

## 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 that 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
- Brail 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:                    2161 - Special Education and Related Services for Eligible Students  
    2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973  
    3210 - Nondiscrimination

4218 - Language Access Plan

Legal References:

Chapter 28A.642 RCW Discrimination prohibition  
Chapter 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, 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:

2016 - March Issue

Adoption Date: 2.21.17

Classification: **Priority**

Revised Dates: