days. Furthermore, each program will be responsible for documenting the time required to process each student's request for accommodation(s).
- No program will have the right to deny services to any student without provision of sufficient, dated documentation that demonstrates that every reasonable effort was made to accommodate the student's disability.

INSTRUCTIONAL PROCEDURES / METHODOLOGIES WILL:

- be designed to meet the needs of the individual student (*i.e.*, student-centered);
- be based on the student's strengths;
- include and be appropriate for the suggested or identified individual's accommodation(s);
- be flexible;
- include real-life experiences in the classroom;
- be jointly agreed to between student and instructor prior to implementation;
- be reviewed with the student at regular, appropriate intervals of instruction (10-20 instructional hours) to discuss impact on learning and progress.

DETERMINING APPROPRIATE EDUCATIONAL PLACEMENT

- 1) Each student must be appropriately evaluated by the local adult education or literacy program (LEA) in accordance with IDEA/ADA/ Section 504 before a decision is made which concludes that the adult education or literacy program is an inappropriate service.
- 2) If a program does not comply with ADA/Section 504 in its evaluation of student learning capacity, and the student is not provided with the appropriate services and/or accommodations, the program is liable for any resulting litigation procedures that may occur as a result of inappropriate evaluation.
- 3) If the student is evaluated or provides appropriate documentation that indicates mental retardation/deficiencies, developmental disabilities, or other limited intellectual capacity, then the program must evaluate, implement, and document one of the following procedures:
 - a) If the student described above is referred to the program by another agency, school, or organization, that agency/school/organization must include a set of *prescribed attainable, educational goals* with the student referral. The program will be responsible for reviewing those goals and then will decide if they can provide services towards meeting those goals with the student. If the goals are not in accordance with program service policies, the referring agency/school/organization will be required to seek other, more appropriate referrals.
 - b) If the student described above is not referred to the program by another agency or organization; *i.e.*, the student comes to the program of his own accord, then the student and/or the student's parent or guardian (when applicable) is responsible for developing the attainable, educational goals. The program will be responsible for reviewing those goals and then will decide if they can provide services towards meeting those goals with the student. If the goals are not in accordance with program service policies, the student will be required to seek other, more appropriate services.

MATERIALS AND RESOURCES

- Appropriate materials and resources for students with special learning needs will be provided in the classroom. Program personnel may obtain those materials and resources on a lending basis from the Arkansas Adult Learning Resource Center (AALRC) if they are not available on-site (*see AALRC catalog, available at program site*).
- Each program will establish set-aside funding to purchase appropriate materials and resources for students with special learning needs.

PROFESSIONAL/STAFF DEVELOPMENT

The AALRC will:

- 1) Provide training in the use of screening tools for students with special learning needs, instructional strategies, accommodations, referrals, and resources for administrators, instructors, tutors, and staff who work with students who have special learning needs and/or learning disabilities.
- 2) Provide consultation by request for:
 - a) appropriate interpretation/application of screening tools;
 - b) appropriate accommodations, resources, and referrals.
- 3) Provide consultation in resource and referral development as new or updated information is available. All AALRC consultation will be considered as part of the follow-up/sustaining procedures for professional/staff development.
- 4) Conduct all workshops in facilities that meet ADA/Sect. 504 requirements.
- 5) Provide formal training in the use of screening tools for paid adult education and literacy staff *only*, due to liability issues and length of training.
- 6) Provide one-on-one, on-site follow-up training for participants in the learning disabilities-related workshops when the participant requests assistance in implementation of training or when the program director requests assistance based on an observation of no training implementation.

Local programs will:

- 1) Report all implementation of disabilities workshops to the AALRC on the *Annual Report* (see next page).
- 2) Share screening expertise and resources with other regional LEAs.

Training participants will:

- 1) Attend all training sessions and demonstrate required competencies. In case of an emergency conflict, the participant is required to make up the missed session.

Learning Disabilities Annual Report (09/23/09)

Submit this completed form annually to:
(Please submit by July 31 each year.)

Patti White
AALRC
804 Madison 3120
Huntsville, AR 72740
prwhite@madisoncounty.net
800.569.3539 (Ph/Fax)

Name & Position _____

Program Name & Location _____

Year FY 2008-09

Below, enter the appropriate total number for each student with documented learning disabilities* served in this year.

*Note: With the exception of the first number (students referred for diagnosis), this report concerns ONLY those students who have been formally evaluated and documented by a certified psychologist or licensed psychological examiner, and does not include students who self-report a learning disability during intake with no previous diagnosis or documentation.

_____ Number of students referred for learning disabilities diagnosis by a certified psychologist or psychological examiner

_____ Number of students with diagnosed learning disabilities served

_____ Number of students approved for GED testing accommodations for diagnosed learning disabilities

_____ Number of students who received instructional accommodations for diagnosed learning disabilities

Signature of Person Completing This Form

Date Completed

CONFIDENTIALITY/PRIVACY ISSUES

- 1) According to the Family Educational Rights and Privacy Act of 1974, enacted as Section 438 of the General Education Provisions Act, student information that is considered “private” can not be shared with anyone who is not designated on a release of confidential information form that has been signed by the student. Examples of confidential information disclosures include disabilities, recovering substance abuse condition, AIDS/HIV, or other medical information. If the student discloses any condition or disability that falls under the Privacy Act, **the disclosed information can not be shared with anyone** without a release of confidential information form, including all appropriate signatures.
- 2) Each LEA must adhere to their affiliated institution’s policy for directory information, which must be in accordance with DOE 34 CFR, Part 99 (Family Education Rights and Privacy). Furthermore, each student must sign a form that verifies their knowledge that the institution can release directory information.

Information that **can be released** is “directory information,” and is regarded as information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student’s name, address, telephone listing, date and place of birth, dates of attendance, and the most recent previous educational agency or institution attended.

- 3) Every LEA receiving state or federal adult education funds will have proper release forms for release and/or transferal of confidential information. (Samples of release forms are in Appendix C.)
- 4) No confidential information or any other assessment information regarding a student can be shared externally (outside the center or council) for referrals or recommended testing without a signed release of information form specifying the agency representative or diagnostician to whom the information is to be released.
- 5) Standards for release forms:
 - a) Release forms must be on agency letterhead.
 - b) Information to be released must be specified.
 - c) Individuals/organizations to whom information is to be released must be specified.
 - d) A validation statement must be included on the release form. For example, “This release of confidential information is only valid from the date of signature to (specify ending date) or until canceled by the undersigned in writing. I understand the information will be kept confidential and will not be shared with

any other agency without my consent. This release form has been read/reviewed with me and I understand its content.”

- 6) No student information will be transferred unless appropriate release forms have been completed and are on file. Faxing and other electronic transfer methods (e.g., E-mail, Internet, telephone) are not permissible for transfer of confidential information.
- 7) No confidential information regarding a student can be shared with the internal program’s teaching, support, or administrative staff without a release of information form signed by the student or his/her parent or guardian.
- 8) Any documentation containing disclosures of disabilities or otherwise confidential information will be separated from routine student information and kept in a locked and secure filing cabinet.
- 9) Filing cabinets containing confidential information will remain locked, will be inaccessible to students or support staff, and will have a log filed foremost in each locked drawer upon which entries will be made when confidential files are accessed by any instructional or administrative staff.
- 10) A sample log sheet is included in Appendix E. At a minimum, log sheets will require date of file entry, name of student’s file accessed, name of staff member accessing file, and actions taken.
- 11) Confidential information files will be maintained at the local program level for a period of not less than five years. Local policies may extend this period.
- 12) During program evaluations by adult education evaluation teams, other accrediting agencies, or designated evaluators, the following procedures will be followed:
 - a) Evaluators will check the physical security of confidential filing cabinet(s).
 - b) Evaluators will randomly select files contained in the confidential filing cabinet to monitor the program’s ability to appropriately address and maintain confidential/private information.
 - c) Evaluators will not read for detail nor otherwise extract any student information from confidential file folders.
 - d) Any information of a confidential nature that a student discloses, whether upon initial intake, during academic assessments, through informal assessments, inventories, checklists, or writing exercises should be separated from routine paperwork and filed in the confidential file.
 - e) Applications and enrollment forms must be free of confidential questions.

DATA NECESSARY FOR AN ADULT AD/HD EVALUATION

Goldstein (1998) lists eight types of data that are necessary for a thorough adult AD/HD evaluation. These are:

1. History
2. Intelligence
3. Personality and emotional functioning
4. Academic achievement
5. Friends
6. Family relations, parenting skills and discipline
7. Work or school behavior
8. Medical evaluation

GED Documentation Necessary:

The following information is from the Request for Testing Accommodations, Attention-Deficit/Hyperactivity Disorder, Form ACC-2, GED Testing Service.

To request accommodations for ADHD, the current level of impairment and resulting functional limitations must be clearly documented, as well as the history of those impairments and limitations. **Documentation must include a letter on official letterhead, signed by a psychiatrist, medical doctor, or psychologist who specializes in the diagnosis of ADHD, stating the diagnosis of ADHD and providing supporting diagnostic evidence of this disability.**

Diagnostic evidence may include a developmental history that defines symptom onset, as well as the results from a specific test of attention such as the TOVA Gordon Diagnostic Battery or the CPT (Connors' Continuous Performance Test).

Information presented must clearly document how the ADHD substantially limits the candidate's current ability to take the GED Tests under standard conditions, and identify the accommodations that are requested in light of those limitations. Further, the documentation must confirm that the ADHD symptoms are not due to other emotional/mental health factors. A DSM-IV diagnosis must be included with the certifying professional's or advocate's signature attesting to the diagnosis of ADHD.

DSM-IV Diagnosis: 314.

314.01: Attention Deficit/Hyperactivity Disorder Combined Type

314.00: Attention Deficit/Hyperactivity Disorder, Predominantly Inattentive Type

314.01: Attention Deficit/Hyperactivity Disorder, Predominantly Hyperactive-Impulse Type

314.9: Attention Deficit/Hyperactivity Disorder, Not otherwise specified

Appendix A



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

*This document is published online at <http://ada.gov/publicat.htm>
To ensure you have the latest update for this manual, please check the website for changes.*

A GUIDE
TO
DISABILITY RIGHTS LAWS

May 2002

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*Information from the Workforce Investment Act is not part of this ADA document, but is included upon request by the Arkansas Adult Education/Literacy Learning Disabilities Policy Committee.

For persons with disabilities, this document is available in large print, Braille, audio tape, and computer disk.

Reproduction of this document is encouraged.

This guide provides an overview of Federal civil rights laws that ensure equal opportunity for people with disabilities. To find out more about how these laws may apply to you, contact the agencies and organizations listed below.

Americans with Disabilities Act (ADA)

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

ADA Title I: Employment

Title I requires employers with 15 or more employees to provide qualified individuals with disabilities an equal opportunity to benefit from the full range of employment-related opportunities available to others. For example, it prohibits discrimination in recruitment, hiring, promotions, training, pay, social activities, and other privileges of employment. It restricts questions that can be asked about an applicant's disability before a job offer is made, and it requires that employers make reasonable accommodation to the known physical or mental limitations of otherwise qualified individuals with disabilities, unless it results in undue hardship. Religious entities with 15 or more employees are covered under title I.

Title I complaints must be filed with the U. S. Equal Employment Opportunity Commission (EEOC) within 180 days of the date of discrimination, or 300 days if the charge is filed with a designated State or local fair employment practice agency. Individuals may file a lawsuit in Federal court only after they receive a "right-to-sue" letter from the EEOC.

Charges of employment discrimination on the basis of disability may be filed at any U.S. Equal Employment Opportunity Commission field office. Field offices are located in 50 cities throughout the U.S. and are listed in most telephone directories under "U.S. Government." For the appropriate EEOC field office in your geographic area, contact:

(800) 669-4000 (voice)
(800) 669-6820 (TTY)

www.eeoc.gov

Publications and information on EEOC-enforced laws may be obtained by calling:

(800) 669-3362 (voice)
(800) 800-3302 (TTY)

For information on how to accommodate a specific individual with a disability, contact the Job Accommodation Network at:

(800) 526-7234 (voice/TTY)
www.jan.wvu.edu

ADA Title II: State and Local Government Activities

Title II covers all activities of State and local governments regardless of the government entity's size or receipt of Federal funding. Title II requires that State and local governments give people with disabilities an equal opportunity to benefit from all of their programs, services, and activities (e.g. public education, employment, transportation, recreation, health care, social services, courts, voting, and town meetings).

State and local governments are required to follow specific architectural standards in the new construction and alteration of their buildings. They also must relocate programs or otherwise provide access in inaccessible older buildings, and communicate effectively with people who have hearing, vision, or speech disabilities. Public entities are not required to take actions that would result in undue financial and administrative burdens. They are required to make reasonable modifications to policies, practices, and

procedures where necessary to avoid discrimination, unless they can demonstrate that doing so would fundamentally alter the nature of the service, program, or activity being provided.

Complaints of title II violations may be filed with the Department of Justice within 180 days of the date of discrimination. In certain situations, cases may be referred to a mediation program sponsored by the Department. The Department may bring a lawsuit where it has investigated a matter and has been unable to resolve violations. For more information, contact:

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, NW
Disability Rights Section - NYAV
Washington, D.C. 20530

www.usdoj.gov/crt/ada/adahom1.htm or ada.gov

(800) 514-0301 (voice)
(800) 514-0383 (TTY)

Title II may also be enforced through private lawsuits in Federal court. It is not necessary to file a complaint with the Department of Justice (DOJ) or any other Federal agency, or to receive a "right-to-sue" letter, before going to court.

ADA Title II: Public Transportation

The transportation provisions of title II cover public transportation services, such as city buses and public rail transit (e.g. subways, commuter rails, Amtrak). Public transportation authorities may not discriminate against people with disabilities in the provision of their services. They must comply with requirements for accessibility in newly purchased vehicles, make good faith efforts to purchase or lease accessible used buses, remanufacture buses in an accessible manner, and, unless it would result in an undue burden, provide paratransit where they operate fixed-route bus or rail systems. Paratransit is a service where individuals who are unable to use the regular transit system independently (because of a physical or mental impairment) are picked up and dropped off at their destinations.

Questions and complaints about public transportation should be directed to:

Office of Civil Rights
Federal Transit Administration
U.S. Department of Transportation
400 Seventh Street, S.W., Room 9102
Washington, D.C. 20590

www.fta.dot.gov/office/civ.htm

(888) 446-4511 (voice/relay)

ADA Title III: Public Accommodations

Title III covers businesses and nonprofit service providers that are public accommodations, privately operated entities offering certain types of courses and examinations, privately operated transportation, and commercial facilities. Public accommodations are private entities who own, lease, lease to, or operate facilities such as restaurants, retail stores, hotels, movie theaters, private schools, convention centers, doctors' offices, homeless shelters, transportation depots, zoos, funeral homes, day care centers, and recreation facilities including sports stadiums and fitness clubs. Transportation services provided by private entities are also covered by title III.

Public accommodations must comply with basic nondiscrimination requirements that prohibit exclusion, segregation, and unequal treatment. They also must comply with specific requirements related to architectural standards for new and altered buildings; reasonable modifications to policies, practices, and procedures; effective communication with people with hearing, vision, or speech disabilities; and other access requirements. Additionally, public accommodations must remove barriers in existing buildings where it is easy to do so without much difficulty or expense, given the public accommodation's resources.

Courses and examinations related to professional, educational, or trade-related applications, licensing, certifications, or credentialing must be provided in a place and manner accessible to people with disabilities, or alternative accessible arrangements must be offered.

Commercial facilities, such as factories and warehouses, must comply with the ADA's architectural standards for new construction and alterations.

Complaints of title III violations may be filed with the Department of Justice. In certain situations, cases may be referred to a mediation program sponsored by the Department. The Department is authorized to bring a lawsuit where there is a pattern or practice of discrimination in violation of title III, or where an act of discrimination raises an issue of general public importance. Title III may also be enforced through private lawsuits. It is not necessary to file a complaint with the Department of Justice (or any Federal agency), or to receive a "right-to-sue" letter, before going to court. For more information, contact:

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, NW
Disability Rights Section - NYAV
Washington, D.C. 20530

www.usdoj.gov/crt/ada/adahom1.htm or ada.gov

(800) 514-0301 (voice)
(800) 514-0383 (TTY)

ADA Title IV: Telecommunications Relay Services

Title IV addresses telephone and television access for people with hearing and speech disabilities. It requires common carriers (telephone companies) to establish interstate and intrastate telecommunications relay services (TRS) 24 hours a day, 7 days a week. TRS enables callers with hearing and speech disabilities who use telecommunications devices for the deaf (TDDs), which are also known as teletypewriters (TTYs), and callers who use voice telephones to communicate with each other through a third party communications assistant. The Federal Communications Commission (FCC) has set minimum standards for TRS services. Title IV also requires closed captioning of Federally funded public service announcements.

For more information about TRS, contact the FCC at:

Federal Communications Commission
445 12th Street, S.W.
Washington, D.C. 20554

www.fcc.gov/cgb/dro

(888) 225-5322 (Voice)
(888) 835-5322 (TTY)

Telecommunications Act

Section 255 and Section 251(a)(2) of the Communications Act of 1934, as amended by the Telecommunications Act of 1996, require manufacturers of telecommunications equipment and providers of telecommunications services to ensure that such equipment and services are accessible to and usable by persons with disabilities, if readily achievable. These amendments ensure that people with disabilities will have access to a broad range of products and services such as telephones, cell phones, pagers, call-waiting, and operator services, that were often inaccessible to many users with disabilities.

For more information, contact:

Federal Communications Commission
445 12th Street, S.W.
Washington, D.C. 20554

www.fcc.gov/cgb/dro

(888) 225-5322 (Voice)
(888) 835-5322 (TTY)

Fair Housing Act

The Fair Housing Act, as amended in 1988, prohibits housing discrimination on the basis of race, color, religion, sex, disability, familial status, and national origin. Its coverage includes private housing, housing that receives Federal financial assistance, and State and local government housing. It is unlawful to discriminate in any aspect of selling or renting housing or to deny a dwelling to a buyer or renter because of the disability of that individual, an individual associated with the buyer or renter, or an individual who intends to live in the residence. Other covered activities include, for example, financing, zoning practices, new construction design, and advertising.

The Fair Housing Act requires owners of housing facilities to make reasonable exceptions in their policies and operations to afford people with disabilities equal housing opportunities. For example, a landlord with a "no pets" policy may be required to grant an exception to this rule and allow an individual who is blind to keep a guide dog in the residence. The Fair Housing Act also requires landlords to allow tenants with disabilities to make reasonable access-related modifications to their private living space, as well as to common use spaces. (The landlord is not required to pay for the changes.) The Act further requires that new multifamily housing with four or more units be designed and built to allow access for persons with disabilities. This includes accessible common use areas, doors that are wide enough for wheelchairs, kitchens and bathrooms that allow a person using a wheelchair to maneuver, and other adaptable features within the units.

Complaints of Fair Housing Act violations may be filed with the U.S. Department of Housing and Urban Development. For more information or to file a complaint, contact:

Office of Program Compliance and Disability Rights
Office of Fair Housing and Equal Opportunity
U.S. Department of Housing and Urban Development
451 7th Street, S.W., Room 5242
Washington, D.C. 20410

www.hud.gov/offices/fheo/index.cfm

(800) 669-9777 (voice)
(800) 927-9275 (TTY)

For questions about the Fair Housing Act, you may call the Office of Fair Housing and Equal Opportunity at:

(202) 708-2333 (voice)
(202) 401-1247 (TTY)

For publications, you may call the Housing and Urban Development Customer Service Center at:

(800) 767-7468 (voice)
(800) 877-8339 (TTY)

Additionally, the Department of Justice can file cases involving a pattern or practice of discrimination. The Fair Housing Act may also be enforced through private lawsuits.

Air Carrier Access Act

The Air Carrier Access Act prohibits discrimination in air transportation by domestic and foreign air carriers against qualified individuals with physical or mental impairments. It applies only to air carriers that provide regularly scheduled services for hire to the public. Requirements address a wide range of issues including boarding assistance and certain accessibility features in newly built aircraft and new or altered airport facilities. People may enforce rights under the Air Carrier Access Act by filing a complaint with the U.S. Department of Transportation, or by bringing a lawsuit in Federal court.

For more information or to file a complaint, contact:

Aviation Consumer Protection Division
U.S. Department of Transportation
400 Seventh Street, S.W.
Room 4107, C-75
Washington, D.C. 20590

www.dot.gov/airconsumer

(202) 366-2220 (voice)
(202) 366-0511 (TTY)

Voting Accessibility for the Elderly and Handicapped Act

The Voting Accessibility for the Elderly and Handicapped Act of 1984 generally requires polling places across the United States to be physically accessible to people with disabilities for federal elections. Where no accessible location is available to serve as a polling place, a political subdivision must provide an alternate means of casting a ballot on the day of the election. This law also requires states to make available registration and voting aids for disabled and elderly voters, including information by telecommunications devices for the deaf (TDDs) which are also known as teletypewriters (TTYs).

For more information, contact:

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, NW
Voting Section - 1800G
Washington, D.C. 20530

(800) 253-3931 (voice/TTY)

National Voter Registration Act

The National Voter Registration Act of 1993, also known as the "Motor Voter Act," makes it easier for all Americans to exercise their fundamental right to vote. One of the basic purposes of the Act is to increase the historically low registration rates of minorities and persons with disabilities that have resulted from discrimination. The Motor Voter Act requires all offices of State-funded programs that are primarily engaged in providing services to persons with disabilities to provide all program applicants with voter registration forms, to assist them in completing the forms, and to transmit completed forms to the appropriate State official.

For more information, contact:

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, NW
Voting Section - 1800G
Washington, D.C. 20530

www.usdoj.gov/crt/voting

(800) 253-3931 (voice/TTY)

Civil Rights of Institutionalized Persons Act

The Civil Rights of Institutionalized Persons Act (CRIPA) authorizes the U.S. Attorney General to investigate conditions of confinement at State and local government institutions such as prisons, jails, pretrial detention centers, juvenile correctional facilities, publicly operated nursing homes, and institutions for people with psychiatric or developmental disabilities. Its purpose is to allow the Attorney General to uncover and correct widespread deficiencies that seriously jeopardize the health and safety of residents of institutions. The Attorney General does not have authority under CRIPA to investigate isolated incidents or to represent individual institutionalized persons.

The Attorney General may initiate civil law suits where there is reasonable cause to believe that conditions are "egregious or flagrant," that they are subjecting residents to "grievous harm," and that they are part of a "pattern or practice" of resistance to residents' full enjoyment of constitutional or Federal rights, including Title II of the ADA and Section 504 of the Rehabilitation Act.

For more information or to bring a matter to the Department of Justice's attention, contact:

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, NW
Special Litigation Section - PHB
Washington, D.C. 20530

www.usdoj.gov/crt/split

(202) 514-6255 (voice/TTY)

Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) (formerly called P.L. 94-142 or the Education for all Handicapped Children Act of 1975) requires public schools to make available to all eligible children with disabilities a free appropriate public education in the least restrictive environment appropriate to their individual needs.

IDEA requires public school systems to develop appropriate Individualized Education Programs (IEP's) for each child. The specific special education and related services outlined in each IEP reflect the individualized needs of each student.

IDEA also mandates that particular procedures be followed in the development of the IEP. Each student's IEP must be developed by a team of knowledgeable persons and must be at least reviewed annually. The team includes the child's teacher; the parents, subject to certain limited exceptions; the child, if determined appropriate; an agency representative who is qualified to provide or supervise the provision of special education; and other individuals at the parents' or agency's discretion.

If parents disagree with the proposed IEP, they can request a due process hearing and a review from the State educational agency if applicable in that state. They also can appeal the State agency's decision to State or Federal court.

For more information, contact:

Office of Special Education Programs
Office of Special Education & Rehabilitative Services
U.S. Department of Education
330 C Street, S.W., Room 3086
Washington, D.C. 20202

www.ed.gov/offices/OSERS/OSEP

(202) 205-5507 (voice/TTY)

Rehabilitation Act

The Rehabilitation Act prohibits discrimination on the basis of disability in programs conducted by Federal agencies, in programs receiving Federal financial assistance, in Federal employment, and in the employment practices of Federal contractors. The standards for determining employment discrimination under the Rehabilitation Act are the same as those used in title I of the Americans with Disabilities Act.

Section 501

Section 501 requires affirmative action and nondiscrimination in employment by Federal agencies of the executive branch. To obtain more information or to file a complaint, employees should contact their agency's Equal Employment Opportunity Office.

Section 503

Section 503 requires affirmative action and prohibits employment discrimination by Federal government contractors and subcontractors with contracts of more than \$10,000.

For more information on section 503, contact:

Office of Federal Contract Compliance Programs
U.S. Department of Labor
200 Constitution Avenue, N.W., Room C-3325
Washington, D.C. 20210

www.dol.gov/dol/esa/public/ofcp_org.htm

(202) 693-0106 (voice/relay)

Section 504

Section 504 states that “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under” any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

Each Federal agency has its own set of section 504 regulations that apply to its own programs. Agencies that provide Federal financial assistance also have section 504 regulations covering entities that receive Federal aid. Requirements common to these regulations include reasonable accommodation for employees with disabilities; program accessibility; effective communication with people who have hearing or vision disabilities; and accessible new construction and alterations. Each agency is responsible for enforcing its own regulations. Section 504 may also be enforced through private lawsuits. It is not necessary to file a complaint with a Federal agency or to receive a “right-to-sue” letter before going to court.

For information on how to file 504 complaints with the appropriate agency, contact:

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, NW
Disability Rights Section - NYAV
Washington, D.C. 20530

www.usdoj.gov/crt/ada/adahom1.htm or ada.gov

(800) 514-0301 (voice)
(800) 514-0383 (TTY)

Section 508

Section 508 establishes requirements for electronic and information technology developed, maintained, procured, or used by the Federal government. Section 508 requires Federal electronic and information technology to be accessible to people with disabilities, including employees and members of the public.

An accessible information technology system is one that can be operated in a variety of ways and does not rely on a single sense or ability of the user. For example, a system that provides output only in visual format may not be accessible to people with visual impairments and a system that provides output only in audio format may not be accessible to people who are deaf or hard of hearing. Some individuals with disabilities may need accessibility-related software or peripheral devices in order to use systems that comply with Section 508.

For more information on section 508, contact:

U.S. General Services Administration
Center for IT Accommodation (CITA)
1800 F Street, N.W.
Room 1234, MC:MKC
Washington, DC 20405-0001

www.itpolicy.gsa.gov/cita

(202) 501-4906 (voice)
(202) 501-2010 (TTY)

U.S. Architectural and Transportation
Barriers Compliance Board
1331 F Street, N.W. Suite 1000
Washington, DC 20004-1111

www.access-board.gov

800-872-2253 (voice)
800-993-2822 (TTY)

Architectural Barriers Act

The Architectural Barriers Act (ABA) requires that buildings and facilities that are designed, constructed, or altered with Federal funds, or leased by a Federal agency, comply with Federal standards for physical accessibility. ABA requirements are limited to architectural standards in new and altered buildings and in newly leased facilities. They do not address the activities conducted in those buildings and facilities. Facilities of the U.S. Postal Service are covered by the ABA.

For more information or to file a complaint, contact:

U.S. Architectural and Transportation
Barriers Compliance Board
1331 F Street, N.W., Suite 1000
Washington, D.C. 20004-1111

www.access-board.gov

(800) 872-2253 (voice)
(800) 993-2822 (TTY)

General Sources of Disability Rights Information

ADA Information Line

(800) 514-0301 (voice)
(800) 514-0383 (TTY)

www.usdoj.gov/crt/ada/adahom1.htm or ada.gov

Regional Disability and Business
Technical Assistance Centers

(800) 949-4232 (voice/TTY)

www.adata.org

Statute Citations

Air Carrier Access Act of 1986

49 U.S.C. § 41705

Implementing Regulation:
14 CFR Part 382

Americans with Disabilities Act of 1990

42 U.S.C. §§ 12101 et seq.

Implementing Regulations:
29 CFR Parts 1630, 1602 (Title I, EEOC)
28 CFR Part 35 (Title II, Department of Justice)
49 CFR Parts 27, 37, 38 (Title II, III, Department of Transportation)
28 CFR Part 36 (Title III, Department of Justice)
47 CFR §§ 64.601 et seq. (Title IV, FCC)

Architectural Barriers Act of 1968

42 U.S.C. §§ 4151 et seq.

Implementing Regulations:
41 CFR Subpart 101-19.6

Civil Rights of Institutionalized Persons Act

42 U.S.C. §§ 1997 et seq.

Fair Housing Amendments Act of 1988

42 U.S.C. §§ 3601 et seq.

Implementing Regulation:
24 CFR Parts 100 et seq.

Individuals with Disabilities Education Act

20 U.S.C. §§ 1400 et seq.

Implementing Regulation:
34 CFR Part 300

National Voter Registration Act of 1993

42 U.S.C. §§ 1973gg et seq.

Section 501 of the Rehabilitation Act of 1973, as amended

29 U.S.C. § 791

Implementing Regulation:
29 CFR § 1614.203

Section 503 of the Rehabilitation Act of 1973, as amended
29 U.S.C. § 793

Implementing Regulation:
41 CFR Part 60-741

Section 504 of the Rehabilitation Act of 1973, as amended
29 U.S.C. § 794

Over 20 Implementing Regulations for federally assisted programs, including:

- 34 CFR Part 104 (Department of Education)
- 45 CFR Part 84 (Department of Health and Human Services)
- 28 CFR §§ 42.501 et seq.

Over 95 Implementing Regulations for federally conducted programs, including:

- 28 CFR Part 39 (Department of Justice)

Section 508 of the Rehabilitation Act of 1973, as amended
29 U.S.C. § 794d

Telecommunications Act of 1996
47 U.S.C. §§ 255, 251(a)(2)

Voting Accessibility for the Elderly and Handicapped Act of 1984, 42 U.S.C. §§ 1973ee et seq.

*U.S. Government Printing Office: 1998 -- 417-737/74258

Workforce Investment Act (WIA) of 1998

Section 188

Nondiscrimination

- (2) Prohibition of discrimination regarding participation, benefits, and employment.--No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with, any such program or activity because of race, color, religion, sex (except as otherwise permitted under title IX of the Education Amendments of 1972), national origin, age, disability, or political affiliation or belief.

For further information about the WIA, go to
<http://www.doleta.gov/usworkforce/wia/wialaw.txt>

Appendix B

Accessibility Checklist Adult Education/Literacy Programs

Access encompasses four environments: *Physical, Programmatic/Policy, Information, and Attitudinal*. Assess the items below to help determine the accessibility of your program. Progress of these items should be described in the space provided at the end of this checklist.

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

(con't. on next page)

Programmatic / Policy Environment	Completed	In Progress	Date Completed
Allows alternative admissions tests or test administration procedures.			
Keeps disability-related information confidential.			
Provides disability accommodations at events (e.g., interpreters).			
Includes a statement regarding availability of accommodations on all written program information.			
<p>Adapts policies to allow for disability-related needs:</p> <ul style="list-style-type: none"> • Allows students to borrow reserved material for taping or enlarging if not provided by the office. • Allows students with print-related disabilities to use materials for extended periods of time or use computers for longer periods of time. • Allows students with disabilities to participate in all programs and activities. 			
Consults with Disability Services regarding disability issues.			
Has a designated ADA coordinator.			
Has an established ADA grievance policy and provides information to students with disabilities about the policy and where to obtain a form for filing a grievance.			
Conducted a self-evaluation regarding accessibility for students with disabilities.			
Developed a transition plan regarding accessibility, including accessibility as regards students with learning disabilities.			

Information Environment	Completed	In Progress	Date Completed
States on materials that they are available in alternative formats upon request.			
Produces materials in alternative media (Braille, large print, audiotapes) upon request.			
Provides adaptive technology.			
Includes information about Disability Services in promotional material.			
Provides assistance to students who need:			
• readers			
• tutors			
• scribes			
• assistance procuring materials			
• other			

Attitudinal Environment	Completed	In Progress	Date Completed
Monitors the attitudes of staff toward individuals with disabilities.			
Encourages positive attitudes of students without disabilities toward individuals with disabilities.			
Uses appropriate language to refer to people with disabilities; e.g., "People First."			

Name of Evaluator

Date of Signature

Items in Progress

Describe progress on back of form or on additional pages if necessary.

Appendix C

**AUTHORIZATION FOR RELEASE OF STRICTLY CONFIDENTIAL INFORMATION
TO LOCAL STAFF OR VOLUNTEERS**

I give my permission to release information contained in the document(s) indicated below:

Please date, initial and check [✓] the appropriate items below.

Date	Initials	Check	Item
_____	_____	[]	Learning Needs Screening
_____	_____	[]	Other: _____ _____
_____	_____	[]	School records from: _____
_____	_____	[]	Other records from: _____ _____

I give permission to release the information contained in the documents indicated above to the following individuals for educational or assessment purposes:

If the same information can be made available to several staff people, please list their names below. Then date, initial and check [✓] the appropriate individuals. If different information is going to various individuals, use separate forms.

Date	Initials	Check	Staff Member	Date	Initials	Check	Staff Member
_____	_____	[]	_____	_____	_____	[]	_____
_____	_____	[]	_____	_____	_____	[]	_____
_____	_____	[]	_____	_____	_____	[]	_____
_____	_____	[]	All of the Staff Members Listed above				
_____	_____	[]	Other Individual(s): _____				
_____	_____	[]	Volunteer Tutor: _____				

This release is valid for one year from the date of my signature or until it is revoked in writing, whichever occurs first. This release has been read out loud to me and I understand its contents.

Signature: _____ Date: _____

Signature of staff person releasing the information: _____

Adapted with permission from the West Virginia Regional Education Service Agency, 2006

**AUTHORIZATION FOR RELEASE OF CONFIDENTIAL INFORMATION
TO EXTERNAL AGENCY INDIVIDUALS**

REQUEST FOR CONFIDENTIAL INFORMATION

Client Name: _____
(last, first, middle)

Other Last Name(s) Used: _____
(for those who changed their name due to marriage, adoption, etc.)

Client Address: _____

Client Telephone: _____

Social Security #: _____ Date of Birth: _____

AUTHORIZATION FOR RELEASE OF INFORMATION

I, _____, a student in the Adult Basic Education Program in _____ County, West Virginia, authorize _____ to release to the Adult Basic Education Program the indicated information (check and initial all items that apply) for educational and assessment purposes:

_____ All educational records **including psychological or achievement test results** as well as special education files which might contain my Individualized Education Plan (IEP)

_____ All evaluations or diagnostic reports related to cognitive processing/learning

_____ All medical records or other information regarding my treatment including psychological or psychiatric condition

_____ Other: _____

Please send this information to:

Attention: _____

Agency: _____

Address: _____

This release is valid for one year from the date of my signature, or until it is revoked in writing by me. I understand the information will be kept confidential and will not be shared with another agency without consent. This release form has been read out loud to me and I understand its contents.

Client's Signature: _____ Date: _____

Witness Signature: _____ Relationship: _____

Adapted with permission from the West Virginia Regional Education Service Agency, 2006

Appendix D

SAMPLE EQUAL OPPORTUNITY STATEMENTS

The following statement should be used on all program-related documents:

For information about program services for persons with disabilities, Contact: _____ (Name and phone number of disability contact person)

Long Version (for use in program bulletins, handbooks, and application forms):

The (insert your program's name) is committed to the policy that all persons shall have equal access to its programs, facilities, services without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, or sexual orientation.

****In adhering to this policy, this program abides by the Federal Civil Rights Act, 42 U.S.C. 2000e; by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by the Americans with Disabilities Act of 1990; and by other applicable statutes and regulations relating to equality and opportunity.***

*This section of the statement may be deleted on certain publications to conserve space.

Short Version (for use on posters and cases of severe space limitation):

The (insert your program's name) provides equal access to all programs and activities.

Appendix E

Appendix F

Arkansas Adult Learning Resource Center Referral Directory

**For the most recent referral information, go to
<http://www.aalrc.org/resources/ld/directory/index.aspx>
If a current online link is no longer working, please contact
the AALRC at prwhite@madisoncounty.net or call
800.569.3539**

Introduction

The purpose of this directory is to provide resources related to adults with disabilities—especially learning disabilities—that can be used to access information for local, statewide, and nationwide services.

Table of Contents (Links Subject Areas)

Adult Education
 Advocacy Services
 Assistive Technology
 Attention Deficit/Hyperactivity Disorder (ADHD), Assessment / Treatment
 Attention Deficit/Hyperactivity Disorder (ADHD), Screening
 Educational Services
 Job Coaches
 Learning Disabilities, Assessment / Treatment
 Learning Disabilities Websites for Teachers, Adults with Learning Disabilities, Parents, and Children
 Literacy
 Mentoring
 Nationwide Support Services Information
 Optometrists
 Post-Secondary Scholarships, Disability-Related
 Resource Centers / Libraries
 Speech, Language & Hearing
 Statewide Services
 Support Groups
 Support Services
 Transition

Adult Education

Adult education programs provide basic skills classes to adults with less than a high school

education who want to improve basic skills and/or obtain a GED diploma.

<http://www.work-ed.state.ar.us/AdultEd/adulteducationcenters.html>

Advocacy Services

Advocacy includes support and information about the legal rights and responsibilities of people with disabilities.

Disability Rights Center

<http://www.arkdisabilityrights.org>

Social Security Disability Claims

<http://www.social-security-disability-claims.org/>

Assistive Technology

Assistive technology includes a wide variety of tools designed to assist people with disabilities in order that they may reach their full potential, participate and be productive members of their communities.

Arkansas Increasing Capabilities Access Network

<http://www.arkansas-ican.org/txt/index2.htm>

Assistive Listening Devices Center

University of Arkansas at Little Rock, Dept of Audiology and Speech
501.316.2442 or 888.335.0396 (Voice/TDD)

Easter Seal Technology Resource Center

<http://www.iser.com/easterseal-AR.html>

Lion's World Services for the Blind Technology Center

<http://www.rollanet.org/~rlions/lwsb/#assist>

501.664.7100 (Voice/TDD)

1.800.248.0734 (Voice)

Tools for Life

<http://www.gatfl.org/>

Attention Deficit/Hyperactivity Disorder (ADHD) Assessment / Treatment

Resources for diagnosis and treatment of ADHD.

American Academy of Child and Adolescent Psychiatry

www.aacap.org

American Academy of Neurology

<http://www.aan.com/public/find.cfm>;

American Academy of Pediatrics
www.aap.org/referral;

American Association of Marriage and Family Therapy
therapistlocator.net;

American Medical Association
<http://www.ama-assn.org/aps/amahg.htm>

American Psychological Association
helping.apa.org/find.html

Attention Deficit Disorders Association - Southern Region
www.adda-sr.org

National Association of Social Workers
www.socialworkers.org

National Attention Deficit Disorder Association (ADDA)
<http://www.add.org>

National Board for Certified Counselors
www.nbcc.org/cfind.

Find local ADHD diagnosticians

1. Go to <http://www.yellowpages.com>
2. Enter "medical doctor" in the "Category" box.
3. Enter your city and state.
4. Click the "Find" box.
5. *NOTE* Not all medical doctors diagnose and treat ADHD.
6. *NOTE* You may also want to try other categories, such as "psychologist," "psychiatrist," "adhd," etc.

Some questions to ask when choosing a psychologist:

1. Are there any eligibility requirements for services?
2. What forms of payment do you accept?
3. What type of insurance coverage must I have to pay for assessment and treatment?
4. Do you provide evaluation and treatment services for all ages?

Attention Deficit/Hyperactivity Disorder (ADHD) Screening

Online screening tools for ADHD as a first step to deciding whether or not a diagnosis should be conducted.

Adult ADD.com
<http://www.adultadd.com/index.jsp>

My ADHD.com
<http://myadhd.com/assessmenttools.html>

Educational Services

Learning Disabilities assessment, therapy, and/or remediation

APT Educational Services
Assessment and Prescriptive Tutoring
501.660.4333

Educational Services Associates
501.666.8686, Ext. 1129

LearningRx
<http://www.learningrx.com/center2/>

Southern Arkansas University Disability Support Services
http://www.saumag.edu/Disability_Support_Services.htm

University of Arkansas Center for Students with Disabilities
<http://www.uark.edu/ua/csd/links.htm>

University of Arkansas at Little Rock Disability Support Services
<http://www.ualr.edu/~dssdept/>

University of Central Arkansas Disability Support Services
<http://www.uca.edu/divisions/student/disability/documentation.htm>

University of the Ozarks Jones Learning Center for Students with Learning Disabilities
<http://www.ozarks.edu/campuservices/jlc/>

Job Coaches

The purpose of job coaching is to help people with disabilities determine appropriate accommodations and/or work strategies to accomplish essential tasks of a job.

Arkansas Rehabilitation Services
<http://www.arsinfo.org/employer.html>

Welfare Peer Technical Assistance
http://peerta.acf.hhs.gov/inn_prog/topics.cfm?catID=2#6

Learning Disabilities Assessment / Treatment

Resources for diagnosis and treatment of learning disabilities.

Arkansas Children's Hospital, Child Study Center
501.364.4670

Arkansas Directory of Psychologists
<http://psychologyinfo.com/directory/AR/>

Arkansas Mental Health Association
<http://www.mhca.org/member.htm>

Internet Special Education Resources
<http://www.iser.com/CAassess.html>

School Psychology Resources Online
http://www.bcpl.net/~sandyste/school_psych.html

Find local psychologists

1. Go to <http://www.yellowpages.com>
2. Enter "psychologist" in the "Category" box.
3. Enter your city and state.
4. Click the "Find" box.

Some questions to ask when choosing a psychologist:

1. Are there any eligibility requirements for services?
2. What forms of payment do you accept?
3. What type of insurance coverage must I have to pay for assessment and treatment?
4. Do you provide evaluation and treatment services for all ages?

Learning Disabilities Websites for Teachers, Adults with Learning Disabilities, Parents, and Children

Most of these websites include information for parents, teachers, advocates, and students, and include resources for both children and adults.

Ennis William Cosby Foundation
<http://hellofriend.org>

LD Online
<http://www.ldonline.org>

Learning Disabilities Association of Arkansas
<http://www.lidaarkansas.org/>

National Institute for Literacy Special Collections, Literacy and Learning Disabilities
<http://ldlink.coe.utk.edu/>

Schwab Foundation
<http://www.schwablearning.org>

Literacy

Arkansas Literacy programs provide one-on-one tutoring for children and adults to remediate basic skills.

<http://www.arkansasliteracy.org/directory.htm>

Mentoring

Local support services for people with disabilities

Mainstream Independent Living Center

Little Rock, AR
<http://www.mainstreamilrc.com/>

Sources for Community Independent Living Services
Fayetteville, AR
<http://www.arsources.org/>

Nationwide Support Services Information

Online support services for people with disabilities

National Library Service for the Blind and Physically Handicapped (NLS) Reference Circulars
for Learning Disabilities Organizations and Resources
<http://www.loc.gov/nls/reference/circulars/learn.html>

National Institute for Literacy Special Collections, Literacy and Learning Disabilities
<http://ldlink.coe.utk.edu/>

Southeast Disability and Business Technical Alliance
<http://www.sedbtac.org>

Optometrists

<http://www.arkansasoptometric.org/search.html>

Developmental Vision Assessment

College of Optometrists in Vision Development
<http://www.covd.org>

Home Therapy Systems
<http://www.homevisiontherapy.com>

Post-Secondary Scholarships, Disability-Related

General

Bank of America ADA Abilities Scholarship Program
Center for Scholarship Administration, Inc.
PO Box 1465
Taylors, SC 29687-0031
864-268-3363
http://www.scholarshipprograms.org/fsp_bankofamerica.html

Foundation for Science and Disability, Inc.
Richard Mankin, Grants Committee Chair
503 NW 89 Street
Gainesville, FL 32607-1400

Lions Club International
(Check with your local chapter)
<http://www.lionsclubs.org/>

Personnel Representative Undergraduate Scholar Program
Central Intelligence Agency (CIA)
P.O. Box 12727
Arlington, VA 22209-8727
703-482-0677

Stanley E. Jackson Scholarship Award for Students with Disabilities
Foundation for Exceptional Children
1920 Association Drive
Reston, VA 22091
703-264-3507

Venture Clubs Student Aid Award and Venture Clubs of America
2 Penn Center Plaza, #1000
Philadelphia, PA 19102-1883
215-557-9300

Hearing Loss/Deafness

Alexander Graham Bell Association for the Deaf
3417 Volta Place NW
Washington, DC 20007
202-337-5221
<http://www.agbell.org/financialaid.cfm>

Minnie Pearl Scholarship Program
EAR Foundation
2000 Church Street, Box 111
Nashville, TN 37236
800-545-HEAR

Stokoe Scholarship
National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910
301-587-1788
301-587-1789 (TTY)
<http://www.nad.org/>

The Geoffrey Foundation
(For oral deaf)
P.O. Box 1112
Kennebunkport, ME 04046
207-967-5798

Visual Impairments

American Council of the Blind
1155 15th Street NW, Suite 720
Washington, DC 20005
202-467-5081
<http://www.acb.org/>

American Foundation for the Blind
11 Penn Plaza, Suite 300
New York, NY 10001
800-232-5463
<http://www.afb.org/>

Association for Education and Rehabilitation of the Blind and Visually Impaired
4600 Duke Street, #430
P.O. Box 22397
Alexandria, VA 22304
703-823-9690

Christian Record Services
PO Box 6097
Lincoln NE 68506-0097
402-488-0981
<http://www.christianrecord.org/>

Council of Citizens with Low Vision (CCLV)
6511 26th Street West
Bradenton, FL 34207
800-733-2258
<http://www.cclvi.org/>

Ezra Davis Memorial Scholarship
National Federation of the Blind
Chair, Scholarship Committee
814 Fourth Avenue, Suite 200
Grinnell, IA 50112
515-236-3366

Learning Through Listening Award
Recording for the Blind and Dyslexic
20 Roszel Road
Princeton, NJ 08540
609-453-0606
<http://www.rfbd.org/>

Lighthouse International
111 E. 59 Street
New York, NY 10022-1202
800-829-0500
<http://www.lighthouse.org/>

Mobility Impairments

ChairScholars Foundation
16101 Carencia Lane
Odessa, FL 33556
813-920-2737
<http://www.chairscholars.org/>

Spina Bifida Association of America
4590 MacArthur Boulevard NW, Suite 250
Washington, DC 20007
800-621-3141
<http://www.sbaa.org/>

Venture Clubs of America
2 Penn Center Plaza, #1000
Philadelphia, PA 19102-1883
215-557-9300

Health Impairments

Hemophilia Federation of America
102 B Westmark Boulevard
Lafayette, LA 70506
800-230-9797
<http://www.hemophiliafed.org/>

Parke Davis Epilepsy Scholarship Award
c/o IntraMed
1622 Broadway, 25th Floor
New York, NY 10019
800-292-7373

Learning Disabilities

AHEAD Scholarship Program
<http://www.ahead.org/resources>

Ann Ford Scholarship Program
National Center for Learning Disabilities
381 Park Avenue South Suite 1401
New York, NY 10016
888.575.7373
<http://www.ld.org/>

Learning Through Listening Award
Recording for the Blind and Dyslexic
20 Roszel Road
Princeton, NJ 08540
609-453-0606
<http://www.rfbd.org/>

Resource Centers / Libraries

Local, statewide, and national resources for people with disabilities, including training, materials, and referral information

To find disability-related resources at any public library website, go to the call number section of the website and search for "adc."

Arkansas Adult Learning Resource Center
<http://aalrc.org>

Arkansas Special Education Resource Center
800.482.8437

Arkansas State Resources
<http://www.nichcy.org/stateshe/ar.htm>

Community Services
<http://www.state.ar.us/aric/search/search.cgi>

Disability Resources, inc.
<http://www.disabilityresources.org/>

National Resource Center on AD/HD
<http://www.help4adhd.org/>

Speech, Language & Hearing

Local and statewide services for education, diagnosis, and/or treatment for people with speech, language, and/or hearing disabilities

Educational Services for the Hearing Impaired
Arkansas School for the Deaf
501.324.9825 (Voice/TDY)

University of Arkansas Speech and Hearing Clinic
<http://www.uark.edu/depts/coehp/SPCL.htm>
501.575.4509

University of Arkansas at Little Rock Speech and Hearing Clinic
<http://www.ualr.edu/%7Eaudiology/clinic.html>
501.569.3155

University of Central Arkansas, Dept of Speech Therapy
501.450.5494 (Voice/TDD)
501.450.5776 (Evaluation Information)

Assistive Listening Devices Center
University of Arkansas at Little Rock, Dept of Audiology and Speech
501.316.2442 or 888.335.0396 (Voice/TDD)

Statewide Services

Statewide resources for people with disabilities

Arkansas Resource Information CyberCenter (ARIC)

Search engine can be used for:

- ADHD/ADD
- Advocacy
- Blind Services
- Deaf Services
- Disability Information

- Disability Services

<http://www.state.ar.us/atic/search/search.cgi>

Laurent Clerc National Deaf Education Center, Gallaudet University, Statewide Services for People who are Deaf or Hard of Hearing

<http://clerccenter.gallaudet.edu/InfoToGo/501.html>

LD Online State Resources

http://www.ldonline.org/finding_help/local_org/arkansas.html#stateagencies

Learning Disabilities Association of Arkansas

<http://www.lidaarkansas.org/>

National Dissemination Center for Children with Disabilities Arkansas State Resources

<http://www.nichcy.org/stateshe/ar.htm>

Reference.com, Arkansas Disability Information

http://www.reference.com/Dir/Regional/US/Arkansas/Disability_Information/

Support Groups

Local support group information for people with disabilities

Brain Injury Association of Arkansas Support Groups

http://www.brainassociation.org/support_groups.htm

Learning Disabilities Association of Arkansas

<http://www.lidaarkansas.org/>

Support Services

Local, statewide, and national resources for support services for people with disabilities; includes information for children and adults

Arkansas Disability Coalition

<http://adcpti.org/>

800.223.1330

Arkansas Fathers' Network

800.482.5850, ext. 22277

Arkansas Job Network

<http://www.arkansasjobnetwork.com/library.asp?pagemode=4&cid=83>

Arkansas Special Education

<http://arksped.k12.ar.us/>

501.682.4225

Arkansas Rehabilitation Services

<http://www.arsinfo.org/>

Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD)

<http://www.chadd.org>

501.835.9000 (Schedule Announcement Line, and volunteer contact number)

Easter Seals

http://ar.easter-seals.org/site/PageServer?pagename=ARDR_services&sesLocation=serv

Health on the Net Foundation

<http://members.tripod.com/carl.daisy/resources.htm>

Increasing Capabilities Access Network

<http://www.arkansas-ican.org/>

Independent Living Centers

- Delta Resource Center
870.535.2222
Service Area: Chicot, Ashley, Jefferson, Grant, Cleveland, Arkansas, Lincoln, Desha, and Drew Counties
- Mainstream
(501) 280-0012 (Voice)
(502) 280-9262 (TDD)
Service Area: Pulaski County
- Sources for Independent Living
501.442.5600
Service Area: Washington, Benton, Madison, and Carroll Counties.
- Spa Area Independent Living Services, Inc.
501.624.7710
Service Area: Garland, Hot Spring, Saline, Clark, and Montgomery Counties.

Job Accommodation Network

<http://www.jan.wvu.edu/>

LD Online [resource guide for home and school on identifying and treating ADHD](http://www.ldonline.org)

<http://www.ldonline.org>

(click on link to resource guide)

LD Resources

<http://www.ldresources.com/>

Learning Disabilities Association of Arkansas

<http://www.ldaarkansas.org/>

Mayo Clinic ADHD Information

<http://mayoclinic.com>

National Resource Center on ADHD

<http://www.help4adhd.org/>

Parent Advisory Council

501.682.1461

Partners for Inclusive Communities

<http://www.uams.edu/UAP/>

Southern Arkansas University Disability Support Services
http://www.saumag.edu/Disability_Support_Services.htm

SUPPORT--Behavioral Health Counseling and Rehabilitation
<http://www.iser.com/SUPPORT-AR.html>

University of Arkansas Center for Students with Disabilities
<http://www.uark.edu/ua/csd/links.htm>

University of Arkansas at Little Rock Disability Support Services
<http://www.ualr.edu/~dssdept/>

University of Central Arkansas Disability Support Services
<http://www.uca.edu/divisions/student/disability/documentation.htm>

University of the Ozarks Jones Learning Center for Students with Learning Disabilities
<http://www.ozarks.edu/campuservices/jlc/>

Transition

Statewide agency providing local support and referral assistance for K-12 students with disabilities for transition from public schools to post-secondary education and/or employment

http://arkedu.state.ar.us/directory/accountability_p5.html#Transition

Disclaimer: *No person shall, in the name of the AALRC, support, endorse, or recommend any method, treatment, product, evaluation center, person, or program for children or adults with learning disabilities in any manner as to give the appearance of AALRC support, endorsement, or recommendation.*

Appendix G

Sample Grievance Procedure Form

(Program Name) has adopted an internal grievance procedure providing prompt and equitable resolution of complaints for members of the public, visitors, clients, and employees not covered under existing agency's grievance procedure alleging any action prohibited by the U.S. Department of Justice regulations implementing Title II of the Americans with Disabilities Act. Title II states, in part, that "...no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits for, or be subjected to discrimination..." in programs or activities sponsored by a public entity.

Complaints shall be addressed to: (Name, address, and phone number of ADA Coordinator), who has been designated to coordinate ADA compliance efforts.

1. A complaint shall be filed in writing or verbally contain the name and address of the person filing it, and briefly describe the alleged violation of the regulations.
2. A complaint shall be filed within five (5) working days after the complainant becomes aware of the alleged violation. Processing of allegations of discrimination, which occurred before this grievance procedure was in place, will be considered on a case-by-case basis.
3. An investigation, as may be appropriate, shall follow a filing of complaint. The investigation shall be conducted by (Name of ADA Coordinator) or in (his/her) absence, any other person designated by the program or agency director. This process contemplates informal by thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit information relevant to a complaint.
4. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by (Name of ADA Coordinator) or the person designated by the program or agency director, and a copy forwarded to the complainant no later than ten (10) working days after its filing.
5. The ADA Coordinator shall maintain the files and records of (Name of Program) relating to the complaints filed.
6. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration must be made within five (5) working days to (Name, address, and phone number of program or agency director).
7. The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA complaint with the responsible federal department or agency.

- 8. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.
- 9. This entire process shall be constituted to protect the substantive rights of interested persons to meet appropriate due process standards and to assure that the (Name of program) complies with the ADA and implementing regulations.

This will certify that (Name of ADA Coordinator) will serve (Name of Program) as the Coordinator/Counselor for:

- A. Title VI (prohibits discrimination on the basis of race)
- B. Title IX (prohibits discrimination on the basis of sex)
- C. Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination on the basis of disability)
- D. Other _____

Date

Signature of Program or Agency Director

Distribution:

Appendix H

GUIDELINES FOR MAKING REQUESTS FOR GED TESTING ACCOMMODATIONS

Note: These guidelines are to be used solely for the purpose of completing the GED Forms. In accordance with both federal and state regulations, it is the position of the GED Testing Service that accommodations for eligible students with disabilities must be based upon their unique needs rather than on disability labels.

LEARNING & OTHER COGNITIVE DISABILITIES			
Problem	Possible Accommodations	Professional Diagnostician	Documentation Needed
Reading Disorder	<ul style="list-style-type: none"> • Extended Time • Audiocassette (generally with double time) • Private room • Scribe (to write the essay dictated by the examinee and to fill-in bubbles on multiple-choice answer sheet) 	<ul style="list-style-type: none"> • Clinical Psychologist • School Psychologist • Neurologist • Neuropsychologist • Neuropsychiatrist • Psychiatrist (with psychological testing from a licensed psychologist) • Education Specialist (using psychological testing from a licensed psychologist) 	<ul style="list-style-type: none"> • Completed LD Request Form • Measurement of academic achievement in broad reading, broad written language, broad math and/or broad knowledge, using WJ-R, WJ-III Ach., WIAT-I, WIAT-II or other primary accepted tests • Measurement of Verbal IQ, Performance IQ, and Full Scale IQ, with subtest scaled standard scores, using WISC-III or WAIS-R or one of the other accepted tests • Diagnosed disability • DSM-IV Code(s) • List of the functional limitation(s) caused by the disability • Request accommodation(s) • Rationale for Accommodation(s)
Written Language Disorder	<ul style="list-style-type: none"> • Extended Time • Scribe (to write the essay dictated by the examinee and to fill-in bubbles on multiple-choice answer sheet) • Private Room 		
Math Disorder	<ul style="list-style-type: none"> • Extended time • Calculator • Private Room • Scribe 		

ATTENTION DEFICIT/HYPERACTIVITY DISORDER			
Problem	Possible Accommodations	Professional Diagnostician	Documentation Needed
Attention Deficit/Hyperactivity Disorder	<ul style="list-style-type: none"> • Supervised frequent breaks (break intervals/times specified by certifying professional) • Extended time • Private room 	<ul style="list-style-type: none"> • Neuropsychologist • Neurologist • Psychiatrist • Medical Doctor • Psychologist with a specialty in ADD/ADHD 	<ul style="list-style-type: none"> • Completed AD/HD request form • Letter on official letterhead, signed by the medical doctor, psychiatrist, psychologist, that includes the following: <ul style="list-style-type: none"> • Diagnosis of the disability • Developmental history • Results from a specific test of attention such as TOVA Gordon Diagnostic Battery of the Connors Continuous Performance Test • DSM-IV Code • List of the functional limitation(s) caused by the disability • Requested accommodation(s) • Rationale for accommodation(s)

EMOTIONAL/MENTAL HEALTH DISABILITY			
Problem	Possible Accommodations	Professional Diagnostician	Documentation Needed
Examples of conditions: <ul style="list-style-type: none"> • Schizophrenia • Depression • Bipolar Disorder • Anxiety Disorder • Extensive Medication (antipsychotic or other) 	<ul style="list-style-type: none"> • Private Testing • Frequent supervised breaks • Extended time 	<ul style="list-style-type: none"> • Medical Doctor • Clinical Psychologist • Neuropsychologist • Psychiatrist 	<ul style="list-style-type: none"> • Completed EMH request form. • Letter on official letterhead, signed by the medical doctor, psychiatrist, psychologist, that includes the following; <ul style="list-style-type: none"> • Diagnosis of the disability • Level of impairment • History • DSM-IV Code • List of the functional limitation(s) caused by the disability • Requested accommodation(s) • Rational for accommodation(s)

PHYSICAL/CHRONIC HEALTH DISABILITY			
Problem	Possible Accommodations	Professional Diagnostician	Documentation Needed
Visual Impairment	<ul style="list-style-type: none"> • Large print and/or audiocassette version (generally with double time) • Braille and/or audiocassette version with extended time (generally double time) • Scribe • Talking calculator for entire Mathematics Test • Other: LCR screen, abacus, stylus & Slate etc. (may require additional time for approval) 	<ul style="list-style-type: none"> • Ophthalmologist • Optometrist • Medical Doctor 	<ul style="list-style-type: none"> • Completed PCH Disability form • A letter on official letterhead, signed by the qualified professional and includes the following: <ul style="list-style-type: none"> • Diagnosis of the disability • List of the functional limitation(s) caused by the disability • Requested accommodation(s) • Rationale for accommodation(s)
Hearing Impairment	<ul style="list-style-type: none"> • Extended time • Test Instructions (not actual test questions) interpreted in sign language by a certified interpreter • Video tape draft of essay 	<ul style="list-style-type: none"> • Audiologist • Medical Doctor 	
Examples of other physical conditions: <ul style="list-style-type: none"> • Mobility Impairment • Pain • HIV • Diabetes • Cancer • Extensive Medication 	<ul style="list-style-type: none"> • Extended time • Scribe (when upper appendages are impaired) • Frequent Supervised breaks (break intervals/times specified by certifying professional) • Private Room • Other: Head stick, adapted keyboard, mechanical or electronic devices, etc. (may require additional time or approval) 	<ul style="list-style-type: none"> • Medical Doctor • Qualified diagnostician 	

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