

## **Rationale**

State policy requires that AEFLA-funded programs establish, in collaboration with the program's board of directors, school district disabilities office, community college disabilities office, or other oversight body, a written procedure for local implementation of state special learning needs policy.

## **Implementation**

AEFLA-funded programs must establish a written policy on their local implementation of the state AEFLA Program Policy: Special Learning Needs. The policy should include a description of how special learning needs are addressed during orientation, enrollment, assessment and instruction; and a description of the procedure the program will follow when an individual provides documentation of a learning disability; a description of how the program maintains confidentiality and protects learners' right to privacy. Additionally, if the program screens for potential learning disabilities, a description of the screening process is required.

Programs may follow the organization used in this policy document or they may use another format and organization for their policy, whichever best meets their needs. CDE/AEFL will accept any format and organization of local special learning needs policy, as long as it contains the basic elements described here.

1. Include this statement: [Adult Education Program] does not discriminate based on disability.
2. Describe the accessibility of the facilities where intake, assessment and instruction are conducted. If the facilities are not accessible, describe options such as reassignment of a class to an accessible area if necessary.
3. Identify the Learning Needs Coordinator (LNC) and describe his/her responsibilities.
4. Describe how learners are informed of their right to request accommodations during intake, enrollment and assessment.
5. Describe the process program will follow when a learner discloses a disability and requests accommodations.
  - Learners with disabilities will be referred to the LNC to discuss their needs
  - The time frame within which an accommodations request will be reviewed
  - Identify acceptable disability documentation for the provision of accommodations
  - The process for determining whether or not the program can provide the requested accommodation or if equally effective alternatives will be offered

- The meeting with the learner to respond to the request
  - The documentation of the request and the program's response, including recording in CAESAR the disability disclosure and accommodations provided
6. Describe how the program protects confidentiality of learners with disabilities, including storage and release of information.
  7. Explain the grievance policy and procedure.
  8. Describe how the LNC will monitor the effectiveness of the accommodation(s) and how adjustments will be made if necessary.
  9. Describe how the program gathers, documents and reports information about learners with disabilities to the CDE/AEFL office. For example, specific disability, accommodations offered and accepted/rejected, success of accommodations, screening offered and accepted/rejected, screening results
  10. Describe partnership with host agency, if applicable, regarding serving learners with special needs.
    - Identify disabilities coordinator
    - Describe how SLN procedure were developed collaboratively with host agency
  11. If the program screens learners for potential learning disabilities, describe the research-based screening tool(s) used, how learners are identified for screening, at what point the screening is conducted; e.g., during enrollment, after classes have started), how the screening is conducted (who conducts the screening, where it is conducted and the actual process) and post-screening steps.