

**Cleveland Heights-University Heights City School District  
Plan for Communications with Persons with Disabilities**

The District complies with the following procedures to ensure that its communications with persons with disabilities, including applicants, participants, students, members of the public, and companions with disabilities, are as effective as its communications with others.

- a. The District's Section 504/ADA Coordinator responsible for implementing this Plan is:

Sean Patton, District Compliance Officer  
Board of Education  
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University Heights, OH 44118  
216-320-2188  
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- b. The District does not discriminate against individuals with disabilities and makes its facilities, programs, and activities accessible to qualified individuals with disabilities. The District provides auxiliary aids and services to individuals with disabilities to ensure communication in accessible formats, in a timely manner, and in such a way as to protect the privacy and independence of the individual with a disability.
- c. The procedures described in this Plan apply to all school-related communications with individuals with disabilities, including, but not limited to, notification to parents of school closings, emergency information, scheduling changes, and school events.
- d. The District uses the following process for notifying individuals with disabilities, including students and parents, of the availability of auxiliary aids and assistance to ensure effective communication with respect to school programs and activities.
- The District publishes a statement regarding the availability of auxiliary aids and assistance and information about how to request auxiliary aids and assistance on its website, in student and parent handbooks published after the District adopts this Plan, and in all District-wide or school-based newsletters published after the District adopts this Plan.
  - The District notifies individuals who request communication assistance because of a disability of the availability of auxiliary aids and assistance.
- e. Any individual with a disability who needs communication assistance may request auxiliary aids and/or assistance for any District program or activity. Requests for communication assistance and accommodations for students with disabilities should be made to the student's Individual Education Program (IEP) or Section 504 Team. Other

individuals with disabilities should direct their requests for communication assistance as follows:

- Requests made during the school year for communication assistance at school-based programs and activities should be made to the school secretary of the building where the program or activity is to be held.
- Requests made during summer break and/or school holidays for communication assistance at school-based programs and activities should be made to the Section 504/ADA Coordinator identified in this Plan.
- Requests for communication assistance at District-wide programs and activities should be made to the office of the Section 504/ADA Coordinator identified in this Plan.

The District assists individuals in identifying the person to whom a request for communication assistance should be made. All requests for communication assistance should be made sufficiently in advance of the program or activity in question to allow the District to obtain the required auxiliary aids and/or assistance. Auxiliary aids and assistance include, but are not limited to, qualified sign language and other interpreters, use of TTY or other voice-to-text services, internet-based relay services, qualified readers, large print materials, closed captioning, and written materials. The District consults with individuals with disabilities in determining appropriate auxiliary aids or other type of assistance to be provided. The District makes the final determination regarding the auxiliary aids and/or assistance to be provided, giving primary consideration to the request of the individual with a disability.

- f. If the District determines an individual with a disability needs a qualified sign language interpreter, the District will ensure such services are obtained in a timely manner. The District may obtain qualified sign language interpreter services from outside organizations and individuals and/or from District employees. If the District is unable to obtain the services of a qualified sign language interpreter, the District will consult with the individual with disabilities who requested the services to make alternative arrangements. Such alternative arrangements include, but are not limited to, rescheduling the District program or activity and identifying an alternative auxiliary aid or other type of assistance. The District will make a final determination regarding any alternative arrangements, giving primary consideration to the request of the individual with disabilities.
- g. The District ensures interpreters have knowledge of any specialized terms or concepts specific to the District program or activity for which they are providing services, including but not limited to interpreters for individualized education program (IEP) meetings who have knowledge of special education terminology. As it determines necessary, the District may do the following to ensure interpreters are prepared for the program or activity for which they are providing services:

- Provide copies of relevant documents to interpreters in advance of the program or activity;
  - Meet with interpreters in advance of the program or activity;
  - Prefer interpreters with experience in educational settings.
- h. Each school building in the District maintains centralized documentation regarding parents and students with disabilities who require communication assistance. The District makes this documentation available to all school building and central office staff who have a legitimate educational interest in it and who may interact with the identified parents and students. This documentation includes:
- A list of students and parents with disabilities identified as needing communication assistance.
  - The type of services each parent needs.
  - A log of the communication assistance services provided to each parent by date of service, type of service (e.g., American Sign Language interpreter services, TTY or other voice-to-text services, internet-based relay services, etc.), and service provider (including name, position, and qualifications).

**Adopted: April 3, 2023**