

EFFECTIVE COMMUNICATION

In compliance with federal and state law, all District-sponsored programs, activities, meetings, and services will be accessible to individuals with disabilities, including persons with hearing, vision, and/or speech disabilities. When communicating in this context with students, families, applicants, participants, members of the public, and their companions with disabilities, the District will take appropriate steps to ensure that any communications are as effective as communications with persons who have no disabilities. Such steps will include furnishing in a timely manner appropriate auxiliary aids and services when necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, programs, activities, meetings, or services conducted or sponsored by the District. The information contained within the District's website is a service will be accessible to all individuals with disabilities.

When an IDEA-eligible or a Section 504-eligible student's disability impacts his/her hearing, vision or speech, the school will apply both a FAPE (free and appropriate public education) analysis and the effective communication requirements of the Americans with Disabilities Act of 1990 (Title II) in determining how to meet the student's communication needs and how to formulate the student's individual education program (IEP).

For families, applicants, participants, members of the public, and their companions, the District's website will provide information on how to request auxiliary aids and services, ask related questions, or raise concerns. When necessary and upon request, such information will also be provided in an accessible format for the requestor at no cost. A form for requesting auxiliary aids and services will be available on the District website, at the District office and attached as an appendix to the implementing procedure for this policy. When determining an appropriate auxiliary aid or service, the District or school will give primary consideration to the auxiliary aid or service specifically requested by the person with a disability.

For purposes of this policy, "auxiliary aids and services" include a wide range of services, devices, technologies, and methods for providing effective communication, and may include:

1. Effective methods of making aurally-delivered information available to individuals who are deaf or hard of hearing, such as:
 - qualified interpreters (on-site or through video remote interpreting services)
 - note-takers
 - real-time computer-aided transcription services ("CART")
 - written materials
 - the exchange of written notes
 - telephone handset amplifiers
 - assistive listening devices

- assistive listening systems
 - telephones compatible with hearing aids
 - closed caption decoders
 - open and closed captioning, including real-time captioning
 - voice, text, and video-based telecommunications products and systems, including text telephones (TTYs), videophones, and captioned telephones, or equally effective telecommunications devices
 - videotext displays
 - accessible electronic and information technology
2. Effective methods of making visually-delivered information available to individuals with visual impairments, such as:
- qualified readers
 - taped texts
 - audio recordings
 - Brailled materials and displays
 - screen reader software
 - magnification software
 - optical readers
 - secondary auditory programs (SAP)
 - large print materials
 - accessible electronic and information technology
3. Effective methods of enabling a person with a speech disability to communicate with the school or District personnel, such as:
- a word or letter board
 - writing materials
 - spelling to communicate
 - a qualified sign-language interpreter
 - taped texts
 - a computer
 - a portable device that writes and/or produces speech
 - telecommunication devices
4. Acquisition or modification of equipment or devices; and
5. Other similar services and actions.

Auxiliary aids and services will be provided for any school-initiated program, activity, meeting, or service, which may include:

- Parent/teacher conferences
- ESE/IEP/504 meetings
- Conferences or hearings involving student corrective action
- Planning meetings
- Interviews for District employment
- Staff Meetings
- Interactive meetings regarding accommodations
- Graduation ceremonies
- Field Trips
- School Performances or Sporting Events
- Board Meetings
- Website information, including on-line information regarding curriculum, policies, and Board materials and agendas.
- Reports of student grades and academic progress
- Parental alerts regarding school closures or events

The Superintendent is granted the authority to develop procedures in order to implement this policy.

Cross References:

Policy 2161	Special Education and Related Services for Eligible Students
Policy 2162	Education of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973
Policy 3210	Nondiscrimination

Legal References:

RCW 28A.642	Discrimination prohibition
RCW 49.60	RCW Discrimination — Human rights commission
WAC 392-400-215	Student rights
42 U.S.C. §§ 12131-12134	Americans with Disabilities Act of 1990 (ADA) (Title II)
28 C.F.R. part 35	Nondiscrimination on the basis of disability in state and local government services
29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
34 C.F.R. part 104	Section 504 of the Rehabilitation Act of 1973
20 U.S.C. §§ 1400-1419	Individuals with Disabilities Education Act (IDEA), Part B
34 C.F.R part 300	Assistance to states for the education of children with disabilities

Management Resources:

Policy News, March 2016

Adopted: 062816

Tahoma School District