

American with Disabilities Act (ADA)

Operations
Draft

PURPOSE STATEMENT

The Americans with Disabilities Act (ADA) is a federal mandate to support staff, parents/guardians, and community members with disabilities by removing workplace barriers or providing assistive devices or technology to enable them to perform the essential functions of their jobs, as well as having all District facilities meet ADA accessibility requirements. ADA supports those in need of accommodations for school events, parent/teacher meetings, public meetings, and other circumstances as they present themselves. In any given year, the number of ADA accommodation requests fluctuate based on the needs of TPS staff, parents/guardians, and community members.

The District meets ADA needs of staff members in a timely and compassionate manner, through using accommodations included in an interactive, agreed-upon plan. This may include tangible and non-tangible accommodations, and may include flexibility in schedule, etc.

The mission of the Tacoma Public Schools Human Resources Department is to connect the right people to the right job to ensure success for every student, every day.

Our vision is to make Tacoma Public Schools the school district where every family says, "This is where I want my child to learn," and where every educator says, "This is where I want to work."

With District staff provided for through our work, we are able to support the whole child by supporting the whole educator.

STAKEHOLDERS

- All Tacoma Public Schools employees, including full-time, part-time, substitute, and non-regular;
- Parents/Guardians;
- Community members; and
- All District and school visitors.

CASE STATEMENT

The Americans with Disabilities Act (ADA) is a federal lawful obligation which supports the civil rights of disabled persons. The ADA protects against discrimination, segregation and isolation based on misconceptions and biases.

The primary purpose of the District's ADA Department is to support staff with disabilities by removing workplace barriers or providing necessary and appropriate assistive devices to allow the individual to complete the essential functions of their job. These are considered ADA accommodations which are covered through funds allocated to this budget and aligns with the District's purpose of supporting the Whole Educator. Funding allows the District to be ADA-compliant and prepared to respond to requests for support. The absence of following these laws and obligations would not only result in non-compliance, and would not allow the District to adequately support our staff and parents and/or guardians of students who may need ADA accommodations for a disability.

WHAT SPECIFIC BOARD-ADOPTED BENCHMARKS WILL BE INFLUENCED BY THIS WORK?

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1. Goal 1: Academic Excellence
2. Goal 2: Community Partnerships
3. Goal 3: Early Learning
4. Goal 4: Safety
5. Goal 5: Operations

MEASURABLE GOALS

1. We will continue to review our vender usage quarterly to ensure we are receiving quality yet cost-effective services in alignment with the Whole Educator Intitiative.

SCOPE OF WORK

Inputs / Resources	Activities	Outputs / Outcomes
Basic Education - Enrichment	Classified labor costs, overtime, and extra work	Necessary ADA Accommodation materials delivered and set up; impacted staff trained on utilization.
District-Wide Support - Enrichment	Supplies/materials, contractual services	Interpretive services, supplies and materials to address ADA requirements.

PROGRAM COST - BUDGET USE ONLY

<i>Fund Description</i>	<i>20-21 FTE</i>	<i>Salaries & Benefits</i>	<i>Supplies</i>	<i>Contract Services</i>	<i>Travel</i>	<i>Capital Outlay</i>	<i>Total</i>
Total							