

4.6 Ability to Service Adults with Disabilities

Give an overview of the consortium's process to effectively serve eligible adults with disabilities, including learning disabilities (this could include a referral process when appropriately needed).

- **How are providers identifying and utilizing appropriate accommodations for students (and staff)?**

Our ISD One91 School for Adults location features facilities that are completely ADA compliant. Two elevators and eleven entrances with ample handicap accessible parking is available to the public and our students. There are no steps between the upper parking lot and our classrooms. The building offers ADA compliant doorways, accommodating tables and workspaces, and flexible classroom seating for students. ADA compliant restrooms are located throughout the building, including in our office area next to the classroom spaces. We have had various students who use wheelchairs, walkers, and canes be able to physically participate in and attend our classes on site without a problem. We also offer online and hyflex options for any student that would have difficulty leaving home to attend class onsite.

In November of 2021, all six ABE classrooms had Lightspeed Speakers and Microphones installed. This technology allows the teacher to wear a chargeable microphone around their neck that can be easily muted/unmuted with the press of a button. The microphone and speaker system allows high speech intelligibility and full range multimedia sound for all students to hear. The superior audio quality allows our students to hear sounds that are normally hard to distinguish, such as the difference in sound of “ph” and “th”. Both our students and our teachers have remarked about how much of a difference these audio systems have made in the quality of sound and instruction in the classrooms.

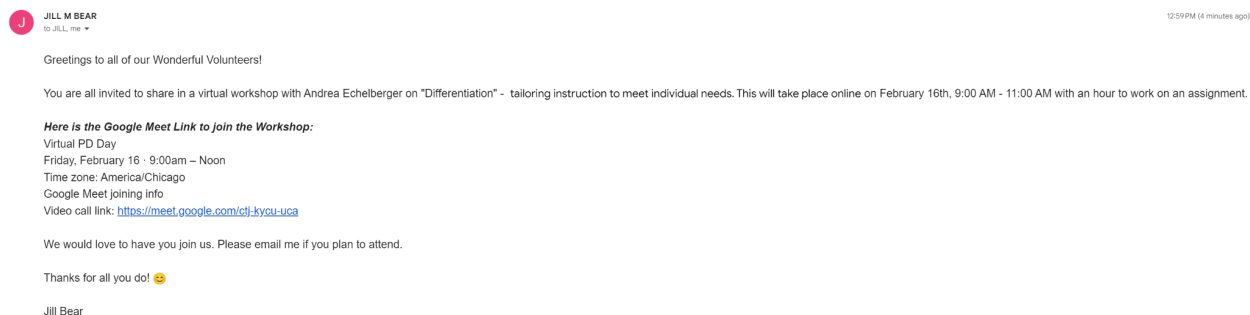
All incoming students are given a CASAS assessment test for class placement. If a student identifies that they have a learning disability and has a reading score below 2.0, we refer the student to PANDA's website and contact information for resources and support. If the student speaks English as their first language, we try to find a volunteer tutor to teach them 1:1, during an agreed upon time. If a student speaks English as their second language and has a learning disability, we try to pair a volunteer tutor up 1:1 to assist them in the ESL class they're placed in. We share with all incoming students that our staff, volunteers and tutors are not specifically trained or licensed to deliver Special Education instruction. We also share information about other programs within Dakota County that the student might be eligible for.

Dakota	HASTINGS SCHOOL DISTRICT #200	Club Happenings	Hastings	(651) 480-7670	www.HastingsCommunityEd.com
Dakota	NORTHFIELD DISTRICT #659	Project A.B.L.E.(with Faribault)	Northfield	(507) 664-3649	www.northfieldschools.org
Dakota	ROSEMOUNT/APPLE VALLEY/EAGAN #196: Consortium with Burnsville, Farmington, Lakeville, & Randolph	River Valley Project Explore	Rosemount	(651) 423-7920	www.district196.org
Dakota	TRIDISTRICT COMMUNITY EDUCATION: WEST SAINT PAUL #197: SOUTH ST PAUL & INVER GROVE HEIGHTS #199	Access Project	Mendota Heights	(651) 403-8313	www.tridistrictce.org

We have paper copies of this [Dakota County Community Resource Guide](#) that we give to students who indicate they are in need of support for food, housing, and other support.

All ISD One91 staff support students with learning differences through differentiated instruction, time extensions on assignments, and all learning accommodations that our teaching staff can provide. If a student is identified as struggling with the daily requirements of class, or not improving after at least 40 hours of instruction, we meet with the student and review additional learning support options including [PANDA](#), outside tutoring options, and accommodations that our site and staff may provide.

All teachers in our Burnsville ABE Program are attending a three hour “Differentiation in the Classroom” Training with Andrea Echelberger on February 16, 2024 this year. All volunteer tutors in our program were also invited to attend this training. We scheduled this training to help ensure that all teachers and volunteers in our school feel knowledgeable about various differentiation methods and tools that can be utilized in the classroom to help students at all levels and of all abilities.



In regards to staff with disabilities, we follow our 191 District Policy:
[402 - Disability Non-Discrimination Policy](#)

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons in Independent School District 191 and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

A. Independent School District 191 shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.

B. Independent School District 191 shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. Independent School District 191 shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.

C. Independent School District 191 shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.

D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact Hailey Busker, of Human Resources Coordinator, 200 West Burnsville Parkway, Burnsville, MN, 55337, 952-707-2010, hbusker@isd191.org. This individual is the school district's appointed ADA coordinator.

Legal References:

- Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
- 29 U.S.C. 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973)
- 42 U.S.C., § 12101 (Americans with Disabilities Act)
- 29 C.F.R. Part 32 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)
- 34 C.F.R. Part 104 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)

- **Cross References:** Burnsville-Eagan-Savage School District Policy 413 (Harassment and Violence)
- Burnsville-Eagan-Savage School District Policy 521 (Student Disability Nondiscrimination)
 - **What are the results or outcomes of the consortium's efforts to appropriately serve eligible adults with disabilities?**
- One of our ESL Teachers successfully ordered a keyboard from PANDA to assist a student with visual impairments.
- Our ABE volunteers prove to be invaluable resources when we have students with special needs. We currently have a student that speaks English as a first language, attended K-12 schools in the United States, but she is 26 years old and doesn't know how to read. One of our volunteers meets with her for 3 hours once a week to work on phonics, sight words, and phonemic awareness skills. The volunteer is a former elementary school teacher and she is using Reading A to Z, beginning reader books from the library, and Moby Max to help this student gain the basic skills she needs in order to learn to read. Without this volunteer, we wouldn't have had the capacity to serve this individual student's needs in a meaningful way.
- We also have another student that is a native English Speaker but needs help with writing. Another volunteer spends two hours with her each week, working on reading and writing skills. We are fortunate to have enough volunteers to help each class, at least once a week. Volunteers are able to work 1:1 or with small groups of students who need extra support, including those with a learning disability.
- Our school helps Para Pro Students who are taking the Para Praxis Exam and English is their second language to fill out an extra time application with ETS. This extra time application allows ELL students to have time and a half when taking their Para Praxis Exam. So, instead of having 2.5 hours to complete 90 questions, they get 3 hours and 45 minutes. This is the way that ETS accommodates students whose first language is not English. Every student who speaks English as a second language and who has filled out an extra time application has been given extra time to take the test.
- We have also assisted GED students who qualify for testing accommodations receive them. Students that have a clinically diagnosed learning disability or who were on an IEP qualify to receive extra time and/or breaks when taking their official GED Tests. We help students apply for and receive these accommodations through ged.com

