

ADA Self-Evaluation Handbook

North Thurston Public School

in compliance with

*Americans with Disabilities
Act of 1990*



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Introduction

North Thurston Public Schools (NTPS) is committed to compliance with the requirements of the Americans with Disabilities Act (ADA). As a first step to ongoing ADA compliance, the District has completed a self-evaluation and transition plan. The District has used the Americans with Disabilities Act Handbook as a guideline. The ADA Handbook has been used as a format for the NTPS ADA Self-Evaluation Handbook, in order to provide a systematic review and update on the ADA compliance progress. North Thurston Public Schools is committed to compliance with not only the requirements of the Americans with Disabilities Act, but also its intent. This commitment involves evaluating ways in which the District can improve programs and services to provide or maintain accessibility to people with disabilities. The ADA Self-Evaluation Handbook outlines areas of needed compliance and establishes guidelines to evaluate the accessibility of future programs and services.

Public comment on the ADA Self-Evaluation Handbook is welcome. Comments will assist the District in an ongoing effort to accommodate the needs of persons with disabilities. North Thurston Public Schools exists to serve the public; this evaluation and the comments received will help us meet the needs of all those we serve. This handbook is available in alternate forms by request. Please send your requests, ideas and suggestions to:

Charlie Burleigh
Executive Director for Human Resources
305 College Street N.E.
Lacey, Washington 98516-5390
(360) 412-4453
Fax (360) 412-4558 cburleigh@nthurston.k12.wa.us

Washington State Telecommunications Relay Service
Tele-Braille 711 or 1-800-833-6385
TDD 711 or 1-800-833-6388
Voice 711 or 1-800-833-6384

Washingtonrelay.com



General Procedures

The ADA and its implementing regulations requires North Thurston Public Schools to evaluate its policies and practices and identify those that discriminate against or prevent participation of persons with disabilities. Discriminatory policies and procedures must be corrected. All interested persons, including those with disabilities, or organizations representing them, must be given opportunity to participate in the self-evaluation process by submitting comments. The District considers compliance with the ADA an ongoing process. The process of self-evaluation and planning started in the spring of 1992. Prior to the implementation of the ADA the District has been committed to compliance with Section 504, IDEA and other pertinent statutory requirements ensuring non-discriminatory treatment and accommodation for persons with disabilities. In addition, the District has a Community Relations Policy #4000 and training model in place, which keeps treatment of all students, staff and patrons as a high priority.

Are persons with disabilities consulting with the District during self-evaluation, development of the transition plan, and ongoing evaluation of implementation?

Yes. The District utilized an ADA team during the self-evaluation and development of the transition plan. The team included persons with disabilities. In addition, Dr. Steven W. Nourse, of Affirm Able Action Associates, was hired as a consultant to the District. Dr. Steven W. Nourse is an independent outside evaluator of the District's efforts who provides suggestions for compliance. Please see Dr. Nourse's biography in Appendix A and a list of the ADA team members in Appendix D.

Providing Notification

In addition to evaluating each aspect of employment, and program and service provision, the District is required to notify the public that it complies with the ADA in all its programs, services and activities. The District has the responsibility to post notices that are accessible to a person using mobility devices. The notice must also be available in alternative formats such as Braille and large type. The non-discrimination notice must contain information about how a complaint of discrimination can be filed, including the name, telephone number and address of the person to whom the complaint should be directed. A statement of alternate format is included in Appendix B.

Applicants for employment or promotions must be made aware that the District complies with the ADA's non-discrimination requirements. All staff and recipients of District services need to be informed of its non-discriminatory policy. One step to ensure that District staff members fully understand and apply the policy of non-discrimination would be to provide this information in periodic training and new employee orientation.



Has the District’s non-discrimination policy been communicated to all staff and recipients of services?

Yes. The District has communicated the non-discrimination policy through NTPS Success, the District staff and community newsletter, the staff newsletter, the New Employee Handbook, all job-opening notices, District site policy manuals, Student Rights and Responsibilities Manual and District staff training. A copy of the District’s policy identified in the above-referenced documents is included in Appendix C. A sample Statement of Non-discrimination is included in Appendix F. The District's Grievance Policy/Procedure is included in Appendix E.

Has the District taken steps to ensure staff fully understands its policy of non-discrimination and can take appropriate steps to facilitate the participation of persons with disabilities in the District’s programs and employment opportunities?

Yes. The District has provided training for supervisors on the ADA. Specialized training and information has been provided to staff in the Human Resources division of the District's central office. These persons work directly with employees and applicants who have disabilities. In addition, the District has been provided the ADA guidebook, developed for the District by Dr. Steven W. Nourse, for staff and other interested parties. New employees are provided the information as part of the new-employee orientation and New Employee Handbook. Reasonable accommodation request information is maintained in a database and reviewed annually. Training on the ADA and associated pertinent information has been provided by Dr. Nourse and his associates to the following District groups:

- Custodians and Facilities Personnel
- Transportation Staff
- Administrators (Central Office and Building Administrators)
- Classified Staff
- ADA Advisory Committee

Complaint Process

The ADA requires the District to identify at least one employee to coordinate the ongoing effort to comply with the ADA. This coordination must include the investigation of complaints filed alleging discrimination or violation of the ADA. The person must be specifically named with telephone and address. In addition to having a specific individual designated to receive complaints, the District must adopt and make public a grievance procedure, which provides a prompt and fair resolution of the ADA complaints. The District’s ADA Coordinator is Charlie Burleigh, Executive Director for Human Resources. Mr. Burleigh may be reached at 360-412-4453.

The District has developed a process that identifies where complaints can be directed. The District provides information on how a complaint can be made if a person feels that he or she has been discriminated against because of a disability.



Has the District identified the employee who will be responsible for receiving and processing discrimination complaints?

Yes. Charlie Burleigh, Executive Director for Human Resources, has been identified as the Americans with Disabilities Act Coordinator for the District. Existing procedures and notices identify Charlie Burleigh and the Human Resources Division as the appropriate parties to contact regarding discrimination complaints. The District’s compliance statement can be found in Appendix C.

Has the District adopted the non-discrimination complaint policy and investigation/resolution process?

Yes. Existing procedures include coverage for discrimination complaints on the basis of disability. Policies and procedures have been included in the District’s Self-Evaluation and Transition Plan in Appendix I. A sample Reasonable Accommodation Policy is identified in Appendix H.

Policy Statement and Practices

It is discriminatory to impose policies or criteria that directly or indirectly prevent or limit persons with disabilities from participating in programs. For example, requiring a driver’s license as the sole means of identification for the purpose of paying by a check would be discriminating against individuals with severe vision impairments who are ineligible to receive a driver’s license; alternate means of identification should be used.

Has the District reviewed documents to ensure policy statements about non-discrimination are included?

Yes. The District has implemented policies and procedures to be in compliance with the ADA. The District provides notice of the policy on documents, District publications, employment postings and through the local newspaper. The District subscribes to the Washington State School Directors’ Association Policy Service. The service provides the District with updated policies and procedures in concert with the ADA compliance. These reviews are conducted on an ongoing basis. A sample statement of non-discrimination to be used in District publications has been included in Appendix F.

Does the District have policies or criteria that have a direct or indirect effect of excluding or limiting the participation of people with disabilities?

No. The District is not aware of any policies or criteria that exclude or limit the participation of qualified individuals with disabilities. Should any be found during the ongoing evaluation of compliance with the ADA they will be eliminated. The District has also retained and consults with Dr. Steven W. Nourse, as needed, regarding the ADA policies and procedures. Dr. Nourse is a person of disability. Further, the ADA Advisory Committee continues to meet and discuss the District's Transition and Self-evaluation plans. Please refer to Appendix J – Policy 5012—Employment of Persons with Disabilities.



Use of Contractors

The ADA states the District may not directly or through contracts, licenses, or other arrangements, discriminate against persons with disabilities in providing aid or employment.

Has the District taken steps to assure compliance in the ADA with respect to contractors?

Yes. The District notifies contractors of compliance with non-discrimination.

Accessibility of Facilities and Programs

The ADA requires the District to have each program, service or activity it operates readily accessible to and usable by persons with disabilities. If the District program, service or activity is not provided on District premises, the District must assess whether it is deliverable in an accessible manner. Please refer to Appendix H for a list of the District's completed accessibility projects.

Has the District evaluated its buildings or facilities to identify any access barriers?

Yes. The District completed an initial evaluation of facilities in the summer of 1992. New facilities in the District are designed to meet the ADA compliance. The District followed up the initial facility evaluation with a more comprehensive evaluation of all facilities in 2002, and the process is ongoing. Dr. Steven W. Nourse and staff from the District's Construction and Design Department completed this evaluation. Each facility was found to be in various stages of ADA compliance. A complete summary of the evaluations can be obtained upon request. In order to systematically address the needs identified by the evaluations, the ADA needs were included in the District facilities plan and a matrix of facility needs was developed. The plan includes the building of new facilities and remodeling of existing facilities. The ADA facilities needs will be addressed in the facilities plan schedule. Funding for the improvements has been included in the plan. **As new construction takes place and buildings are remodeled, Dr. Nourse is consulted by the Director of Construction and Design regarding ADA compliance at those sites.**

New facilities and emerging needs of individuals with disabilities identified by the ADA team are included in ongoing planning and priority-setting.

Has the District developed and disseminated the ADA program accessibility requirements?

Yes. The District has provided in-service training to all administrative and supervisory personnel. The in-service training included an understanding of the ADA requirements, evaluating existing facilities and the District's process for responding to needs of persons with disabilities. As the result of this in-service training a number of facilities needs were identified and included in the transition plan. Administrators and supervisors are expected to identify and communicate any needs to the ADA Coordinator. This evaluation and communication process is ongoing. In-service training is ongoing and included in the



District's commitment to human relations training. The training includes a wide range of diversity-training competencies, including disabilities.

In addition, the District is a provider of educational services to students who range in age from birth to 21. The District and the ADA Coordinator are responsible for implementing Section 504 of the Rehabilitation Act and providing reasonable accommodations in a timely manner to qualifying students with disabilities. Here are a couple of examples of the District's commitment to its students:

- In response to one high school student who is hearing-impaired, the District installed a new TDD system at the high school. The new system allows the student to access a security-protected keyboard TDD with display after hours. This new system supports students who participate in co-curricular and other after-hours activities at the high school.
- Scenario: If a student with a visual disability enters a school, the building would be reviewed for compliance with signage under the ADA. As a result, approximately 50 signs were replaced with Braille and raised-letter signage that complies with the Americans with Disabilities Accessibilities Guidelines (ADAAG).

Dr. Nourse is working with the District to annually review accessibility modifications within the Districts facilities. The District considers this process to be an ongoing component of their overall ADA plan (see Appendix G for examples).

Transportation

The main principle of the ADA's transportation regulation is as follows:

"No entity shall discriminate against a person with a disability in connection with provision of transportation service."

Does the District provide transportation service?

Yes. The District provides transportation service for students meeting the requirements for bus services. These services include "to and from" school service, special program service for the English Language Learner and Gifted programs, as well as field trip and activities transportation.

Does the District provide information in an accessible form to persons with disabilities?

Yes. The District provides information through the Washington State Telecommunications Relay Service (1-800-833-6388 TDD). Additional contact information can be found in Appendix I.



Does the District provide training to ensure employees are fully qualified to serve passengers with disabilities?

Yes. In addition to training in the operation of lift equipment, the District provides drivers with awareness training to improve services and understanding of students with disabilities.

Does the District require regular and frequent inspections of equipment serving persons with disabilities?

Yes. The District self-inspects and adheres to the state-required inspection program for vehicles.

Decisions about Undue Financial and Administrative Burdens

Title II requires a public entity to make its programs accessible in all cases, except when it would result in a fundamental alteration of the nature of the program or service, or present an undue financial and/or administrative burden. The decision that compliance would result in such alterations or burdens must be made by the head of a public entity or designee and must be accompanied by a written statement of the reason(s) for reaching that conclusion. The determination must be made by a high-ranking official, no lower than an agency head, having budgetary authority and responsibility for expenditure decisions.

Has the District established a procedure for ensuring that decisions about undue financial and administrative burdens are made properly and expeditiously?

Yes. The District has established a process by which accommodation requests may be made at the site level. This process is in concert with the District's "decentralizing" many decisions to the site level. For example, low-cost or no-cost reasonable requests from students, employees, parents/guardians or members of the public may be made at the site level. An example would be interpreters for conferences, performances and activities. Budget support for these activities is provided at the District level to ensure no additional burden is placed on the school/site budget.

When an administrator or supervisor has questions about whether a request qualifies under the ADA, or if the cost of the request is reasonable, contact is made with the ADA Coordinator. Denials of accommodation requests based on undue financial burden are only made after consultation with the ADA Coordinator. The ADA Coordinator is an assistant superintendent with the authority to make decisions as delegated by the Superintendent. Denials of accommodation requests are given in writing and only after consideration of the cost, need, availability of resources and impact to the person making the request. The District has made every effort to respond in a timely and supportive manner to reasonable accommodation requests to date. A Sample Reasonable Accommodation Policy is included in Appendix H of this handbook.



Telephone Communications

When the District communicates with employees, applicants for employment, students, parents/guardians or members of the public by telephone, telecommunication devices for the deaf (TDD) are required. When extensive service contact is required with people with hearing impairments, more direct access than a relay service is required. Telephone emergency services need to provide direct access to persons who use TDD. TDD relay service numbers must be published in the same manner as non-TDD numbers. A list of Washington's Telecommunications Relay Service and website information can be found in Appendix I.

Does the District have a procedure for communicating effectively over the telephone with persons who are deaf or have hearing or speech impairments?

Yes. For limited-use situations the District uses the Washington State Telecommunications Relay Service to communicate with persons who have hearing or speech impairments. TDD is available in areas of frequent and/or anticipated communication with persons with hearing impairments. Appropriate equipment and modifications are provided upon request to employees who have hearing or speech impairments.

Have TDD numbers or telephone relay numbers been added to District publications?

Yes. These numbers have been added to some District publications. The information is added when publications are reprinted or new publications are developed. This effort is ongoing.

Has the District taken steps to familiarize the appropriate staff with operation of TDD and other means of communication over the telephone with persons who are deaf or have hearing or speech impairments?

Yes. The District provides training support as sites or workstations receive new equipment. This training and acquisition of equipment is ongoing. New TDD keyboard and display training has been provided by the equipment providers.

Documents and Publications

All interested persons, including persons with visual and auditory disabilities, must be able to obtain information about the availability and location of accessible services, activities and facilities. The District must make documents available in alternative formats, e.g., large print, Braille, and computer disc. District publications must avoid use of language or images that patronize or stigmatize persons with disabilities.



Does the District make documents available in alternative formats?

Yes. The District, through the ADA Coordinator, makes documents available in alternative formats. With the acquisition of a computer Braille translation system, the District's ability to respond to requests in a timely manner has improved significantly. Large-print capabilities have been improved through the District's acquisition of new copying technology at sites at the District level. The District's sensitivity and support of cultural differences has been enhanced with membership in the TRANSACT service. The service has translated key District materials into a number of different languages. These materials include the District's compliance with the ADA and the availability of accommodations on request. Also, please see statement of Alternate Format in Appendix B.

District documents, in compliance with the ADA and the District's Human Relations Policy, are regularly evaluated by the Director of Community Relations for sensitivity to differences. The Instructional Materials Committee, which includes parents from the District, regularly review and approve materials used by students in the District to ensure appropriateness and sensitivity to differences. Several examples of District documents and publications that include the Alternate Format statement and a statement of non-discrimination are included in Appendix F.

Interpreters, Assisted-Listening Devices, and Other Auxiliary Aids

The District is required to furnish appropriate auxiliary aids and services when necessary to afford a person with a disability an equal opportunity to participate in, and enjoy the benefits of, the District's services, programs or activities.

These auxiliary services can include qualified readers, interpreters, videotapes, Braille or large-print materials. The District has the right to provide the least expensive accommodation or the accommodation that is easiest to provide.

Does the District provide auxiliary aids for persons with speech, vision or hearing impairments to ensure effective participation in a program or activity?

Yes. The ADA Coordinator schedules and fiscally supports interpreters for students, parents/guardians, employees, and applicants for employment and members of the community for meetings, interviews, conferences and public hearings. The District uses District employees for the majority of interpreter requests. Interpreters have been provided for students, parents and employees. Requests have increased as the result of making the availability of services more visible through District publications. Other auxiliary aids are also made available upon request. The requests to date have included large-print and Braille materials. The District's ability to respond to Braille requests was enhanced by the purchase of Braille Computer Translation equipment.



Emergency Evacuation

The ADA requires alarm systems to be equipped with visible and audible alarms in new buildings. In buildings where visible and audible alarms have not been installed, a system to notify individuals with sensory impairments has been put into place. Sensory-impaired individuals must be instructed on evacuation routes to take during an emergency.

Does the District have a system for notifying individuals with sensory impairments in the case of an emergency?

Yes. All District buildings are equipped with visible and audible fire alarms. All facilities have Emergency Preparedness Plans that include the evacuation of individuals with sensory impairments. Facilities providing services for sensory-impaired students or with a sensory-impaired employee have been provided additional emergency preparedness training to ensure evacuation during an emergency.

Equipment Acquisition/Adaptation

In order to facilitate accommodations of employees or service recipients with disabilities and to minimize costs, agencies must consider needs of persons with disabilities when making equipment purchases.

Does the District purchase equipment that can be readily and cost-effectively modified for persons with disabilities?

Yes. The ADA Coordinator works with the District's Purchasing Department to ensure equipment needed in response to a request is provided in a timely manner. Equipment needed to date has been purchased and received in a timely manner. The Purchasing Department works with vendors at the state and national level that are sensitive to and supportive of meeting the needs of individuals with disabilities. As an example, when the Bower Learning Center was renovated to provide computer training classes, two wheelchair-accessible workstations were purchased and installed.

Employment

The ADA prohibits discrimination in the employment of persons with disabilities. The Human Resources Division has primary responsibility for employment-related activities, policies and procedures. The ADA requires employers to develop a policy to respond to requests to reasonably accommodate the known physical or mental limitations of an otherwise qualified individual with a disability unless to do so would impose an undue hardship.



It is discriminatory to impose policies or criteria that directly or indirectly prevent or limit persons with disabilities from participating in programs. For example, requiring a driver's license as the sole means of identification for the purpose of paying by a check would be discriminating against individuals with severe vision impairments who are ineligible to receive a driver's license; alternate means of identification should be used. Please refer to Appendix J-Policy 5012—Employment of Persons with Disabilities.

Has the District reviewed its employment practices to ensure it does not discriminate against persons with disabilities?

Yes. The District performed an initial review of employment practices in the summer of 1992. The District routinely reviews employment practices regularly to ensure adherence to all hiring requirements as well as compliance with ADA. As new policies and procedures are developed and existing policies and procedures modified, they will be reviewed for compliance with the ADA.

Has the District provided employees with reasonable accommodations to support them in their current position?

Yes. Here is a list of reasonable accommodations made for employees and patrons of North Thurston Public Schools under the Americans with Disabilities Act of 1990 (ADA): (See Appendix H for more accommodations).

1. A technical on-site analysis of the specialized computer hardware and software needs was conducted for two employees with visual impairments. As a result, the District purchased equipment to allow these employees to be successful at their current employment.
2. Special sound-amplification equipment was purchased for an employee with a hearing impairment. As a result of the District's purchase of this amplification equipment, the employee is able to be successful at her current employment.
3. Additional instructional aide time has been purchased for several employees who, due to a disability, are physically limited in some activities. As a result of this assistance, they are able to perform the major duties of their present jobs.
4. Special chairs have been purchased for several employees who have identified a medical need for these chairs due to a back injury.
5. Schedules have been modified for several employees who, due to an identified medical need, require such a schedule modification.
6. Paving repairs were made at South Sound High School to improve accessibility for persons with disabilities.
7. Full-spectrum lighting was added in a classroom as an ADA accommodation for an employee who can benefit from a higher level of light.



8. At the Bower Learning Center, Braille signage was added and the District purchased and installed two adjustable workstations in the computer lab that are accessible to a person who uses a wheelchair.
9. Paving was improved at South Bay Elementary for wheelchair access to the baseball field.
10. Wireless microphone and amplification device provided as an ADA accommodation for an employee with limited vocal abilities.
11. At Lacey Elementary, the District purchased an adjustable workstation in the computer lab that is accessible to a person who uses a wheelchair.
12. At Seven Oaks Elementary, a ramp was purchased to improve wheelchair access to the Big Toy play area, and special steps were constructed for the Special Education program.
13. At the District Administrative Offices, Braille signage was added and ADA automatic door swing operator installed in Human Resources area.
14. A window-mount air conditioning unit was added as an ADA accommodation for an employee who has difficulty with severe heat fluctuations
15. At Meadows Elementary, access was provided to playground equipment for persons with disabilities.
16. At River Ridge High School, special steps were constructed for the Special Education program.
17. At Lakes Elementary, special steps were constructed for the Special Education program.
18. At Olympic View Elementary, special steps were constructed for the Special Education program. The bathrooms were enlarged and reconfigured to accommodate new Special Education students and school patrons.
19. At Nisqually Middle School, the bathrooms were enlarged and reconfigured to accommodate Special Education students and school patrons.
20. At River Ridge High School, signs are posted stating that the school does not accept floral or balloon arrangements that contain latex balloons to accommodate an employee's allergies.
21. Allergy Alert signs were provided to all school sites for those who are chemically sensitive to fragrances and other scented products.
22. Replaced fluorescent lighting with LED lights in a couple of classrooms for light sensitive staff.
23. Several sit/stand workstations were ordered and installed for staff with back, neck and/or shoulder injuries.
24. Ergonomic keyboard installed for employee with wrist injury at North Thurston HS.
25. Assigned a parking spot near entrance for an employee at Timberline HS.
26. Employee given a flex work schedule to allow her to work at home one day per month.
27. Air purifiers installed in two classrooms for staff members with severe allergies.
28. New ADA signage at District Office for unisex restrooms.



Recruitment and Advertising

The District reviews and evaluates all postings to ensure they are free of discriminatory language. Postings include a statement of the District's ADA compliance and availability of reasonable accommodation requests.

Processing of Applicants

Only appropriate job-related criteria are considered in the processing of applications. Certificated applications, classified applications, affirmative action disclosure forms, job postings and reference forms have been reviewed. The application process is subject to an ongoing review. Should any problems be found, they will be eliminated.

Employment Testing

Structured assessment materials for classified and certificated staff positions are job-specific and include information on how to request assistance or accommodation in the employment process. Such materials are available in alternate formats, upon request, and include the ADA access statement.

Hiring, Upgrading, Promotion, Demotions, Transfer, Layoff, Termination, Rehiring

All of these processes are conducted so no discrimination against qualified individuals with disabilities occurs. The Human Resources Division provides the hiring administrators and supervisors with guidelines for conducting the hiring process. Training has been provided to administrators and supervisors with respect to the ADA requirements.

Rates of Pay, Other Compensation, Changes in Compensation

North Thurston Public Schools conducts periodic compensation reviews to ensure equitable compensation packages.

Job Assignments

The District is not aware of any discrimination with regard to job assignments. Should discrimination be found during ongoing studies or periodic review, it will be eliminated.

Organization Structure

The District is not aware of any discrimination with regard to the organizational structure. Should discrimination be found during ongoing studies or periodic review, it will be eliminated.



Leaves of Absence, Sick Leave, or Any Other Leave

The District is not aware of any discrimination with regard to the accrual or use of leave. Should discrimination be found during ongoing studies or periodic review, it will be eliminated.

Leave policies established at the state level are applied uniformly to all classified employees except where adjustments are made as a reasonable accommodation.

Selection and Financial Support for Training, Professional Meetings, Conferences, and Other Related Activities

Professional Development opportunities offered through the District are made accessible upon request.

District-Sponsored Social and Recreation Programs

The District is not aware of any discrimination with regard to sponsored social and recreational programs. Should discrimination be found during ongoing studies or periodic review, it will be eliminated.

Health and Insurance Benefits

The District has reviewed these programs and they are in compliance with the ADA. District permissive benefits are evaluated as part of a comprehensive evaluation of benefits for all employees. The ADA compliance will be considered as part of evaluating any changes in service providers.



Appendix A – Biography Dr. Steven Nourse

Personal biography of Steven W. Nourse, Ed.D., MSW



Dr. Steven W. Nourse has been working with North Thurston Public Schools as an ADA consultant since 1993. Dr. Nourse is currently a Full Professor at Central Washington University's Des Moines Center where he teaches and coordinates the Master Teacher Program. Prior to that he was a Counselor/Coordinator for DO-IT. He has also worked on Washington's five-year systems change grant in transition services. He has been an elementary, middle and high school teacher and has taught graduate and undergraduate special education courses for the University of Washington, Central Washington University, Seattle Pacific University, Pacific Lutheran University and Seattle University. He has also worked as an Equal Opportunity Specialist with the U. S. Dept. of Education. While working for the U.S. Department of Education for thirteen years, he investigated race, sex, age, sexual harassment and disability discrimination cases, as well as providing training to educational administrators regarding these issues. He holds a BA in Special Education from Central Washington University, an MSW from the University of Washington specializing in physical disabilities and a doctorate in Special Education also obtained from the University of Washington. Most recently he co-authored What follow-up studies say about post-school life for young men and women with learning disabilities: A critical look at the literature, published in the Spring, 1998 *Journal of Learning Disabilities* and a chapter in the textbook Physical Medicine and Rehabilitation Clinics of North America entitled *Moving from School to Adult Life: Transition Services for Students with Disabilities*. In 1997, Dr. Nourse produced a series of 26 videotapes titled Special Education 101 for Para-educators for the Bates Technical College Para-educator Training Program. Dr. Nourse is a person of disability. He is married, has two daughters, and lives on Vashon Island.

Dr. Nourse may be contacted by telephone at (206) 463-5344 or (206) 779-4232 or e-mail at graduate22@comcast.net or through his web-page at www.disability-access.org



Appendix B – Information in Alternative Format

If you would like copies of this handbook (or any other North Thurston Public Schools material) provided in an alternative format (large print, Braille, or on a computer disk) please contact:

Charlie Burleigh
Executive Director for Human Resources
305 College Street NE
Lacey, Washington 98516-5390
(360) 412-4453
Fax (360) 412-4554
hr@nthurston.k12.wa.us



Appendix C – Affirmative Action

POLICY - 5010 NON-DISCRIMINATION AND AFFIRMATIVE ACTION

The District shall provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity shall be provided without discrimination with respect to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, marital status, sexual orientation including gender expression or identity, or qualified individuals with sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability and provides equal access to the Boy Scouts and other designated youth groups. The District may give preferences to a United States citizen or national over an authorized alien if two candidates are equally qualified.

District employees shall be free from harassment based on legally protected attributes or characteristics.

The District shall also make reasonable accommodation to the known sensory, mental or physical limitations of an otherwise qualified disabled applicant or employee unless an accommodation would impose an undue hardship on the operation of the District program.

The District is committed to undertake affirmative action which will provide equal employment opportunities for all employees and applicants for employment. Such affirmative action shall include a review of programs, monitoring of the workforce composition, and use of employment procedures which ensure equal employment opportunities for minority and female employees and applicants.

It shall be the responsibility of the Superintendent or designee to develop an Affirmative Action Plan and procedures to be followed by management and supervisory personnel in all school and departments of the District to carry out the provisions and intent of this policy.

Legal References:	RCW	
	28A.400.310	Law Against Discrimination Applicable to District's Employment Practices
	28A.640.020	Regulations, guidelines to eliminate discrimination-Scope
	49.60	Discrimination-Human Rights Commission
	49.60.030	Freedom from discrimination- Declaration of civil rights
	49.60.180	Unfair practices of employer defined
	49.60.400	Discrimination, preferential treatment prohibited

ADA Plan Reviewed 1/3/2017



Chapter 73.16	Employment and Re-employment
WAC	
392-200	School Personnel-Employment
	Discrimination
392-200-015	Public School Employment-
	Affirmative Action Program
42 USC 2000c-2000c-9	Title VII of the Civil Rights Act of
	1964
42 USC 2000h-2000h-6	Title IX Educational Amendments of
	1972
42 USC 12101-12213	Americans with Disabilities Act
29 USC 706	(IRCA) Immigration Reform and
8USC 1324a and 1324b	Control Act of 1986
38 USC §§ 2021-2024	Uniform Services Employment and
	Reemployment Rights Act
45 CFR 84 Sec 504	Vocational Rehabilitation Act of
	1973
Executive Order 11246	Amended by Executive Order
	11375

Adopted	March 17, 1986	North Thurston School District
		Board of Directors
Amended:	August 17, 1987	
	June 1, 1993	
	September 15, 1997	
	January 5, 2009	
Amended:	January 2012	
	July 26, 2016	



Appendix D – The ADA Team Members

This handbook was developed by a diverse team of staff and community members. The following is a list of the ADA team:

Executive Director for Human Resources/Title IX Officer

ADA Consultant

Human Resources Director

Construction & Design

Director of Facilities

Assistant Director of Special Education

Director of Food & Nutrition

Principal

Director of Transportation



Appendix E – Patron/Parent Grievances

POLICY 4312 - PATRON/PARENT GRIEVANCES

All citizens of the District have the right to question the policies and procedures of the District and the schools. The Board also recognizes the duty of the District to consider, objectively and responsibly, grievances which citizens may advance respecting the District's practices, services and/or decisions.

To facilitate response to either questions or grievances, the Board directs that the Superintendent establish procedures in accordance with the following standards:

1. Opportunity shall be afforded for resolution of issues as close to organizational point of origin as possible.
2. Provision shall be made for appeal to successively higher organizational levels and, if ultimately necessary, to the Board itself.
3. In instances of appeal, provision shall be made for a written record to be provided the higher organizational level, said record to detail the issue and the efforts previously made to resolve same.
4. Provision shall be made to assure that individual rights shall not be violated by inappropriate public discussion of complaints concerning an individual or group.
5. Grievances presented directly to Board members will be referred to the Superintendent in accordance with this policy.
6. Grievance and dispute resolution procedures to apply in instances involving students with recognized handicapping conditions shall be as specifically provided in the assurances and procedures referenced in Policy 6120 provided, however, that any grievance not eligible for processing under those assurances may be considered under the provisions of this policy.

Adopted: November 18, 1985

Amended: January 19, 2010

North Thurston Public Schools
Board of Directors



Appendix F – Statement of Non-Discrimination

North Thurston Public Schools comply with all federal rules and regulations and does not discriminate on the basis of race, color, national origin, sex, age, creed, honorably-discharged veteran or military status, marital status, sexual orientation including gender expression or identity or qualified individuals with sensory mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability and provides equal access to the Boy Scouts and other designated youth groups. This holds true for all district employment opportunities. Inquiries regarding compliance and grievance procedures may be directed to Charlie Burleigh, the School District's Title IX Officer and A.D.A Coordinator, and/or Leslie Van Leishout, Section 504 Coordinator, 305 College St. NE, Lacey, WA 98516, (360) 412-4400. We hire only U.S. Citizens and lawfully authorized alien workers as per the Immigration Reform and Control Act of 1986. North Thurston Public Schools is a drug free/tobacco free workplace (Policy 5258).

North Thurston Public Schools ADA Coordinator:

Charlie Burleigh

(360) 412-4453

Fax (360) 412-4558

hr@nthurston.k12.wa.us

The following documents are just a few that have the statement of non-discrimination:

NTPS Success

Online application with non-discriminatory notice

Webpage www.nthurston.k12.wa.us

Job Announcements

Annual NTPS Calendar

District Newsletters

All USDA Menus

ADA Plan Reviewed 1/3/2017



Appendix G – Accessibility of Facilities

As examples, the District has made the following ADA modifications:

Chambers Prairie Elementary

- ADA automatic door swing operators*
- ADA compliant restrooms*
- Accessible big toy
- Accessible parking stalls*
- Signage*

Evergreen Forest Elementary

- Currently under construction

Horizons Elementary

- New sidewalk curb cuts and ramps
- Accessible big toy – main playground and kindergarten playground

Lacey Elementary

- Accessible big toy
- ADA automatic door swing operator

Lakes Elementary

- Braille signage

Meadows Elementary

- Accessible big toy – main and kindergarten playground
- New preschool facility
- Full site accessibility
- Braille room signage

Mountain View Elementary

- Wheel chair access ramp for playground equipment
- New asphalt paths to portables
- New preschool facility with big toy

Olympic View Elementary

- New asphalt paths to portables
- Accessible big toy

Pleasant Glade Elementary

- New asphalt path to portable

ADA Plan Reviewed 1/3/2017



Seven Oaks Elementary

- Seven Oaks Road sidewalk connected to school sidewalk
- Asphalt path to accessible big toy
- Accessible big toy – kindergarten playground

South Bay Elementary

- ADA automatic door swing operators*
- ADA compliant restrooms*
- Accessible big toy
- Asphalt path to portables
- Accessible parking stalls*
- Signage*
- Replaced stairs with accessible ramp to portables

Woodland Elementary

- ADA automatic door swing operators*
- ADA compliant restrooms*
- Accessible big toy
- Accessible parking stalls*
- Signage*

Chinook MS

- ADA automatic door swing operators*
- ADA automatic door swing opener to main office
- ADA compliant restrooms*
- Asphalt paths to portables
- Accessible parking stalls*
- Signage*
- ADA curb ramp at bus loop

Komachin MS

- Braille signage
- Accessible greenhouse

Nisqually MS

- ADA automatic door swing operators*
- Asphalt paths to portables
- Accessible parking stalls*
- Signage*

North Thurston HS

- Currently under construction



North Thurston HS Stadium

- Anti-slip coating for main walkway, ramp and stairs

River Ridge HS

- Asphalt paths to portables
- Braille signage
- Accessible counters and sinks
- ADA extended pull handles on emergency showers

South Sound HS

- ADA automatic door swing operator*
- ADA compliant restrooms*
- Accessible parking stalls*
- Signage*
- Accessible counters and sinks

Timberline HS

- ADA automatic door swing operators*
- ADA walkway to portable building
- ADA compliant restrooms*
- Accessible parking stalls*
- Signage*
- Accessible counters and sinks

District Wide -Including District Office and Service Center

- Twenty-two defibrillator units, cabinets and carry cases
- Unisex bathroom signage
- Replacement of all wood ramps in District with ADA metal ramps and handrails – all portable classrooms are ADA ramp accessible
- Installation of ADA metal ramps to dumpsters

NTPS-Human Resources Office

- ADA automatic door swing operator

All portable classrooms are ramp accessible.

**All modernized facilities (see below) under the 2006 Bond meet current code requirements –*

Chambers Prairie Elementary
Evergreen Forest Elementary
South Bay Elementary
Woodland Elementary
Chinook Middle School

ADA Plan Reviewed 1/3/2017



Nisqually Middle School
North Thurston High School
Timberline High School
Salish Middle School



Appendix H – Reasonable Accommodation Policy

North Thurston Public Schools is committed to establishing and maintaining a work environment consistent with its policy of equal opportunity to employment. The District makes reasonable efforts to accommodate an employee with a disability, which impacts the employee's ability to perform the work of the position. Accommodation requests are evaluated on a case-by-case basis, taking into consideration the employee's restrictions due to the disability, the essential duties of the position, the work environment, and the reasonableness of the accommodation(s).

Reasonable accommodation is any modification or adjustment to a job, work methods, or the work environment that makes it possible for a qualified employee with a disability to perform the essential work of the position. Accommodation options may include, but are not limited to: making a temporary or permanent change in an employee's assigned job duties and/or work schedule; obtaining or modifying equipment or devices; making facilities physically accessible to and usable by an employee with a disability; approving a disability leave of absence; and/or assisting the employee in identifying other job opportunities through the District's employment processes.

Additional information concerning equal opportunity and affirmative action policies and procedures, including grievance procedures, is located in the ADA Coordinator's office.

Employee Instructions for Disability Accommodation Requests

1. In many cases, job modifications can be arranged easily by talking directly with your supervisor. If you need assistance or are unable to perform one or more of your job duties due to a disability, talk with your supervisor, department manager or area personnel representative about your need for accommodation.
2. If more information is needed to consider your request, you will be asked to complete a Disability Accommodation Request form. A Disability Accommodation Request form should also be completed if you are requesting assistive equipment or devices. Return the completed form to your supervisor or department manager who will review your request with the area personnel representative and inform you of its status.
3. If more specific information is needed from your health care provider in order to respond to your request a Job Analysis of your position will be prepared by your department and the area personnel representative and shared with you and your health care provider.
4. Your health care provider will be asked to review the Job Analysis and specify any restrictions or modifications recommended due to disability. The completed Health Care Provider's Statement and Job Analysis should be returned to the area personnel representative noted on the form. It is your responsibility to see that your health care provider returns the required information to the District.



5. Response to your accommodation request will be provided as soon as possible following the return of all requested information. Please contact your personnel representative if you have questions regarding disability accommodation.

A process for identifying a reasonable accommodation

1. Look at the particular job involved. Determine its purpose and its essential functions. The essential functions of the job should be identified before advertising or interviewing for a job. However, it is useful to reexamine the specific job at this point to determine or confirm its essential functions and requirements.
2. Consult with the individual with a disability to find out his or her specific physical or mental abilities and limitations as they relate to the essential job functions. Identify the barriers to job performance and assess how these barriers could be overcome with an accommodation.
3. In consultation with the individual, identify potential accommodations and assess how effective each would be in enabling the individual to perform essential job functions. If this consultation does not identify an appropriate accommodation, technical assistance is available from a number of sources, many without cost.
4. If there are several effective accommodations that would provide an equal employment opportunity, consider the preference of the individual with a disability and select the accommodation that best serves the needs of the individual and the District.

If more than one accommodation would be effective for the individual with a disability, or if the individual would prefer to provide his or her own accommodation, the individual's preference should be given first consideration. However, the employer is free to choose among effective accommodations, and may choose one that is less expensive or easier to implement.

As a result of the District's commitment to provide a work environment consistent with its policy of equal opportunity to employment, the following reasonable accommodations have been made: (see Appendix I for more accommodations).

- A technical on-site analysis of the specialized computer hardware and software needs was conducted for several employees with visual impairments. As a result, the District purchased equipment to allow these employees to be successful at their current employment.
- Special sound-amplification equipment was purchased for an employee with a hearing impairment. As a result of the District's purchase of this amplification equipment, the employee is able to be successful at her current employment.



- Additional instructional aide time has been purchased for several employees who, due to a disability, are physically limited in some activities. As a result of this assistance, they are able to perform the major duties of their present jobs.
- Special chairs have been purchased for several employees who have identified a medical need for these chairs due to a back injury.
- Schedules have been modified for several employees who, due to an identified medical need, require such a schedule modification.
- Paving repairs were made at South Sound High School to improve accessibility for persons with disabilities.
- At the Bower Learning Center, Braille signage was added and the District purchased and installed two adjustable workstations in the computer lab that are accessible to a person who uses a wheelchair.
- Paving was improved at South Bay Elementary for wheelchair access to the baseball field.
- At Lacey Elementary, the District purchased an adjustable workstation in the computer lab that is accessible to a person who uses a wheelchair.
- At Seven Oaks Elementary, a ramp was purchased to improve wheelchair access to the Big Toy play area, and special steps were constructed for the Special Education program.
- At the District Administrative Offices, Braille signage was added.
- A window-mount air conditioning unit was added as an ADA accommodation for an employee who has difficulty with severe heat fluctuations.
- At Meadows Elementary, access was provided to playground equipment for persons with disabilities.
- Full-spectrum lighting was added in a classroom as an ADA accommodation for an employee who can benefit from a higher level of light.
- At River Ridge High School, special steps were constructed for the Special Education program.
- At Lakes Elementary, special steps were constructed for the Special Education program.



- At Olympic View Elementary, special steps were constructed for the Special Education program. The bathrooms were enlarged and reconfigured to accommodate new Special Education students and school patrons.
- At Nisqually Middle School, the bathrooms were enlarged and reconfigured to accommodate Special Education students and school patrons.



Appendix I – Washington Telecommunications Relay Service

Washington State Telecommunication Numbers

7-1-1 (District access 9-711)

1 800 833-6388 TDD/ASCII

1 800 833-6384 Voice

1 800 833-6385 Telebraille (Deaf-Blind)

1 800 833-6386 VCO

1 877 833-6398 Spanish Voice (*Spanish translation available upon request*)

1 877 833-6341 Speech-to-Speech

1 900 230-3327 900 Services

Websites

www.washingtonrelay.com

<https://www.dshs.wa.gov/altsa/odhh/telecommunication-relay-services>



Appendix J – Employment of Persons with Disabilities

POLICY 5012 - EMPLOYMENT OF PERSONS WITH DISABILITIES

In order to fulfill its commitment of non-discrimination to those with disabilities, the following conditions shall prevail:

- A. No qualified person with disabilities shall, solely by reason of a disability, be subjected to discrimination and the District shall not limit, segregate or classify any applicants for employment or any staff member in any way that adversely affects his/her opportunities or status because of a disability. This prohibition applies to all aspects of employment from recruitment to promotions and includes fringe benefits and other elements of compensation.
- B. The District shall make reasonable accommodation to the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship on the operation of the District program. Such reasonable accommodations may include:
 - 1. Making facilities used by staff readily accessible and usable by persons with disabilities, and
 - 2. Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters and other similar actions.

In determining whether or not accommodation would impose an undue hardship on the District, factors to be considered include the nature and cost of the accommodation

- C. The District shall not make use of any employment test or criteria that screens out persons with disabilities unless:
 - 1. The test or criteria is clearly and specifically job-related, and
 - 2. Alternative tests or criteria that do not screen out persons with disabilities are available.
- D. While the District may not make pre-employment inquiry as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.
- E. Any staff member who believes that there has been a violation of this policy or the law prohibiting discrimination because of a disability may initiate a grievance through the procedures for staff complaints.



Cross Reference:

- Board Policy 5010 Recruitment, Selection and Assignment: Non-discrimination

Legal References:

- 42 U.S.C. 12101-12213 Americans w/Disabilities Act
- 29 U.S.C. 706
- 45 C.F.R. 84.3
- Sec 504 Vocational Rehabilitation Act of 1973
- RCW 49.60.030 Freedom from Discrimination
- RCW 49.60.180 Unfair Practices of Employer Defined
- WAC 162-22-050 Unfair Practice

Adopted: June 1, 1993
Board of Directors

Updated: May 15, 2012
North Thurston Public Schools

