

ACCOMMODATION OF HEARING-IMPAIRED PARENTS

- I. The District provides parents of, and persons in parental relation to, District-enrolled students many opportunities to participate in their child's educational program. If the parent, or person in parental relation, is hearing impaired, the District provides interpreter services (American Sign Language) to facilitate that person's participation in school initiated meetings or activities specific to the academic or disciplinary aspects of the student's educational program. This service is provided at no cost to the parent, or person in parental relation. If an interpreter is not available, the District will make other reasonable accommodation of the hearing impairment, such as written communication, transcripts, decoder, or Telecommunication Device for the Deaf (TDD), also at no cost to the parent or person in parental relation.
- II. Definitions
 - A. *School initiated meetings or activities* include, but are not limited to, parent-teacher conferences, child study or building level team meetings, planning meetings with school counselors regarding educational progress and career planning, and suspension hearings or any conferences with school officials relating to disciplinary action. The term does not include voluntary extra-curricular activities.
 - B. *Hearing impaired* means any hearing impairment, whether permanent or fluctuating hearing impairment which prevents meaningful participation in school district meetings or activities.
- III. Procedure
 - A. *Request*: Parent(s) or person(s) in parental relation who are hearing impaired must request the services of an interpreter, or reasonable accommodation, in writing. The request must be submitted to the Committee on Special Education Chairperson. The request must be received by the Committee on Special Education Chairperson at least fifteen (15) calendar days prior to the meeting or activity at which the services are desired. The request must specify the name of the student and the parent(s) or person(s) in parental relation, and the nature, date and time of the school function.
 - B. *District Response*: The District will provide a written response to each request for interpreter services.
 - C. *Appeal of District Response*: If the parent, or person in parental relation, is not satisfied with the District's response to the request for services, the parent, or person in parental relation, may seek a different decision by taking these steps:

POLICY

COMMUNITY RELATIONS

1041

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1. an informal conference with the Superintendent and other appropriate personnel;
2. file of appeal form (Regulation 1041.2) with District office;
3. a formal conference with and action by the Superintendent;
4. an opportunity to present their complaint to the Board at a regularly scheduled meeting;
5. an explanation of the process by which parent(s) and person(s) in parental relation may appeal the Board's decision to the Commissioner of Education.

IV. Superintendent Responsibilities

In addition to the roles described above, the Superintendent shall:

- A. Annually arrange for the notification of parent(s) or person(s) in parental relation who are hearing impaired of the availability of interpreters or other effective reasonable accommodations and of the time limitation for requesting these services.
- B. Determine whether a list of qualified interpreters shall be maintained by the District or if service arrangements will be made through an interpreter referral service.

Vernon-Verona-Sherrill School District

Legal Ref.: Section 504 of the Rehabilitation Act; *Rothschild v. Grottenthaler*, 907 F. 2d 286 C.A.2 (N.Y.), 1990; NYS Education Law Section 3230; 8 NYCRR 100.2 and 200.1.

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