

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 to the best of their ability 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

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

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