

Americans With Disabilities Act (The ADA)

History and the Law

This section provides basic resources that will help you learn and stay updated with the law and the historical development of this valuable legislation that protects people with disabilities in the United States.

The [summary of the ADA](#). This website provides the basic (and detailed if you prefer) information on how the ADA prohibits discrimination against people with disabilities in everyday activities.

Information about [specific disabilities and issues](#) as they relate to the law

These resources report on some problems related to the ADA:

[Consequences of the Americans with Disabilities Act](#)
[The ADA was a Victory for the Disabled Community, but We Need More. My Life Shows Why](#)

ADA Compliance (Federal)

The ADA has many requirements for compliance. This section contains resources that may be relevant to your organization based on the federal requirements. Note that the state has its own requirements as well, which are addressed in the next set of resources.

General Information about implementation of the ADA
[ADA Network](#) for our region: [New England ADA Network](#)

For small business compliance: go to [ADA.gov](#) and open the tab titled “Businesses that Are Open to the Public” and then consult the [Small Business Primer](#).

To file a federal complaint use the [Complaint Form](#) given at the ada.gov website.

If you are interested in learning more about some common ADA complaints, view the [ADA charges filed with the EEOC](#).

These sources provide general information related to implementation of the law, including the difficulties and barriers to implementation:

- i. Read: [A Brief History of Disability Rights Movement](#)

- ii. Read or Listen: [A Look at the History of the Americans with Disabilities Act](#) (you may choose to listen to text on the page by clicking “listen” in the lower left corner)
- iii. Read: [The ADA and City Governments: Common Problems](#)
- iv. Read: [Twenty-Five Years Later: Situating Disability in America’s System of Stratification](#)
- v. Watch: [What is a “Reasonable Accommodation”?](#)
- vi. Read: [Differences Between the Scope of Laws in Education of Persons with Disabilities](#)

ADA Compliance (The Massachusetts Department of Elementary and Secondary Education)

These resources relate to the [ADA standards prescribed by DESE](#) particularly as they relate to the [Adult and Community Learning Services \(ACLS\)](#) . These standards mandate that each AE program must to the following: have an ADA coordinator, post a Public Notice, establish and disseminate a Grievance procedure, conduct self-evaluation, and have a transition plan. Below are the resources for each of these steps. Students and citizens can also file a [ADA grievance with the state of Massachusetts](#).

Roles of the ADA Coordinators

Roles of the ADA Coordinators are listed in the first bullet of the [ACLS ADA Standards](#).

Public Notice

This section gives the steps and resources that you can use to meet the requirements for posting the Public Notice. Using the [ACLS Public Notice Repository](#) to do the following:

- Print out the notice in English and in at least three other languages that correspond to the student body you are serving.
- Fill out the form with the information based on your program.
- Post the notice
- Ensure that you have the notice available in alternative formats:
- Large print notice: Use your office printer to print a large font notice.
- Braille notice: Have the notice transcribed into Braille by using one of these [producers of Braille documents](#) or through this [directory of producers of reading materials](#). You may also designate a teacher or staff to become a literary Braille transcriber: the training is free through the [National Federation of the Blind](#).

- Use of a qualified sign language interpreter at meetings and in classes to announce and explain the Public Notice
- You can find a qualified interpreter through the [Registry for the Interpreters for the Deaf](#). You may learn more about Sign Language interpretation by visiting the [ADA Network's tips on Sign Language Interpreters](#).
- Audio: Use your phone to record an audio file (mp3) of the Public Notice and send it to students who request it.
- HTML format on an accessible website: If you are posting the notice on your website, review [Guidance on Web Accessibility and the ADA](#) or insist that your web developers consider [Google accessibility extension](#) for accessible web development.

Grievance Procedure

This section gives the steps and resources that you can use to meet the requirements for posting the Grievance Procedure. Using the [ACLS Grievance Procedure Repository](#) do the following:

- Print out the notice in English and in at least three other languages that correspond to the student body you are serving
- Fill out the form with the information based on your program
- Ensure that you have the notice available in alternative formats; you may choose to use the same process you followed for the Public Notice
- Consider including a short statement about your grievance procedure on your website, program handbooks for staff and students, or posting it in a public space. You may find an example of a short statement about grievance procedure on this [ADA Action Guide Form](#)
- [Plan](#) and communicate the grievance procedure to all staff and students in your program.

Self evaluation

This section gives the steps and resources that you can use to meet the requirements for conducting Self-Evaluation.

- Access the mandatory [self-evaluation checklist](#).
- Review [these tips and instructions](#). Should you prefer to hire a professional to complete the checklist for your program, or if you have any questions about it, consider contacting the [New England Center](#), which is the federally funded ADA hub for our region.
- You may also, review [Self-Evaluation Forms](#) compiled by the New England ADA. You may choose to conduct any additional self-assessments provided in this resource.

- Numerous agencies conduct ADA Audits for a fee. To find the one you like, google the keywords: “ADA Audit” or “ADA Compliance.” Many for-profit entities provide services for auditing spaces and processes as well as for creating accessible materials and websites. We are not recommending any particular one, you must shop around for the one that suits your needs and budget the most. You may include the price for this assessment in your Transition Plan, which you will work on in the next unit.

Transition Plan

This section gives the steps and resources that you can use to meet the requirements for posting the Self-Evaluation. You may choose to use the [Transition Plan created by SABES](#) or you may find samples of transition plans by scrolling through [Self-Evaluation Forms](#) compiled by the New England ADA. In the section titled Sample Documents, you will find several other examples of fillable Transition Plans and Action Plans.

Accommodations

This section contains some general resources for accommodation.

Visit [HiSET Accommodation Request Testing](#) to learn about the process for requesting accommodations for HiSET. Accommodations typically include: extended time, private room, additional break time, reader/recorded audio, large print/screen magnification, scribe/keyboard entry aid, and embedded e-test accommodations. Other accommodations are possible and would be based on the evaluation and advocacy.

Note that the GED Testing Center provides specific guidelines for evaluations. If you are referring a student for evaluation in order to apply for testing accommodations, they should bring the guidelines to the provider. The guidelines and the accommodation request for GED testing can be found at GED Testing Center: [GED Testing Accommodation Request](#).

Read LINC'S Publication on learning disabilities in adult education: [Learning to Achieve: A Professional's Guide to Educating Adults with Learning Disabilities](#)

Job Accommodation Network website where you can search for accommodations based on disabilities: [JAN Publications & Articles Regarding Learning Disability](#).

LDonline is a website that contains many strategies for accommodated teaching and learning: [All About Learning Disabilities and ADHD](#).

View the [Introduction to Assistive Technologies](#) created by the European Panel for the Future of Science and Technology

Review [some examples and cases studies on the use of Assistive Technology](#)

Learn about alternative formats libraries use to [enable access for learners who are blind](#).