



## **Office of Adult Transition Services**

# **Policy Manual for Serving** **Learners with Special Needs**

Revised for FY 11

*The procedures and policies in this document conform to the requirements of the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Services Act of 1973, the Americans with Disabilities Amendments Act 2008 (ADAAA), and the Family Educational Rights and Privacy Act 1974 (FERPA). The procedures and policies in this manual meet the requirements of the Colorado Department of Education (CDE), and are also in alignment with procedures and policies of Lamar Community College and the Colorado Community College System (CCCS).*

**Lamar Community College and the Office of Adult Transition Services do not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in its educational programs or activities. Individuals with disabilities should contact the LCC Special Populations Coordinator, Becky Young, at 719.336.1533 for assistance.**

# Accessibility of the Facilities

The main offices of full-time staff working in the Office of Adult Transition Services at Lamar Community College are located on the second floor of the Bowman Building, a building with no elevator and no ramp access to the second floor. The primary classrooms used for instruction by Adult Transition Services are also on the second floor of the Bowman Building.

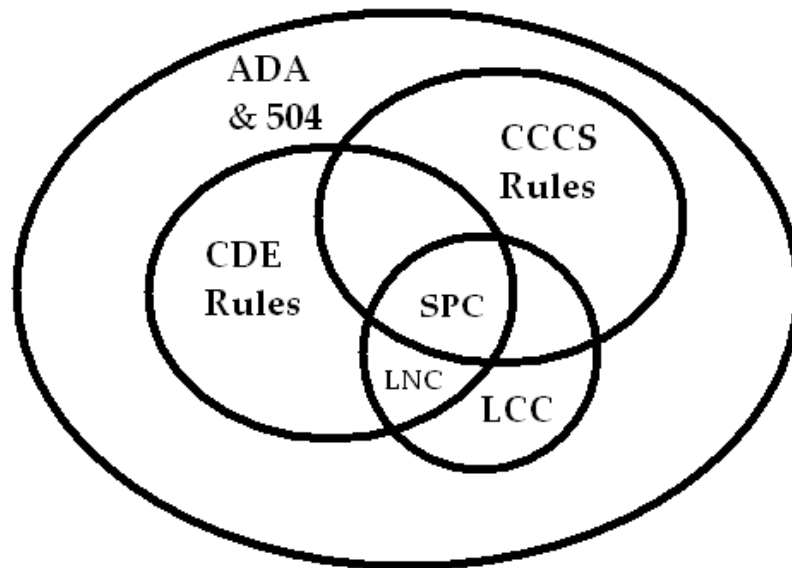
Intake, however, including orientation and placement testing, is conducted in either of two ADA/ accessible rooms on the first floor of the Bowman Building, room 128 and room 147.

In addition, room 128 is a dedicated ADA/accessible classroom that can be used in lieu of either of the second floor classrooms, to accommodate a student with a disability that prevents the climbing of stairs. If there are students in two Adult Transition Services classes meeting at the same time who need accessible, first-floor classrooms, this can be accommodated by using both room 128 and the other available classroom, room 135, and these classrooms can be scheduled for a full semester at a time as needed.

If the demand for accessible classrooms in the Bowman Building is greater than the number of available first-floor rooms, there are multiple classrooms available in the fully ADA/accessible nearby Betz Building, which again can be scheduled for a full semester at a time, as needed.

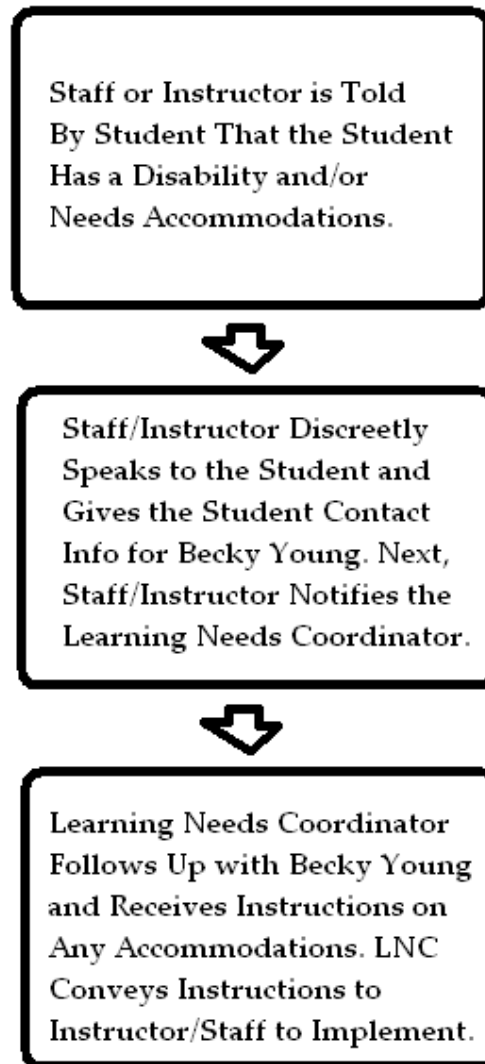
The College library, located on the first floor of the Bowman Building, is ADA/accessible, as are the tutoring and computer labs in the Learning Support Services on the first floor of the Bowman Building, and three computer labs as well as the campus bookstore and ATM machine in the nearby fully ADA/accessible Betz Building.

# Accountability



This figure demonstrates overlapping relationships of accountability within the context of federal laws that safeguard the rights of individuals with disabilities, in particular the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Services Act of 1973. These laws provide guidance to the Colorado Community College System which oversees Lamar Community College, and to the Colorado Department of Education, which administers a federal grant, under the Adult Education and Family Literacy Act (AEFLA), that funds ESL, ABE, and ASE (GED-prep) classes which are offered for free through the Office of Adult Transition Services at the College. **Becky Young** represents Lamar Community College as the **Special Populations Coordinator** (SPC in the above diagram) for the whole College. In the Adult Transition Services program, the Learning Needs Coordinator (LNC) receives instructions from Becky Young, follows the policies of the College and reports to CDE-AEFLA. The LNC is responsible for sharing current information about learning disabilities issues with program staff, ensuring that students in the program are informed about the availability of accommodations as part of their enrollment process or orientation, and attending CDE-AEFLA sponsored training. E-mail: **Becky.Young@lamarcc.edu**.

# Flowchart of Procedures



Learners with disabilities will be referred to Becky Young, the Special Populations Coordinator for Lamar Community College to discuss their needs. The contact info for Becky Young is: **719-336-1533** and **Becky.Young@lamarcc.edu** . The Learning Needs Coordinator (LNC) will follow up with Becky Young within 72 hours, and the LNC will receive, relay, and monitor implementation of any accommodation instructions from Becky Young. Documentation of the student's request and the program's response, including the disability disclosure and accommodations provided will be recorded in the CAESAR database.

# Protecting Confidentiality

Any document or information mentioning or implying a disability will NOT be kept in that student's regular file. Instead, any such document or information will be kept in a separate file maintained by the program director. For the release of such items, written permission of the student will be required.

## Student Progress Policy - AEFLA

The Office of Adult Transition Services at Lamar Community College recognizes the value of every learner and importance of a quality education. We offer adult basic education programs consisting of English as a Second Language and GED Preparation. Our committed staff creates a partnership with learners to provide opportunities for individuals to develop skills and confidence for life.

It is very important to us that every learner enrolled in our program has the opportunity to improve his/her reading, math, or English skills in a supportive educational environment. Learners must work with staff to identify and monitor progress towards a measurable education or workforce preparation-related goal. We measure progress by conducting standardized pre and post-assessments. Guidelines set forth by publishers of TABE and BEST Plus indicate learners should be able to gain 1 Educational Functional Level (EFL) during 60 hours of instruction.

If after 60 hours of instruction, the learner has not shown at least one EFL gain on a post-assessment from the level he/she pre-assessed at, program staff will offer encouragement and advice to the student on learning strategies while striving to make our program a better educational environment for that individual. *After a subsequent 60 hours of instruction*, if the learner still has not achieved a one-EFL gain, the program director will make a determination as to whether the student is able to make adequate progress in classes at Adult Transition Services, and may recommend an alternative course of action or different career pathway.

# Grievance Policy & Procedures

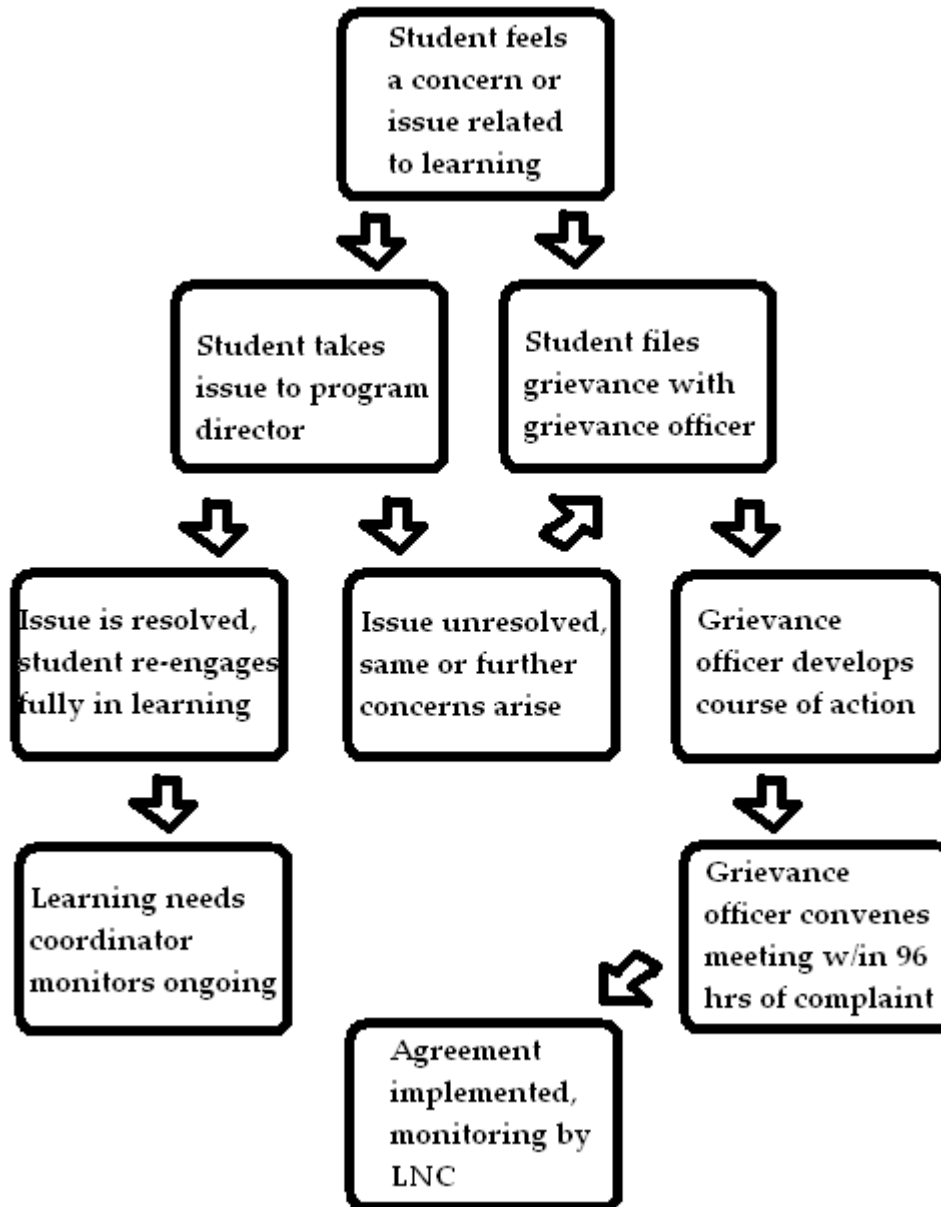
Students in our classes are human beings and their instructors are human beings as well. When human beings are involved in an activity as potentially transformative as teaching and learning together, there are bound to be misunderstandings on all sides and, quite frankly, all of us are capable of and likely to make mistakes. Instructors and students are strongly encouraged to keep open their channels of communication, and to follow that ancient philosophy of trying to imagine what things look like from another person's perspective before drawing any conclusions or shutting ourselves off from further interaction.

If a student is concerned about the state of the learning relationship with an instructor, another student, or a number of classmates, the student is encouraged to first bring the matter to the attention of the program director, who will make every feasible effort to comprehend and remedy the situation through discreet conversations with the various persons involved.

If the problem persists after the director's attempt to resolve things, the student may wish to file a grievance with Becky Young, the grievance officer of Lamar Community College. **Contact Becky Young at 719-336-1533 or [Becky.Young@lamarcc.edu](mailto:Becky.Young@lamarcc.edu)** . A student may file a grievance with Becky Young at any time, and it is NOT necessary to go first through the director of the program or any other staff member or instructor.

The grievance officer will interview the student and take written notes, as well as asking the student to write a statement summarizing the complaint. Within 96 hours of the filing of a grievance, the grievance officer will develop a recommended course of action to remedy the situation, and her recommendation will be discussed in a group setting with all the parties, with either the learning needs coordinator (LNC) or the Vice President of Academic Services presiding. An agreement between the parties will be established at this meeting. The LNC will implement the agreement and monitor its progress. If the student disagrees with the actions of Becky Young, he/she can appeal to Gwen Gruenloh, 719-336-1572.

# Flowchart of the Grievance Process



**Grievance Officer for Lamar Community College:** Becky Young, 719-336-1533

**Director of Adult Transition Services:** Robb Scott, 719-336-6646

**Learning Needs Coordinator (LNC):** Robb Scott, 719-336-6646

**Vice President for Academic Services at Lamar CC:** Dr. Deb Loper, 719-336-1518



# Ongoing Evaluation of Accommodations

Accommodations for students with disabilities will be implemented in precise keeping with instructions received from Becky Young, Special Populations Coordinator for Lamar Community College. Data on the effectiveness of accommodations will be collected by the instructor and by the Learning Needs Coordinator (LNC) as the instructional calendar progresses, with an understanding that results are going to develop over time.

If an instructor has a suggestion for an adjustment to an accommodation, he or she should present the idea to the Learning Needs Coordinator (LNC), who will convey in writing the suggestion to Becky Young, who as the Special Populations Coordinator at Lamar CC is solely responsible for determining accommodations, and to the director of Adult Transition Services. The answer from Becky Young will provide instructions on whether to continue the original accommodations or to make any changes in the accommodations for that student. The Learning Needs Coordinator will ensure implementation of these new instructions by the teacher(s) and follow up to monitor progress.

## Gathering and Reporting to CDE-AEFLA of Data on Learners with Disabilities

The Adult Transition Services program gathers, documents and reports information about learners with disabilities to the CDE-AEFLA office, using the CAESAR database as well as required annual reports to communicate data on: specific disabilities, accommodations offered and accepted or rejected, and ongoing evaluation of success of accommodations.

Amy Jaime, Adult Transition Services Coordinator and GED Examiner, maintains the program's data entries on CAESAR, and Robb Scott, Director of Adult Transition Services, maintains disability information on individual students for confidentiality, and completes required annual reports to CDE-AEFLA.

# Policies Specific to the GED Exam

Testing accommodations are available to GED candidates with special needs. Adult learners with special needs may apply for special testing accommodations if they can document that they are capable of passing the GED Exam but are prevented from doing so because of a disabling condition.

Candidates with learning or physical disabilities may request modifications of standard testing conditions based on documented special needs. Modifications include extended testing time, assistance from a scribe, use of a calculator, use of an audiocassette, testing in a private room and/or frequent supervised breaks. Special editions of English-language GED tests are available in Braille, and large print formats when need is documented.

To receive testing accommodations, candidates must complete a request form that fulfills these criteria:

- Documentation of ability to pass the GED Tests
- Documentation of the disabling condition
- Relation of the requested accommodations to the documented disabling condition
- Completion of the request forms in their entirety

In addition to the listed criteria, requests for accommodations for specific learning disabilities and/or ADHD must provide recent documentation of academic achievement. Request forms are available at all Colorado GED Testing Centers, including the Lamar Community College site.

For more information, please contact the Chief GED Examiner for the Lamar Community College site, Amy Jaime: 719-336-6644 or Amy.Jaime@lamarcc.edu.