

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
 - 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: 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 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

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Washougal School District**

Effective Communication

The District is committed to ensuring that all District-sponsored programs, activities, meetings, and services will be accessible to individuals with disabilities, including persons who have impaired hearing, vision or speech. The following procedure is intended to assist the District in taking appropriate steps to ensure that, related to such programs, activities, meetings, or services, any communication with students, families, applicants, participants, members of the public, and their companions with disabilities are as effective as communications with persons who have no disabilities. There is no fee or charge for the District to provide appropriate auxiliary aids or services.

Requesting Communication Aids or Services for a Program, Activity, or Event

Individuals who may need an auxiliary aid or service to participate in and enjoy the benefits of a program, activity, meeting, or event should contact the school or District office as soon as possible and no later than forty-eight (48) hours before a scheduled program or activity so that the District can make necessary arrangements. The District will make reasonable efforts to accommodate any requests made less than forty-eight (48) hours in advance of a program, activity, meeting, or event. For auxiliary aids or services specifically during a meeting of the Board of Directors, the request should be made directly to the office of the Superintendent.

The District's website provides information on how to request auxiliary aids and services, ask related questions, or raise concerns. The following is the site for this information:

[<http://www.washougal.k12.wa.us/board/policies/4000/4217.pdf>]

If a person with a disability cannot access this format, this information will also be provided in an accessible format when necessary and upon request.

A form for requesting auxiliary aids and services is on the District website. While it is not required that this form be used to make such a request, this written form will minimize miscommunication and help the District understand the specific auxiliary aids or services being requested. District staff will also assist a requestor in filling out this form, when necessary. A copy of the form is attached to this procedure as an appendix.

Determining an Appropriate Auxiliary Aid or Service

When the District provides an auxiliary aid or service necessary to ensure effective communication, the aid or service must be provided in an accessible format, in a timely manner, and in such a way as to protect the privacy and independence of any person with a disability. Determining an appropriate auxiliary aid or service must be individualized and made on a case-by-case basis, considering the communication used by the person with a disability; the nature, length and complexity of the communication involved; the content and the context in which the communication is taking place; the number of people involved in the communication; and the expected or actual length of time of the interaction(s). During this process, the District or school will give primary consideration to the auxiliary aid or service specifically requested by the person with a disability. "Primary consideration" means that the District will provide an

opportunity for the person with the disability (or an appropriate family member) to request the aid or service that he or she thinks is needed to provide effective communication.

The District or school will honor the choice of the person with a disability unless:

1. the District or school can prove that an alternative auxiliary aid or service provides communication that is equally as effective as communication provided to a student without a disability; or
2. the District determines that such aid or service would result in a fundamental alteration in the nature of the service, program, or activity, or would result in an undue financial and administrative burden to the District.

If the District refuses to provide a particular auxiliary aid or service for the reasons stated in number (2.) above, such determination must be made by the Superintendent or the Superintendent's designee who has the authority to make budgetary and spending decisions, after considering all resources available for use by the District in the funding and operation of the service, program, or activity. This determination must be issued in writing with the reasons for concluding that a requested auxiliary aid or service would cause such alteration or burden. Nevertheless, the District must take other steps that would not result in such an alteration or burden, but would still ensure that, to the maximum extent possible, the individual with a hearing, vision, or speech disability can participate in and receive the benefits or services provided by the District's program or activity.

If the District provides an auxiliary aid or service that is different than what is requested by the individual with a disability, the District will make a reasonable effort to provide notice to the requester in advance of the program, activity, meeting, or activity.

The District recognizes that communication and circumstances can change or evolve over time. If the communication with the person with a disability takes place over an extended period of time, the District or school should reassess the effectiveness of communications and seek regular feedback from the person with a disability.

Timely Manner

The District will determine an appropriate auxiliary aid or service as soon as possible following a request by a person with a disability, and will likewise provide the auxiliary aid or service as soon as practicable. The District or school personnel working with the person with a disability (or an appropriate family member) will keep that person informed of when the auxiliary aid or service will be provided.

Interpreters

For purposes of this policy, a "qualified interpreter" means an interpreter who, via a video remote interpreting (VRI) service or an on-site appearance, is able to interpret effectively, accurately, and impartially, both receptively and expressively, using any necessary specialized vocabulary. Qualified interpreters include sign language interpreters, oral transliterators, and cued-language transliterators. Interpreters certified to provide interpretation in court proceedings or during the delivery of health services are presumptively qualified to provide such services.

Title II of the Americans with Disabilities Act expressly prohibits the school or District from requiring an individual with a disability to bring another person to interpret for him or her. The District is prohibited from relying upon a person who accompanies a child or adult with a hearing, vision, or speech disability to interpret or facilitate communication except under two circumstances:

1. In an emergency involving an imminent threat to the safety or welfare of an individual or the public where there is no interpreter available, the school or the District may ask either a minor child or an adult to interpret or facilitate communication. In no other circumstances will the school or the District rely on a minor child to interpret or facilitate communication with a person with a disability.
2. Where the individual with the hearing, vision, or speech disability specifically makes the request, an accompanying adult may interpret or facilitate communication if the accompanying adult agrees to provide the assistance and the school's reliance on the accompanying adult is appropriate under the circumstances.

Complaints and Compliance

The District has an ADA Coordinator who monitor's the District's obligations and compliance with Title II, and who is charged with investigating complaints of disability discrimination. Informal or formal complaints of disability discrimination should be made pursuant to the processes contained in Procedure 3210P (Nondiscrimination). Questions and concerns relating to communication with persons with hearing, vision, and/or speech disabilities may be directed to:

Rebecca VonDuering
ADA Coordinator for Title II
4855 Evergreen Way, Washougal, WA 98671
(360) 954-3020
email at: rebecca.vonduering@washougalsd.org

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WASHOUGAL SCHOOL DISTRICT EFFECTIVE COMMUNICATION REQUEST FORM*

Please note: The district needs as much advanced notice as possible to ensure that reasonable accommodations are met. Reasonable efforts will be made to accommodate requests made less than 48 hours in advance of a scheduled program, activity or event. If aids or services are needed for a meeting of the Board of Directors, please contact the office of the Superintendent directly at: 360-954-3000.

Request Type: *(Please check all that apply)*

Date of request: _____

- Assistive Listening Aid or Service
- Assistive Vision Aid or Service
- Assistive Speech Aid or Service
- Other _____

Contact Persons:

	Name	Email, Phone or Website (preferred communication)
Individual making request		
Building manager (Principal) where event will take place		
Event Contact Person		

Event Details: *Please attach any relevant supporting information (i.e., event flyer or brochure).*

Event Name:	
Event Date:	
Start and End Time:	
Event Description (i.e., lecture, seminar, meeting, sports event):	
Location (i.e., building, facility, off-campus school- sponsored activity):	
Other relevant details:	

*Please return this completed form to: **Special Services Department, 4855 Evergreen Way, Washougal, WA. (360-954-3020)***

*This document is available in alternative format upon request.