Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

INTRODUCTION

1.0   ADA Self-Evaluation and Transition Plan Development Process

1.1   Introduction

1.1.1   Overview

The Americans with Disabilities Act (ADA) is a comprehensive civil rights law for persons with disabilities in both employment and the provision of goods and services. The ADA states that its purpose is to provide a "clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities." Congress emphasized that the ADA seeks to dispel stereotypes and assumptions about disabilities and to assure equality of opportunity, full participation, independent living, and economic self-sufficiency for people with disabilities. Appendix A provides definitions for terms used in this report that are found in the ADA and the ADA Accessibility Guidelines (ADAAG).

This ADA Self-Evaluation and Transition Plan is prepared in compliance with the requirements set forth in Title II of the ADA. The ADA states that a public entity must reasonably modify its policies, practices, or procedures to avoid discrimination against people with disabilities. This report will assist Sonoma County Junior College District in identifying policy, program, and physical barriers to accessibility and in developing barrier removal solutions that will facilitate the opportunity of access to all individuals.

This report describes the process by which policies, programs, and facilities were evaluated for compliance with the ADA; presents the findings of that evaluation; and provides recommendations for ensuring accessibility. This part provides an overview of the requirements and process for developing the Self-Evaluation and Transition Plan. The next two parts detail the findings and recommended actions related to providing accessible policies, procedures, and programs (Part 2) and those related to the District's program for providing accessible buildings and facilities (Part 3). Part 4 outlines Routes of Travel and Part 5 outlines the District's complaint procedures for disability discrimination. Part 6 describes suggested components of the District's program accessibility resources and toolkit.

1.1.2   Legislative Mandate

The development of a transition plan is a requirement of the federal regulations implementing the Rehabilitation Act of 1973, which require that all organizations receiving federal funds make their programs available without discrimination toward people with disabilities.

The Act, which has become known as the "civil rights act" of persons with disabilities, states that:

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

> *No otherwise qualified handicapped individual in the United States shall, solely by reason of handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.* (Section 504)

Subsequent to the enactment of the Rehabilitation Act, Congress passed the Americans with Disabilities Act (ADA) on July 26, 1990. The Sonoma County Junior College District is obligated to observe all requirements of Title I of the ADA in its employment practices; Title II in its policies, programs, and services; any parts of Titles IV and V that apply to the District, its programs, services, or facilities; and all requirements specified in the ADA Accessibility Guidelines (ADAAG) that apply to facilities and other physical holdings.

The Department of Justice's Title II regulation adopts the general prohibitions of discrimination established under Section 504 and incorporates specific prohibitions of discrimination for the ADA. Title II provides protections to individuals with disabilities that are at least equal to those provided by the nondiscrimination provisions of Title V of the Rehabilitation Act.

This legislative mandate, therefore, prohibits Sonoma County Junior College District from, either directly, or through contractual arrangements:

- Deny persons with disabilities the opportunity to participate in services, programs, or activities that are not separate or different from those offered others, even if the District offers permissibly separate or different activities.

- In determining the location of facilities, making selections that have the effect of excluding or discriminating against persons with disabilities.

Title II of the ADA stipulates that public entities must identify and evaluate all programs, activities, and services and review all policies, practices, and procedures that govern administration of the programs, activities, and services for all government entities employing more than fifty people. These administrative requirements include:

- Completion of a self-evaluation;

- Development of an ADA complaint procedure;

- Designation of a person who is responsible for overseeing Title II compliance; and

- Development of a Transition Plan if the self-evaluation identifies any structural modifications necessary for compliance. The Transition Plan must be retained for three years.

This report and certain documents incorporated by reference establish the ADA Self-Evaluation and Transition Plan for Sonoma County Junior College District.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

In addition, the California Code of Regulations, Title 24, Part 2 mandates that all publicly funded buildings, structures, and related facilities shall be accessible to and usable by persons with disabilities. These regulations, which are often referred to as Title 24, pertain to Sonoma County Junior College District buildings and facilities that were constructed using state, District, or municipal funds or that are owned, leased, rented, contracted, or sublet by the District. Title 24 regulations and standards were also incorporated in the evaluation of architectural barriers as part of Sonoma County Junior College District's Transition Plan.

1.1.3 Discrimination and Accessibility

There are two types of accessibility: physical accessibility and program accessibility. Absence of discrimination requires that both types of accessibility be provided.

The ADA establishes requirements to ensure that buildings and facilities are accessible to and usable by people with disabilities. Design guidelines to achieve accessibility have been developed and are maintained by the U.S. Access Board under the jurisdiction of the ADA. The ADA Accessibility Guidelines (ADAAG) covers a wide variety of facilities (including buildings and outdoor recreation areas) and establishes minimum accessibility requirements for new construction and alterations to these facilities. The District may achieve physical accessibility by ensuring that a facility is barrier-free and meets ADAAG technical requirements and State of California standards, including those found in Title 24. Barriers include any obstacles that prevent or restrict the entrance to or use of a facility.

Programmatic accessibility includes physical accessibility, but also entails all policies, practices, and procedures that permit people with disabilities to participate in programs and to access important information. Program accessibility requires that individuals with disabilities be provided an equally effective opportunity to participate in or benefit from a public entity's programs and services.

The District may achieve program accessibility by a number of methods, both structural and non-structural:

- Structural methods may include altering an existing facility;
- Acquisition or redesign of equipment;
- Assignment of aides; and/or
- Providing services at alternate and accessible sites.

When choosing a method of providing program access, the District will give priority to the one that results in the most integrated setting appropriate to encourage interaction among all users, including individuals with disabilities. In compliance with the requirements of the ADA, the District provides equality of opportunity but does not guarantee equality of results.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

1.1.4   Undue Burden

The District does not have to take any action that it can demonstrate would result in a fundamental alteration in the nature of a program or activity, would create a hazardous condition, or would represent an undue financial and administrative burden.   This determination can only be made by the ADA Coordinator, department head, or designee and must be accompanied by a statement citing the reasons for reaching that conclusion.

The determination that an undue financial burden would result must be based on an evaluation of all resources available for use in a program. For example, if a barrier removal action is judged unduly burdensome, the District must consider other options for providing access that would ensure that individuals with disabilities receive the benefits and services of the program or activity.

1.2   ADA Self-Evaluation and Transition Plan Development Requirements

The Self-Evaluation is the District's assessment of its current policies, practices, and procedures. It identifies and corrects those policies and practices that are inconsistent with the requirements of Title II of the ADA. In keeping with these requirements and as part of the Self-Evaluation, Sonoma County Junior College District:

- Identified all its programs, activities, and services; and

- Reviewed all the policies, practices, and procedures that govern the administration of its programs, activities, and services.

The ADA also sets forth specific requirements for preparation of an acceptable Transition Plan. At a minimum, the elements of the plan should include:

- A list of the physical barriers at District facilities that limit the accessibility of its programs, activities, or services to individuals with disabilities;

- A detailed outline of the methods to be used to remove these barriers and meet the current standards and accessibility regulations;

- A schedule for taking the steps necessary to achieve compliance with Title II of the ADA; and

- The name of the individual responsible for the plan's implementation.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

1.3   ADA Self-Evaluation and Transition Plan Development Process

The process developed and implemented to complete Sonoma County Junior College District's ADA Self-Evaluation and Transition Plan included meetings with the President and Component Administrators of the District; the administration of a survey to assess program and services accessibility; a review of the District's published rules and regulations; a survey by Architerra to identify physical barriers in public facilities and pedestrian rights-of-ways, and a public meeting to obtain input from students, employees, and members of the community and to review the Transition Plan recommendations.

1.3.1   Introduction

Services and programs offered by Sonoma County Junior College District, to the public, must be accessible. Accessibility applies to all aspects of a program or service, including advertisement, orientation, eligibility, participation, testing or evaluation, physical access, provision of auxiliary aids, and transportation.

The goals of the Self-Evaluation were:

1. To develop policy recommendations for the District and each of its departments, divisions, and programs;
2. To ensure that the views of the disability community are included in the District's policies; and
3. To foster ties between District staff and representatives of the disability community.

The process of making District facilities and programs accessible to all individuals will be an on-going one, and the District will continue to review accessibility issues such as resolution of complaints and reasonable modifications to programs. The District will also periodically evaluate the success of improving access to programs by the practices and procedures developed during the Self-Evaluation process.

The evaluation of the services and programs of Sonoma County Junior College District included the following activities:

- Hired a consultant (Architerra, LLP) to evaluate the physical environment and identify structural barriers on the Santa Rosa Campus;
- Evaluated programs, services and activities via a survey to the college community;
- Prioritized improvements for increasing access and removing barriers;
- Developed a Transition Plan for the District.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

1.3.2   Program Accessibility Questionnaire

The Self-Evaluation of Sonoma County Junior College District's services, programs, and activities required and involved the participation of every department and division of the District.

The District distributed a program accessibility questionnaire to each department/division for its staff to complete. Staff members were asked to complete a written program accessibility survey, which included an inventory of all services and programs provided to the public and the locations at which these were provided. The survey included a review of the following information:

- A summary of the program and its purpose, the specific activities that comprise the program, and the nature of any advertising or program material produced;
- Any program or admission eligibility requirements;
- An overview of participation in the program, including who participates and how participation is facilitated;
- The methods used by the department to provide accessibility;
- Any access complaints or requests for improving access to the program;
- A list of facilities, or portions of facilities, used for the program and the activity that takes place there;
- Program providers, including outside organizations;
- Transportation services;
- Communication, including television, audiovisual presentations and the District's website;
- Emergency evacuation procedures;
- Accessible/adaptive equipment;
- Customer service;
- Notice requirements;
- Printed information;
- Public telephones and communication devices;
- Training and staffing;
- Program eligibility requirements and admission;
- Public meetings;
- Tours and trips;
- Use of consultants;
- Emergency evacuation procedures;
- Facilities; and
- Special events and private events on District properties.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

1.3.3   Review of Published Rules and Regulations

The published policies and practices of Sonoma County Junior College District were analyzed to determine whether services offered are and/or language used is discriminatory to people with disabilities. Policies, when reviewed and updated, will include a review of language regarding people with disabilities.

1.3.4   Public Participation Process

A public involvement process assisted in the development of this Self-Evaluation and Transition Plan in order to obtain input from the community. The District Accessibility Committee reviewed the plan and provided input for prioritization of barrier removal. A public meeting for in-person participation was held on May 16th, 2011 at the Petaluma Camus from 10:00a.m. to 12:00p.m. and at the Santa Rosa Campus from 2:00p.m. to 4:00p.m.

- The public meeting was publicized/advertised on the web;
- The public meeting notice was distributed to over 2,300 disabled students via the student portal;
- The public meeting was announced to over 3,000 staff and faculty via college-wide email distribution.

1.4   Facilities Transition Plan

The District conducted a survey of architectural barriers in its buildings and facilities on the Santa Rosa Campus in 2007. Only those areas open to the public were surveyed. The surveys provide the District with an overview of the architectural barriers that prevent people with disabilities from using its facilities and participating in its programs.

1.5   Walkways and Curb Ramps

The survey of architectural barriers also included a review of all walkways and curb ramps. The surveys provide the District with an overview of the architectural barriers that prevent people with disabilities from maneuvering the campus, and participating in its programs.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

2.0   Policies, Procedures, and Program Accessibility: Findings & Recommended Actions

2.1   Introduction

Services and programs offered by Sonoma County Junior College District to the public must be accessible. Accessibility applies to all aspects of a program or service, including advertisement, orientation, eligibility, participation, testing or evaluation, physical access, provision of auxiliary aids, transportation, policies, and communication.

2.1.1   Overview

The following sections detail the review of current District-wide and unique policies, services, programs, and activities based on meetings with District staff and responses to the program accessibility questionnaire from the following departments, divisions, and programs.

Academic Affairs

- Arts, Humanities, Behavioral & Social Sciences
- Liberal Arts & Sciences
- Business & Professional Studies
- Career & Technical Education & Economic Development
- Learning Resources
- Child Development
- Continuing Education & Strategic Program Development
- Curriculum & Educational Support Services
- Economic Workforce Development
- Agriculture & Natural Resources
- Foster & Kinship Care Education Program
- Health Sciences
- Language Arts & Academic Foundations
- Media Services
- MESA
- Life Sciences
- Physical Education
- Public Safety

Business Services

- Bookstore
- District Police
- Purchasing & Graphics Services

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

President's Office
- Environmental Health & Safety
- Facilities Operations
- Information Technology
- Public Relations
- Human Resources

Student Services
- Disability Resources
- Matriculation & Assessment
- Scholarship & Outreach Programs
- Financial Aid
- Admissions & Records
- EOPS/Care

Petaluma Campus
- Instruction & Enrollment Management
- Instruction & Technical Services
- Media Services
- Facilities
- Bookstore

2.1.2   Findings and Recommended Actions

Findings (based on the survey administered in 2007) and recommended actions are provided in Section 2.2 for District-wide programmatic accessibility barriers in the following areas:

- Accessible/Adaptive Equipment Customer Service
- Notice requirements
- Printed information
- Televised and audiovisual public information
- Website
- Public telephones and communication devices
- Training and staffing
- Program eligibility and admission
- Public meetings
- Transportation services
- Tours and trips
- Use of consultants for delivering program services
- Emergency evacuation procedures
- Facilities
- Special events on District properties

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

2.2 Findings and Recommended Actions—District-wide Practices, Activities, and Services

Accessible/Adaptive Equipment

Self-Evaluation Findings:
Many programs make electronic equipment available. Most of these programs report that they make this equipment accessible to persons with disabilities, and that auxiliary aids are provided to assist persons with disabilities.

Action Steps:
1. Collaborate with local community organizations such as the Disability Services and Legal Services to develop and maintain a current resource list of assistive technology equipment and sources for acquiring them.

2. Establish and maintain a "Resources Toolkit" (please see section 6.0) of adaptive aids and human resources that should be available for use by individuals participating in programs. Include information about the availability of specific equipment and/or individuals who are available to provide special services (e.g., ASL translation) in public information materials such as brochures and the District's website.

3. Include accessibility as a criterion for purchasing decision making. Whenever possible, evaluate furniture and building materials purchases for compatibility with a wide range of disabilities and sensitivities. Select items that are easily adjustable or can be modified to accommodate a variety of physical and ergonomic needs when purchasing items such as furniture, site furnishings, and office systems. Consultation with disability organizations and persons with disabilities (Please see section 6.0 for Disability Resources) will assist in this task.

Customer Service

Self-Evaluation Findings:
Most staff reported that they do not have eligibility requirements. Few staff reported that they cannot make procedural changes to accommodate an instructor or students with disabilities. Many programs reported that they make changes to standard operating procedures to accommodate a person with disabilities, though only one third of respondents have a formal procedure for making changes. No program reported charging an additional fee for modifying a program for a person with a disability. Many programs consult with outside organizations that assist people with disabilities. Most programs reported that they do not track accessibility requests. Two programs noted that they have policies which exclude service animals.

Action Steps:
1. Make appropriate modifications to regular practices to accommodate the needs of individuals with disabilities when providing customer service.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

2. Provide accessible facilities such as parking, including van accessible parking, path-of-travel, entry doors, signage, and transaction counters at customer service locations where feasible. If alternative locations for providing accessible services are required, provide those services in the most integrated setting, without stigmatizing the user.

3. Provide standard equipment at each site where programs are administered to facilitate basic communications access using alternative formats. Equipment may include, but not be limited to, paper and pencil, an enlarging copy machine, and access to TTY or relay service technology.

4. Allow the use of bona-fide service animals to assist persons in accessing programs, activities and services in Sonoma County Junior College District facilities. Since service animals are not always dogs, staff should be made aware of the definition of a service animal and the protocol and etiquette for service animals.

5. Uniformly use criteria for determining reasonable modifications to provide program accessibility, which may include acquisition or redesign of equipment, assignment of aides to persons with disabilities, and provision of services at alternative accessible sites. An approach may include:

   a. Requests for reasonable modification in programs or services should be made to the program administrator responsible for the service.

   b. The program administrator offering the service should meet with the individual with a disability to identify which aspects of the program limit participation and what modifications can be made.

   c. The program administrator offering the service should consult with the relevant program or service staff to determine the reasonable modification. The program offering the service may also consult with the District's ADA Coordinator or other resources providing services or information regarding persons with disabilities as appropriate.

   d. The program administrator offering the service should document the modification(s) that was offered and the response of the person with the disability to the modification(s) offered. This documentation should be filed with the ADA Coordinator's office.

   e. If individuals with a disability are not satisfied with the results of this process, they should be directed to the District's ADA Grievance Procedure.

Notice Requirements

Title II regulations require the District to inform the public of the rights and protections provided by the ADA for access to public programs, services, and activities.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

Self-Evaluation Findings:
Most programs have a nondiscrimination statement that prohibits discrimination based on "disability." However, most programs do not post a nondiscrimination statement in a location that maximizes public exposure that also includes information about how to reach the ADA Coordinator. Many programs do not notify people that meetings, hearings, and conferences will be held in accessible locations and that adaptive aids such as assistive listening devices will be provided upon request to participants with disabilities. Many programs do not notify people about how to and with whom to file a disability complaint.

Action Steps:

1. Include the following notice (or a similar notice) regarding the District's commitment to providing accessible services in all publications that provide information about services, programs, or activities. The notice should also be placed in all programs in a location that will maximize public exposure.

    In accordance with the Americans with Disabilities Act and California Law, it is the policy of the Sonoma County Junior College District to offer its public programs, services and meetings in a manner that is readily accessible to everyone, including individuals with disabilities. If you are a person with a disability and require information or materials in an appropriate alternative format, or if you require any other accommodation, please contact program staff.

    Advance notification within this guideline will enable the District to make reasonable arrangements to ensure accessibility.

    Karen Furukawa, Vice President, Human Resources &
    ADA Coordinator
    Santa Rosa Junior College District
    1501 Mendocino Avenue
    Santa Rosa, CA 95401
    (707) 527-4302

2. Non-discrimination language should appear on both hard copies and documents posted on the web. Include the following notice (or a similar notice) regarding the District's non-discrimination policy in all District publications that provide general information about District services, programs, or activities:

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

POLICY ON NON-DISCRIMINATION ON THE
BASIS OF DISABILITY

The Sonoma County Junior College District does not discriminate on the basis of disability in the admissions or access to its programs or activities.

An ADA Coordinator has been designated to coordinate compliance with the non-discrimination requirements contained in the Department of Justice regulations implementing Subtitle A of Title II of the Americans with Disabilities Act (42 U.S.C. 12131), which prohibits discrimination on the basis on disability by public agencies.

Karen Furukawa, Vice President, Human Resources &
ADA Coordinator
Santa Rosa Junior District
1501 Mendocino Avenue
Santa Rosa, CA 95401
(707) 527-4302

3. List all agencies, programs, and specialized services that offer TTY in printed directories and include the following statement:

   The Sonoma County Junior College District offers Text Telephone
   (TTY) services for persons with hearing or speech impairments:
   (707) 528-2442

4. Develop a statement regarding accessible locations and the availability of auxiliary aids upon request that is included on all public announcements, postings for programs, and applications, including:

   - The notice of non-discrimination;

   - Information regarding site accessibility, including the accessible bus route serving the program, facility, or event;

   - The program's text telephone (TTY) number, California Relay Service information, and the phone number and email address of the person who can provide assistance in meeting special needs; and

   - A notice that information is available in alternative formats with 72 hours notice.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

Printed Information

In order to meet the ADA's communication standards, programs must be able to provide information, when requested, in alternative formats such as using easy-to-understand language, Braille, large-print format, audiotape, computer disk, or other formats upon request.

Self-Evaluation Findings:
Most programs and offices produce printed information that is available to the public. Some programs provide printed information in alternative formats. Some programs reported including pictures of people with disabilities in their printed materials.

Action Steps:
1. Provide information to each program on how to produce printed information in alternative formats for persons with various disabilities to ensure that requests are handled in a uniform and consistent manner.

2. Publicize the District's commitment to provide program information in alternative formats on an individual basis as requested.

3. Ensure the uniformity of charges for a publication for all formats of that publication.

4. Include the following notice on all materials printed by the District that are made available to the public:

   This publication can be made available in alternative formats, such as, Braille, large print, audiotape, or computer disk. Requests can be made by calling (707) 528-2442 (Voice) or (707) 528-2442 (TTY). Please provide at least 3 working days advances notices, but we will also try to accommodate all requests.

5. Handle all requests for other alternative formats or lengthy documents on an individual basis.

6. Provide program, facility, permit, and reservation information in a variety of formats upon request (for example, enlarge print format for persons with visual disabilities or in simple language for persons with cognitive disabilities). Upon request, provide programmatic changes (e.g., staff assistance), to assist in filling out forms or when alternative formats are unavailable or infeasible.

7. Produce meeting agendas and other public information distributed at meetings in alternative formats when requested.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

Televised and Audiovisual Public Information

Televised and audiovisual information is a means for disseminating public information through presentations. All televised and audiovisual information must be accessible to people with disabilities. As more and more teaching and communication is being done remotely via the rapidly changing internet, it will be increasingly important that all communication tools maintain accessibility as technology changes. Another means for disseminating public information is through audiovisual presentations.

Self-Evaluation Findings:
Some programs reported providing audiovisual and televised presentations. Some programs used captioning. A few programs reported that they do not provide alternative formats upon request.

Action Steps:
1. Use closed captioning or other alternatives to audio presentations for audiovisual presentations produced by the District (including videos, films, and broadcast meetings and classes) in order to ensure that persons with hearing impairments can benefit from these presentations.

2. Offer training to presenters in how to describe slides so that they are accessible to the visually impaired.

Website

As people turn to the Internet as their primary source of information regarding services, programs, activities, and facilities, the District's website: http://www.santarosa.edu/ takes on increased importance as a communications tool.

Providing public access to District publications on-line is an effective means of reaching persons with disabilities. New accessibility standards for electronic and information technology covered by Section 508 of the Rehabilitation Act Amendments of 1998 have set forth the technical and functional performance criteria necessary for such technology to be accessible.

Self-Evaluation Findings:
The District is subject to and must comply with both Title II of the ADA and Section 508 of the Rehabilitation Act. Websites are hosted either internally by the District's Information Systems Department (ISD), or externally, by a contracted service provider. To the extent that there are inconsistencies between Title II and Section 508 regarding website compliance, programs (including agencies and districts) are advised to comply with the more stringent standards between the two.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

Programs are responsible for ensuring that all information posted to its website complies with accessibility standards, or that it makes provisions to supply the material in an alternate format. If a program contracts to develop, maintain, or host websites, it will ensure that the contractor meets accessibility standards and that accessibility standards are addressed within the contract.

Most programs have web pages, but few of these programs reported that their web pages included information about program accessibility. Some programs reported that they insure that their website is accessible to the blind, but most do not check for compatibility with speaking browsers used by the blind.

Action Steps:

1. A website on Sonoma County Junior College District's Internet will be the centralized point of information related to ADA. The District will use their website and maintain a site for public access related to ADA on District programs, projects, and services. Standard Protocol for Accessibility will be the standard for the website. Updates to the website are ongoing.

2. Comments or suggestions for additions to the District's website, such as adding links to the ADA web page or specific program web pages and/or addition text documents and forms, may be submitted to the ADA Coordinator. Updates to the website are ongoing.

3. Increase outreach to persons with disabilities by having the website include more information about the District's commitment to providing accessible services.

4. List those programs, and specialized services that offer TTY in the website telephone directory and include the following statement:

    Faculty and Staff and services can be reached through
    California Relay Services
    (dial 711 or http://www.ddtp.org).
    The Sonoma County Junior College District also offers Text
    Telephone (TTY) services for persons with speech or
    hearing impairments.

5. Provide information regarding programs, facilities, permits, and reservations on the website in an accessible format. This information should be easily found by new web users.

6. Include the District's statement regarding accessible locations and the availability of auxiliary aids upon request on the website.

7. Continually improve the accessibility of web pages through the use of web accessibility analysis to meet and/or exceed Section 508 of the Rehabilitation Act guidelines for accessibility of electronic information.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

8. Acquire the technological resources necessary to create accessible PDF and graphics files as described in ADAAG standards for electronic and information technology.

9. To support consistent and accessible web pages, develop a Website Accessibility Policy that expresses the District's commitment to accessibility and each program's responsibility for accessibility compliance. This includes providing oversight for outside vendors who create web pages.

10. Develop a program to monitor web pages for continued compliance with accessible web standards.

11. Continue to provide training to staff members in creating accessible PDF and other electronic files for posting on District or program websites.

12. Use services that help web page authors provide an accessible website by identifying and repairing barriers to access for individuals with disabilities.   Please see Chapter 6, the Accessibility Resource Guide, for a list of links for creating accessible web pages.

Public Telephones and Communication Devices

Self-Evaluation Findings:
Few programs reported using the California Relay Service, or 711, to communicate with the hearing and speech impaired. Few programs reported that they publish how they communicate with the deaf, or have TTY device numbers listed in their publications. Few programs stated they have trainings on how to communicate with the hearing and speech impaired.

Action Steps:
1. Request that the phone company provide an amplification device, a shelf, and text telephone (TTY) or an outlet for a text telephone at each site where public phones are available.

2. Widely disseminate information regarding the availability and location of Text Telephones (TTY), and train staff members in the use of TTY equipment or other means of communicating over the telephone with a person with a hearing or speech disability, such as the California Relay Service (CRS) – 711.

3. Consider Remote Video Interpreting Services (VRI) for communicating with the deaf. There are many situations where a live interpreter is required, such as in medical situations, but VRI is a convenient, flexible, lower-cost alternative to live interpreters. Please see section 6.0 for more resources for communicating with the deaf and hearing impaired.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

Training and Staffing

Self-Evaluation Findings:
In general, staff members are familiar with problems encountered by persons with disabilities, and have some experience working with individuals with disabilities. Many staff members may not be knowledgeable about the different types of reasonable modifications that would make their services accessible, however, sufficient numbers of staff members have not yet been trained in areas such as:

- Communication and etiquette with persons with disabilities;
- Standardized, appropriate procedures for making programmatic accommodations;
- How to acquire or use assistive devices; and
- General evacuation procedures for buildings.

Action Steps:
1. Provide staff members with on-going awareness and sensitivity training. Provide resources such as the County of Long Beach's website, Disability Etiquette:

2. Interacting with Persons with Disabilities:
   (http://www.fcc.gov/cgb/dro/504/disability_primer_4.html)

3. Include persons with disabilities as trainers.

4. Provide training to staff members who have contact with the public about how to provide modifications and use assistive devices to make their programs, activities and services accessible. Ensure that customer service training includes information about communicating with and providing modifications for persons with a variety of disabilities. Include program-specific adaptations, assistive devices, and modifications in each program's accessibility policy manual.

5. Develop a comprehensive disability access training program. Educate all staff about their responsibilities under the ADA. The District's ADA Coordinator and line supervisors should be responsible for ensuring that staff members receive training. Reference materials that address special modifications should be included in this training.

6. Develop standard guidelines for training materials. These guidelines should include standard language that appropriately describes policies on inclusion and non-discrimination, and staff members should receive training on using the guidelines effectively.

7. Whenever staff comes in contact with the public and depending on operational needs, consider offering training to employees who wish to learn basic American Sign Language (ASL) communication skills. This training should emphasize basic communication skills and should not be viewed as a substitute for employing qualified ASL interpreters when requested.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

8. Train maintenance staff with respect to accessibility compliance and building codes to achieve and maintain accessibility.

9. Designate one high-level manager in each program to serve as the program's Disability Access Liaison. The Liaison will be required to complete a training program and attend periodic retraining regarding accessibility issues.

Program Eligibility and Admission

The public should be able to access all programs, services, and activities, regardless of ability. Admission criteria, ability to complete forms, and participation in interviews should be available to all members of the public by providing reasonable accommodations.

Self-Evaluation Findings:

No program reported having limitations or ratio requirements that would exclude people with disabilities. Some programs note that they have eligibility requirements. These requirements were physical or mental performance standards for staff based on income, performance, and safety standards.

Action Steps:

1. Ensure that individuals with disabilities are not excluded from regular programs or are required to accept special services or benefits. Involve individuals with disabilities in regular programs to the maximum extent possible.

2. Modify policies, practices, or procedures to avoid discrimination unless the modification would fundamentally alter the nature of the program or create a hazardous situation.

3. Ensure that when specific requirements that exclude or limit the participation of persons with disabilities are necessary for the safe operation of programs, those requirements are based on real risks, not on speculation, stereotypes, or generalizations.

4. Evaluate each request for modification on an individual basis, and, when possible, the individual and the program should determine an appropriate modification for the individual.

Public Meetings

Many programs are responsible for planning and conducting public meetings.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

Self-Evaluation Findings:
Generally, public meetings are held in locations that are accessible to persons with mobility impairments. Most programs reported that they provide auxiliary aids upon request. Some staff are knowledgeable about how to access assistive listening systems, or American Sign Language interpreters.

Action Steps:
1. Schedule public meetings at accessible locations. An accessible location includes, but is not limited to, the following: wheelchair accessible path-of-travel to the meeting room, accessible restrooms, accessible parking, an accessible route from transit and parking to the meeting facility, temperature control, signage, and the ability to provide access to fresh air for persons with chemical sensitivities.

2. When a fully accessible site is not available, then make reasonable modification so that an individual with a disability can participate. These modifications may include phone-in participation, video recording, and meeting transcripts.

3. Make information available to staff on the types of modification requests that may be made by persons with different types of disabilities.

4. Provide information about auxiliary aids such as different types of assistive listening systems, sign language interpreters, readers, descriptive services, and other assistive technologies like "real-time captioning." Provide guidance in the layout of the room, sign-in table and refreshments table, to insure that these features are accessible.

5. Display a notice on meeting agendas indicating the availability of accessibility modifications.

6. Provide agendas and other meeting materials in alternative formats, when requested.

7. Consider assigning a staff member to be a greeter at public meetings and events. Identify the staff member as a resource for persons who may require assistance.

8. Provide flexibility in the time limit on speaking for individuals with communication difficulties.   If possible, move items related to disability to the top of the agenda, as many people with disabilities hire attendants and use transit services that may not allow them to attend a meeting that runs late.

9. Provide assistive listening devices at public meetings, when requested.

10. Publicize the availability of American Sign Language (ASL) interpreters in all meeting announcements.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

Include the following notice in all meeting announcements:

> *All public meetings are conducted in accessible locations.*
> *If you require accommodations to participate in this meeting,*
> *these may be requested by calling:*
> > *(707) 527-4278 or (707) 528-2442 (TTY)*
> *providing at least 3 business days notice, though we will try to*
> *accommodate all requests.*
>
> *Copies of documents used in this meeting are available in*
> *accessible formats upon request.*

11. Maintain a list of on-call American Sign Language interpreters who may be brought to meetings to assist individuals with hearing impairments (please see section 6.0).

12. Develop a checklist for creating accessible meetings and selecting accessible meeting spaces, and make the list available to all programs and programs.

13. Prepare a list of accessible meeting spaces to facilitate the scheduling of meetings and/or the relocation of meetings upon request.

Transportation

Self-Evaluation Findings:
Few programs reported providing transportation as part of their programs, activities and services. Of the programs that provide transportation, few reported providing accessible transportation.

Action Steps:
1. Ensure that when transportation is provided for programs, accessible vehicles are available upon request.

Tours and Trips

Self-Evaluation Findings:
Many programs offer tours or trips as part of their programs, activities and services. Many of these programs report that they do not provide accessible transportation; however, programs can make arrangements for an accessible van by special request.

Action Steps:
1. Ensure that tours are provided in a way that allow people with mobility, visual, speech, hearing and cognitive disabilities to fully participate.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

2. Evaluate the destination of the tour or trip in order to determine the level of accessibility and any accommodations or modifications that may be required.

3. If a tour route or a portion of a route is not accessible, the tour will be rerouted or the program providing the tour will determine an alternative accommodation (e.g. photographs, close-captioned videos, etc.) that will allow the tour to be experienced.

4. Provide information to participants in advance of a tour or trip regarding the destination, transportation, and other characteristics of the event so that informed requests for accommodations can be made.

Use of Consultants for Delivering Program Services

Self-Evaluation Findings:
Few programs use consultants to provide services to the public. Many of these programs report that they ensure that consultants are aware of their obligations to facilitate participation of persons with disabilities in programs provided in the written contracts.

Action Steps:
1. For those programs that use consultants to provide services to the public, a procedure should be established to ensure that their work is consistent with District's accessibility policies and standards, including contract language and a monitoring procedure.

Emergency Evacuation Procedures

Self-Evaluation Findings:
Many programs have not established emergency evacuation procedures for specific disabilities to safely evacuate persons with these disabilities.

Action Steps:
1. Develop guidelines for the evacuation of persons with disabilities in various types of emergency situations. Each program, division, or program should use these guidelines to create their own emergency evacuation plans. These plans should:

    - Address what to do when an alarm is triggered;
    - Establish meeting places for assistance and evacuation chairs;
    - Provide direction on what to do if assistance is not available; and
    - Establish floor captains.

2. Specific suggestions for evacuation plans and procedures can be found through the US Access Board (www.access-board.gov/evacplan.htm) and the Emergency Procedures for Employees with Disabilities in Office Occupancies document published by FEMA and the US Fire Administration.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

3. Train staff regarding emergency evacuation procedures with periodic drills, both announced and unannounced.

4. Review existing procedures dealing with emergencies to ensure that persons with disabilities can be alerted and that they can alert emergency service providers. Provide all evacuation policies and procedures in alternative formats when requested. Work with disability organizations to explore the use of other technologies such as audible exit signs for orientation and direction and vibrating paging systems. Please see Section 4 for more emergency evacuation procedures information.

Facilities

Self-Evaluation Findings:
Some programs reported that they have had accessibility complaints related to facilities.

Action Steps:
1. Provide accessible facilities such as parking, including van accessible parking, path-of-travel, entry doors, signage, and transaction counters at customer service locations for providing accessible services are required, provide those services in the most integrated setting, without stigmatizing the user.

2. Provide information about facility accessibility on program publications including the program's website.

3. All requests relating to facility access should be tracked. The ADA requests should be analyzed periodically to look for global issues that can be addressed and problems that can be solved proactively.

4. If individuals with a disability are not satisfied with the results of this complaint process, they should be directed to the District's ADA Complaint Procedure (see Section 4.0).

Special Events on District Properties

Self-Evaluation Findings:
Some programs reported that they ensure that special events held on District property are accessible to people with disabilities.

Action Steps:
1. In situations where private organizations sponsor events in District facilities, the District will inform private organizations about applicable ADA requirements.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

2. The District will provide a checklist and information during the application process to inform organizers of their responsibility for accessibility under the ADA. The checklist and information will be available on the Sonoma County Junior College District's website.

3.0   Transition Plan for Sonoma County Junior College District Facilities

3.1   Introduction

The Transition Plan for District Facilities combines the findings of the policy assessments, program evaluations, and facility surveys initiated by the District in August 2007.

The following information is included in the Transition Plan for the removal of architectural barriers to program access:

- Identification of the architectural barriers to program access: Refer to Sonoma County Junior College District's Access Survey – Facility Reports.

- Identification of the specific barrier removal actions and architectural modifications: Refer to Sonoma County Junior College District's Access Survey – Facility Reports*.*

- Identification of a schedule for barrier removal: Refer to *Time Frames for Completion* in this section.

- Identification of responsibility for ensuring barrier removal: The responsibility for ensuring barrier removal resides with the ADA Coordinator for Sonoma County Junior College District.

3.1.1   Overview-Sonoma County Junior College District's Approach

It is the intent of the District to have its ADA Coordinator work together with the President, to determine funding sources for the District's on-going program of architectural barrier removal projects. Once funding is identified, the Dean, Facility Planning and Operations, will coordinate the placement of the projects in the District's Master Plan to be addressed on a fiscal year basis.

3.1.2   Evaluation/Survey Process

The survey process was accomplished using teams of surveyors equipped with measuring devices, facility diagrams, and survey forms. The surveys identify physical barriers in District facilities based on ADAAG and Title 24 standards. Diagrammatic sketches of each site and building or floor plan were annotated during the survey process and are included in the facility reports. The diagrams indicate the location of architectural barriers and are numbered to correspond to the *Access Survey Report*. These annotated diagrams will assist District staff in prioritizing barriers for removal. The diagrams provide a visual reference for evaluating the physical and programmatic barriers posed by each architectural barrier.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

The elements and their related features addressed in the facility survey include:

Building or Site Feature
- Parking Areas
- Passenger Loading Zones
- Curb Ramps
- Walks
- Ramps
- Stairways
- Hazards
- Doors or Gates
- Signage
- Drinking Fountains
- Telephones
- Building Levels or Lifts
- Elevators
- Automated Teller Machines
- Transaction Counters

Types of Spaces
- Corridors or Aisles
- Classrooms
- Multiple User Restrooms
- Single User Restrooms
- Toilet Rooms
- Locker Rooms
- Library
- Kitchen/Kitchenettes
- Eating Area/Vending Machines
- Auditoriums

Recreation Features
- Games and Sports Areas
- Grandstand/Bleachers
- Swimming Pools
- Site Furnishings: Fixed Trash/Recycling
- Fixed Benches

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

3.1.3   Facility Reports

A facility report has been produced for each site and building, detailing each item found to be in noncompliance with ADAAG and Title 24 standards. The facility report for each site includes:

- *Access Survey Report:* Each specific barrier encountered during the survey process is listed in table format. Barriers are organized by architectural element and located by reference number on the facility diagram.

- *Conceptual Solution:* A feasible conceptual solution to resolving the barrier is provided in text format.

- *Cost Estimate*: A cost estimate is provided for the removal of each barrier.

- *Priority Level:* A priority is given for each barrier removal.

- *Reference Diagram:* A reference diagram locates the barriers at each facility.

3.2   Transition Plan

3.2.1   Barrier Removal Priorities—Districtwide

Recognizing that the District has limited funds and cannot immediately make all facilities fully accessible, District staff utilized the following criteria as the basis for prioritizing the removal of architectural barriers:

- Number of users, including people with disabilities;

- Unique facilities: Can the programs offered in this facility be shifted to an alternative, accessible location;

- Current degree of accessibility;

- Long-term planning status of the building.

3.2.2   Barrier Removal Priorities—Within a Facility

The criteria listed below can be used to assist in the determination of specific program-based barrier removal actions within a facility for this Transition Plan.

Priority 1:   Items indicated as Priority 1 are considered to be of critical importance. These items significantly limit the "path of travel" or access of disabled persons to the buildings, facilities, classrooms, restrooms, etc. of the District. Barriers in this Priority may be items such as walkways, parking spaces, ramps, rails, stairs/elevators, doorways or safety-related items. The District will expedite the removal/correction of Priority 1 items as quickly as possible, within the financial resources of the District.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

Priority 2: Items indicated as Priority 2 fall into two categories:

A. Items that do not significantly limit access for the disabled person into buildings, facilities, classrooms, restrooms of the District (i.e., drinking fountains, etc.); and/or

B. Items that are more cost effective as part of a major modernization or renovation project (i.e., increasing the width of aisles in the Library or the Bookstore, or providing assistive listening rooms in all public buildings, etc.) Priority 2 items will be addressed as part of a modernization, renovation, or new construction project.

Priority 3: Items that do not significantly limit the disabled student access to programs, activities, or services such as: telephones, site furniture/equipment and vending machines.

Other items identified can be handled through regular maintenance or training. Such items in this category include deferred maintenance such as trimming trees, striping parking spaces, or training employees in the workplace to not stack boxes in front of doorways, or to not place furniture in front of fire alarms, etc.

Since not all of barriers must be removed in order to provide program access, those barriers that limit access to public programs, services, and activities are given first priority. These criteria will also be used for prioritizing the removal of architectural barriers in future projects.

3.2.3   New Construction and Renovations

The District's new construction and renovation programs require projects to comply with applicable State of California codes and standards for accessibility. The following recommended actions apply to all new construction and renovation projects in the District.

Recommended Actions:

1. Ensure that all buildings and facilities conform to the technical requirements of ADAAG, per Title II of the ADA, and State of California code and standards for District-funded public developments. New developments and renovations must comply with these standards.

2. Develop plans to have an independent consultant review new construction and renovation projects at the concept, construction drawing, construction planning and construction stages with final review prior to acceptance of completed work. This should be developed in budget planning for renovation and construction at a rate of 1% to 1.5% of the project cost.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

3.2.4   Time Frames for Completion

The following table, *Architectural Barrier Removal Projects*, includes a list of facilities that receive a high level of use by the public, provide programs and/or services that are unique and cannot occur in another location, and are distributed throughout the District thereby providing maximum access for all residents. The table includes those facilities that are considered by the District as being its highest priorities for addressing the removal of architectural barriers.

It is the intent of the District to address these barriers within a time frame of 10-12 years depending on immediate necessity, degree of complexity, and overall cost. The District reserves the right to modify barrier removal priorities in order to allow flexibility in accommodating requests, petitions for reasonable modifications from persons with disabilities, funding availability and changes in District programs.

Interim Measures

In accordance with the requirements of the ADA, when barriers are scheduled to be removed over a period of time, interim measures to provide program access will be implemented. Interim measures may include the redesign of equipment, assignment of aides to beneficiaries, delivery of services at alternate accessible sites, or the use of accessible conveyances. In addition, other methods may be employed that result in accessible, programs and activities being   readily   accessible   to   and   usable   by   individuals   with   disabilities.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

Architectural Barrier Removal Projects

Facilities	Time Frame for Barrier Removal
Phase I Sonoma County Junior College District endeavors to remove barriers identified in the survey of the Santa Rosa Campus, prepared by Architerra LLP, to include: path of travel access including walkways, ramps, rails, stairs/elevators, directional signs, doorways, and parking spaces. The District will expedite the removal or correction of these items as quickly as possible, within the financial resources of the District. ***Matters involving safety or hazard will be reviewed for immediate correction.	Years 1 - 5
Phase II The District continues its endeavor to work on the removal of barriers outlined in Phase I, as well as to address barriers in educational programs and functional spaces (i.e. classrooms, restrooms, auditoriums, labs, sports facilities).	Years 6 - 10
Phase III The District continues its endeavor to work on the removal of barriers outlined in Phases I & II, as well as to address the removal of barriers associated with drinking fountains, telephones, vending machines, dining halls/facilities, libraries, etc.	Years 11 - 12

It is the intent of the District to have its ADA Coordinator work together with the President, Component Administrators, ADA Task Force, District Accessibility Committee and budget staff to determine the funding sources for architectural barrier removal projects. Once funding is identified, the ADA Coordinator will coordinate the placement of the projects in the District's Master Plan to be addressed on a fiscal year basis.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

4.0   Exterior Routes of Travel

4.1   Introduction

The survey of the Santa Rosa campus includes a review of the path of travel (POT) which includes sidewalks, ramps, walkways and curb ramps.   The Transition Plan provides continuity to this survey for all owned sites through self evaluation, community input and correction as required.

4.1.1   Overview of the District's Approach

Facilities Planning and Operations (FPO) assures that POTs on new construction and renovations provide accessibility, during and after the project.   FPO also maintains accessibility on the POT through ongoing "Self- Evaluation" for corrections that range from grinding to actual replacement of affected areas.   In addition to this maintenance routine, the District, community and public also have access to submit request for evaluation of specific POT areas. If correction/repairs are warranted, FPO undertakes temporary repairs and then places the location on an inventory for future permanent repairs based on available funding.

4.1.2   Priorities for Path of Travel (POT) Repair, Replacement and New Construction

To promote both efficiency and accessibility, the District's Self-Evaluation and Transition Plan developed the following criteria for prioritizing POT corrections.   The categories that will be used to rank POT improvements are:

- Repair of hazardous conditions;
- Repair of existing POT, where applicable, that do not comply with ADAAG technical requirements and State of California codes/standards, and
- Installation of new POT when feasible.

4.2   Transition Plan—Exterior Routes of Travel

4.2.1   General Policies and Practices

Self-Evaluation Findings:

Although the District has already instituted a number of programs to evaluate and correct accessibility deficiencies, the District will continue to review these programs in order to meet its overall goals.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Transition Plan for District Facilities

June 2011

Recommended Actions:

1. Institute annual self evaluation of POT based on the priorities listed above (5.1.2).
2. Complete the inventory to determine where the POT needs to be repaired, replaced, or newly constructed to meet current ADAAG technical requirements and State of California code/standards.
3. Continue to improve accessibility for pedestrians.
4. Survey and document the priorities and corrections accomplished

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Complaint Procedures for Discrimination Based on Disability

June 2011

5.0 Complaint Procedures for Discrimination Based on Disability

2.7P
DISCRIMINATION COMPLAINT PROCEDURES
REVIEWED: MAY 9, 1995
REVIEWED: NOVEMBER 11, 1997
REVISED: MARCH 13, 2001
REVISED: DECEMBER 10, 2002
REVISED: JUNE 10, 2008
REVISED: May 10, 2011

This procedure for the filing and processing of allegations of unlawful discrimination and sexual harassment is adopted to implement the requirements of Title 5 of the California Code of Regulations, sections 59300 et seq. (and other laws that prohibit unlawful discrimination) which requires all California Community College districts to ensure that their programs and activities are free from unlawful discrimination, to investigate complaints of unlawful discrimination in its programs and activities, and to try to resolve those complaints.

The Sonoma County Junior College District has identified the Vice President of Human Resources to the Chancellor of the California Community Colleges (State Chancellor) and to the public as the single District officer responsible for receiving unlawful discrimination complaints filed pursuant to this procedure and for coordinating their investigation. The actual investigation of complaints may be assigned to other staff or to outside persons or organizations under contract with the District. Such delegation procedures will be used whenever the Vice President of Human Resources is named in the complaint or is implicated by the allegations in the complaint.

Administrators, faculty members, other District employees, and students should direct all complaints of unlawful discrimination to the Vice President of Human Resources.

> Vice President of Human Resources
> Santa Rosa Junior College
> 1501 Mendocino Avenue
> 1988 Armory Drive
> Santa Rosa, CA 95401
> (707) 527-4954

Cal. Code Regs., Title 5, § 59324, 34 C.F.R. § 106.8

CONFIDENTIALITY OF THE PROCESS
The District recognizes that confidentiality is important to all parties involved in an alleged unlawful discrimination complaint investigation. To the extent possible, the confidentiality of the complainant, respondent and witnesses will be protected. Employees and/or students interviewed in accordance with these procedures shall assist in maintaining such confidentiality.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Complaint Procedures for Discrimination Based on Disability

June 2011

Investigative processes can best be conducted within a confidential climate, and the District does not reveal information about such matters except as necessary to fulfill its legal obligations. However, potential complainants are sometimes reluctant to pursue a complaint if their names will be revealed.

The inability to reveal the name of a complainant or facts that are likely to reveal the identity of the complainant can severely limit the ability of the District to respond. Complainants must also recognize that persons who are accused of wrongdoing have a right to present their side of the matter, and this right may be jeopardized if the District is prohibited from revealing the name of the complainant or facts that are likely to disclose the identity of the complainant.

If a complainant insists that his or her name not be revealed, the Vice President of Human Resources shall take all reasonable steps to investigate and respond to the complaint consistent with the complainant's request as long as doing so does not jeopardize the rights of other students or employees.

It is also important that complainants and witnesses understand the possibility that they may be charged with allegations of defamation if they circulate the charges outside of the District's process. In general, persons who are participating in a District investigative or disciplinary process that is related to a charge of discrimination are protected from tort claims such as defamation. However, persons who make allegations outside of these processes or who discuss their claims with persons outside of the process may expose themselves to tort charges. Complainants, witnesses, and those accused of discrimination will all be asked to sign a confidentiality acknowledgement statement.

Where an investigation results in recommendations of disciplinary action, the complainant may wish to have information about what disciplinary actions the District took. However, the privacy rights of the persons involved often prevent the District from providing such information. Disciplinary actions taken against employees are generally considered confidential. In student disciplinary actions for sexual assault/physical abuse charges, the victim shall be informed of the final results of the disciplinary proceeding, but the victim must keep the information confidential. Further disclosure of the final results of student disciplinary proceedings may be made in accordance with applicable law.

California Const., Article I, §1; Civil Code § 47; Ed. Code, §§ 76234 and 87740, 34 C.F.R. § 99.31(a); *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, Title IX,* Office for Civil Rights, January 19, 2001.

FILING A COMPLAINT
An individual who believes he/she has been unlawfully discriminated against or sexually harassed in violation of District policy in any program or activity of the District that is funded directly by, or that receives any financial assistance from, the State Chancellor or Board of Governors of the

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Complaint Procedures for Discrimination Based on Disability

June 2011

California Community Colleges or an individual who learns of such alleged discrimination or harassment in his or her official capacity as a faculty member or District administrator may file a complaint with the Vice President of Human Resources.

A representative of his/her choice may accompany the complainant and the respondent at any stage of these proceedings. Any expense of such representative is the sole obligation of the individual who requests the participation of a representative.

Cal. Code Regs., Title 5, §59328.

TIMELINES
The District recognizes that it is in the best interest of all parties that persons who allege that improper conduct occurred seek resolution of their concerns as soon as possible to allow necessary reviews to occur expeditiously. Formal written complaints must be complete and filed in a timely manner. (See "Investigation Upon Filing of a Formal Complaint" below for filing details, including filing deadlines.) It is the District's intent that all complaints be resolved as quickly as possible consistent with the requirements for a thorough investigation.

Cal. Code Regs., Title 5, § 59328.

INFORMAL/FORMAL COMPLAINT PROCESS
Persons who feel comfortable doing so may attempt to address conduct that may violate the District's nondiscrimination policy on their own. For example, they may inform (either verbally or in writing) the individual perceived as engaging in unlawful discriminatory conduct that such behavior is offensive and must stop. However, no individual is required to attempt to resolve offensive conduct on their own and no direct communication with the individual whose conduct is offensive. If an individual chooses not to directly communicate with the individual whose conduct is offensive is required. If an individual chooses not to directly communicate with the individual whose conduct if offensive, or if such communication is unsuccessful, he/she should bring the complaint to the Vice President of Human Resources who will explain both informal and formal options for addressing the issue and the individual's rights and responsibilities under both options.

The purpose of an informal resolution process is to allow an individual who believes he/she has been unlawfully discriminated against or sexually harassed to resolve the issue through a mediation process rather than through a formal complaint process. The informal resolution process may be an effective process when there may be a simple misunderstanding or when an individual does not wish to file a formal complaint. For example, such a process may resolve problems that require only clarification or where a problem can be resolved fairly easily, such as with an apology and an assurance that the offensive conduct will stop. The individual who selects informal resolution will be asked to sign the District's Informal Proceeding verification form.

When a person brings charges of unlawful discrimination to the Vice President of Human Resources, the Vice President will:

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Complaint Procedures for Discrimination Based on Disability

June 2011

(1) Undertake efforts to informally resolve the charges;

(2) Advise the complainant that he or she need not participate in informal resolution;

(3) Notify the person bringing the charges of his or her right to file a formal complaint and explain the procedure for filing a formal complaint;

(4) Assure the complainant that he or she will not be required to confront, or work out problems with, the person accused of unlawful discrimination.

(5) Advise students a complaint may be filed with the Office for Civil Rights of the U.S. Department of Education (OCR – http://www.ed.gov/about/offices/list/ocr) where such complaint is within that agency's jurisdiction; and,

> OFFICE FOR CIVIL RIGHTS
> U.S. Department of Education
> Old Federal Building, 50 United Nations Plaza, Room 239
> San Francisco, CA 94102-4102 (415) 437-7700

(6) If the complaint is employment-related, advise the complainant that complaint may be filed with the Department of Fair Employment and Housing (DFEH – http://www.dfeh.ca.gov) and/or the U.S. Equal Employment Opportunity Commission (EEOC – http://www.eeoc.gov) where such complaint is within the agency's jurisdiction.

> EQUAL EMPLOYMENT OPPORTUNITY COMMISSION
> 350 The Embarcadero, Suite 500
> San Francisco, CA 94105-1260
> (415) 625-5600
>
> DEPARTMENT OF FAIR EMPLOYMENT & HOUSING
> San Francisco District Office 1515 Clay Street, Suite 701
> Oakland, CA 94612
> (800) 884-1684

The Vice President of Human Resources cannot offer advice regarding the processes that will be followed by the EEOC, DFEH, or OCR. Persons should contact those agencies directly with any questions about their jurisdiction or their processes.

Efforts at informal resolution need not include any investigation unless the Vice President of Human Resources determines that an investigation is warranted by the seriousness of the charges. Efforts at informal resolution may continue after the filing of a formal written complaint, but informal resolution efforts do not extend the time limitations for filing a formal complaint.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Complaint Procedures for Discrimination Based on Disability

June 2011

After a complaint is filed an investigation is required to be conducted and will be completed unless the matter is informally resolved and the complainant dismisses the complaint. If a complainant chooses informal resolution or dismisses a formal complaint prior to completion of the process, the Vice President of Human Resources may require a complete investigation if warranted by the seriousness of the allegations. Any efforts at informal resolution after the filing of a written complaint will not exceed the ninety-day period for rendering the administrative determination.

In employment related cases, if the complainant files with the Department of Fair Employment and Housing, a copy of that filing will be sent to the State Chancellor's Office requesting a determination of whether a further investigation under Title 5 is required. Unless the State Chancellor's Office determines that a separate investigation is required, the District will discontinue its investigation under Title 5 and the matter will be resolved through the Department of Fair Employment and Housing.

Cal. Code Regs., Title 5, §§ 59327, 59328, 59334, 59336 and 59339.

FILING OF FORMAL WRITTEN COMPLAINT
If a complainant decides to file a formal written unlawful discrimination complaint with the District, he or she will file the complaint on a form prescribed by the State Chancellor These approved forms are available from the District and also at the Chancellor's Office website as follows:

http://www.ccco.edu/divisions/legal/discrimination/attachments/Discrim_Complaint_2006.pdf.

The completed form is to be filed with the Vice President of Human Resources or mailed directly to the State Chancellor's Office.

Vice President of Human Resources	State Chancellor's Office
Human Resources Department	Legal Affairs Division
Santa Rosa Junior College	Chancellor's Office
1501 Mendocino Avenue	California Community Colleges
1988 Armory Drive	1102 Q Street
Santa Rosa, CA 95401	Sacramento, CA 95811
(707) 527-4954	(916) 445-4826

INVESTIGATION UPON FILING OF A FORMAL WRITTEN COMPLAINT
When a formal written complaint is filed it will be reviewed to determine if the complaint meets the following requirements:

(1) The complaint must be filed on a form prescribed by the State Chancellor's Office.

(2) The complaint must allege unlawful discrimination prohibited under Cal. Code Regs., tit. 5, § 59300.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Complaint Procedures for Discrimination Based on Disability

June 2011

(3) The complaint must be filed by one who alleges that he or she has personally suffered unlawful discrimination or by one who has learned of such unlawful discrimination in his or her official capacity as a faculty member or administrator.

(4) In any complaint not involving employment, the complaint must be filed within one year of the date of the alleged unlawful discrimination or within one year of the date on which the complainant knew or should have known of the facts underlying the allegation of unlawful discrimination.

(5) In any complaint alleging discrimination in employment, the complaint shall be filed within 180 days of the date the alleged unlawful discrimination occurred, except that this period will be extended by no more than 90 days following the expiration of that 180 days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of 180 days.

If a complaint is defective it will be immediately returned to the complainant with a complete explanation of why an investigation could not be initiated under this process. The notice shall specify in what way(s) the complaint is defective, and a copy of the notice to the complainant will be sent to the State Chancellor's Office.

Cal. Code Regs., Title 5, §§ 59328, 59332.

Once a complaint is determined to be a valid complaint under this process, the individual(s) accused of engaging in prohibited discriminatory conduct shall be advised of the filing and the general nature of the complaint. This will occur as soon as possible and as appropriate under the circumstances. The District will also advise the accused that an assessment of the accuracy of the allegations has not yet been made, that the complaint will be investigated, that the accused will be provided an opportunity to present his/her side of the matter, and that any conduct that could be viewed as retaliatory against the complainant or any witnesses must be avoided.

Cal. Code Regs., Title 5, 59334.

RETALIATION
If an individual believes he/she has been subject to retaliation for filing a complaint or asserting the right to be free from discrimination prohibited by District Policy 2.7, the individual may file an additional complaint with the Vice President of Human Resources. The Vice President of Human Resources shall investigate the claim of retaliation in accordance with these procedures.

If the Vice President of Human Resources determines that the complaint of retaliation is valid, in addition to any other remedies which may be appropriate (such as disciplinary action), the Vice President of Human Resources shall take all necessary steps to end the retaliatory behavior as quickly as possible including providing counseling to the person engaging in the retaliatory conduct.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Complaint Procedures for Discrimination Based on Disability

June 2011

INVESTIGATIVE REPORT AND ADMINISTRATIVE DETERMINATION

The Vice President of Human Resources reviews the formal complaint, conducts an impartial fact finding investigation of the complaint, and recommends corrective action on behalf of the District. Corrective action involving a recommendation for staff or student disciplinary action shall be referred to the appropriate vice president for further action. To the extent possible, all unlawful discrimination or sexual harassment complaints filed under this process shall be investigated within a maximum of ninety (90) days of receipt. If circumstances beyond the control of the District prevent the completion of an investigation within 90 days, the Vice President of Human Resources will notify the State Chancellor and the complainant. (See "Extensions" section below for complete information.) Upon completion of the investigation, the Vice President of Human Resources will forward a copy of the investigative report to the State Chancellor.

The investigative report shall include at least all of the following:

(1) A description of the circumstances giving rise to the complaint.

(2) A summary of witness testimony.

(3) An analysis of relevant data.

(4) A finding as to whether probable cause exists to believe that discrimination in violation of District policy occurred with respect to each complaint allegation.

Upon completion of the investigation, a summary of the investigative report shall be forwarded to the complainant.

Cal. Code Regs., Title 5, § 59334.

The District's administrative determination shall also be sent to the State Chancellor and the complainant, and shall set forth all of the following:

(1) The determination of the District's Superintendent/President or his/her designee as to whether there is probable cause to believe that discrimination in violation of District policy occurred with respect to each complaint allegation.

(2) A description of actions taken, if any, to prevent similar problems from occurring in the future.

(3) The proposed resolution to the complaint.

(4) The complainant's right to appeal to the District's Board of Trustees and to the State Chancellor.

Cal. Code Regs., Title 5, § 59336.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Complaint Procedures for Discrimination Based on Disability

June 2011

COMPLAINANT'S APPEAL RIGHTS

Complainants have appeal rights that they may exercise if they are not satisfied with the results of the District's administrative determination. At the time the administrative determination and the summary of the investigative report is mailed to the complainant the District will notify the complainant of his or her appeal rights as follows:

(1) First level of appeal: the complainant has the right to file an appeal to the District's Board of Trustees within 15 days from the date of the administrative determination. The Board of Trustees will review the original complaint, the investigative report, the administrative determination, and the appeal.

The District's Board of Trustees will issue a final District decision in the matter within 45 days after receiving the appeal. Or, the Board of Trustees may elect to take no action within 45 days, in which case the administrative determination will be deemed to be affirmed and shall become the final District decision in the matter. A copy of the final decision rendered by the Board will be forwarded to the complainant and to the State Chancellor's Office.

(2) Second level of appeal: the complainant has the right to file an appeal with the California Community College Chancellor's Office in any case not involving employment related discrimination within 30 days from the date that the Board of Trustees issues the final District decision or permits the administrative determination to become final by taking no action within 45 days.

The complainant's appeal to the State Chancellor must be accompanied either by a copy of the Board of Trustees' decision or by evidence showing the date the complainant filed an appeal with the Board of Trustees and a statement signed under penalty of perjury that the complainant received no response from the Board of Trustees within 45 days from that date.

Complainants must submit all appeals in writing.

Cal. Code Regs., Title 5, §§ 59338 and 59339.

If a person chooses to pursue a complaint under this policy, he/she has not waived the right to file a complaint with the Equal Employment Opportunity Commission, Department of Fair Employment and Housing, the Office for Civil Rights or the appropriate bargaining agent, and has not waived the right to pursue the matter in a court of law.

FORWARD TO STATE CHANCELLOR

Within 150 days of receiving a complaint that does not involve employment discrimination, the District will forward the following to the State Chancellor:

(1) A copy of the final District decision rendered by the Board of Trustees or a statement indicating the date on which the administrative determination became final as a result of taking no action on the appeal within 45 days.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Complaint Procedures for Discrimination Based on Disability

June 2011

(2) A copy of the notice of appeal rights the District sent the complainant.

(3) Any other information the State Chancellor may require.

Cal. Code Regs., Title 5, §§ 59338 and 59340.

EXTENSIONS
If for reasons beyond its control, the District is unable to comply with the 90-day or 150-day deadlines specified above for submission of materials to the complainant and the State Chancellor's Office, the District will file a written request that the Chancellor grant an extension of the deadline. The request will be submitted no later than 10 days prior to the expiration of the deadlines for completing investigations or for reaching a final District decision as established by Title 5 in sections 59336 and/or 59340 and will set forth the reasons for the request and the date by which the District expects to be able to submit the required materials.

A copy of the request for an extension will be sent to the complainant who may file written objections with the State Chancellor within five (5) days of receipt.

The State Chancellor may grant the request unless delay would be prejudicial to the investigation. If the State Chancellor grants an extension of the 90-day deadline the 150-day deadline is automatically extended by an equal amount.

Cal. Code Regs., Title 5, § 59342.

NOTICE, TRAINING AND EDUCATION FOR STUDENTS AND EMPLOYEES
The Vice President of Human Resources or designee is responsible for providing information and/or training to employees and students on the District's unlawful discrimination and sexual harassment policy and procedures.

Every nonsupervisory District employee will receive information related to nondiscrimination and a copy of the unlawful discrimination and sexual harassment policies and procedures during the first year of their employment. New supervisory employees shall receive training regarding the District's nondiscrimination policy, including training in sexual harassment prevention within six months of assuming their supervisory positions. All supervisory employees will receive such training at least once every two years.
In years in which a substantive policy or procedural change has occurred all District employees will attend a training update and/or receive a copy of the revised policies and procedures.

A copy of the District's written policy on unlawful discrimination and sexual harassment, as it pertains to students, will be provided as part of any orientation program conducted for new students at the beginning of each semester or summer session, as applicable.

A training program will be made available to continuing students as often as practical. Such

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Complaint Procedures for Discrimination Based on Disability

June 2011

informational services shall ensure that students have information on where to obtain rules and procedures for reporting allegations of discrimination and sexual harassment and how to file a District complaint or pursue available remedies.

A copy of the District's written policies on unlawful discrimination and sexual harassment will be displayed in a prominent place in the main administration building, Bailey Hall, and other areas where notices regarding the District's rules, regulations, procedures, and standards of conduct are posted, and shall appear in any District publications that set forth the comprehensive rules, regulations, procedures, and standards of conduct for the District.

Ed. Code, § 66281.5; Cal. Code Regs., Title 5, § 59324 and 59326; Reference: Cal. Code Regs., Title 5, § 59300 et seq.; 34 C.F.R. § 106.8(b).

DOCUMENT RETENTION
Documents related to complaint resolution and to employee and student notices and training will be retained by the District in accordance with Title 5 of the California Code of Regulations, sections 59020 et seq.

DEFINITIONS APPLICABLE TO NONDISCRIMINATION POLICIES AND PROCEDURES
"Appeal" means a request by a complainant made in writing to the District Board of Trustees requesting review of the administrative determination and/or the State Chancellor requesting review of the District's final decision regarding a complaint of discrimination or harassment.

"Association with a person or group with one or more of these actual or perceived characteristics" includes advocacy for or identification with people who have one or more characteristics of a protected category listed in the District's Unlawful Discrimination Policy (Policy 2.7), participation in a group associated with persons having such characteristics, or use of a facility associated with use by such persons.

"Complaint" means a written and signed statement meeting the requirements of section 59338 of Title 5, and described in the "Investigation Upon Filing of a Formal Written Complaint" portion of this procedure that alleges unlawful discrimination in violation of District Policy 2.7 and the nondiscrimination regulations set out at title 5, section 59300 et seq. of the California Code of Regulations.

"Days" means calendar days.

"Disability" means mental or physical disability as defined herein, and includes the Americans with Disabilities Act of 1990. If those definitions would result in broader protection of civil rights of individuals with a mental or physical disability, or would include any medical condition not included within these definitions, then that broader protection or coverage shall be deemed incorporated by reference, and shall prevail over conflicting provisions described herein.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Complaint Procedures for Discrimination Based on Disability

June 2011

"District" means the Sonoma County Junior College District or any District program or activity that is administered by, funded directly by, or that receives any financial assistance from the Chancellor or Board of Governors of the California Community Colleges. This includes any other organization associated with the District that receives state funding or financial assistance through the District.

"Discrimination on the basis of sex" means sexual harassment or discrimination on the basis of gender.

"Mental disability" includes, but is not limited to, all of the following:

(1) Having any mental or psychological disorder or condition, such as intellectual disability, organic brain syndrome, emotional or mental illness, or specific learning disabilities that limits a major life activity. For purposes of this procedure:

  (a) "Limits" shall be determined without regard to mitigating measures, such as medications, assistive devices, or reasonable accommodations, unless the mitigating measure itself limits a major life activity.

  (b) A mental or psychological disorder or condition limits a major life activity if it makes the achievement of the major life activity difficult.

  (c) "Major life activities" shall be broadly construed and shall include physical, mental, and social activities and working.

(2) Any other mental or psychological disorder or condition not described in paragraph (1) that requires special education or related services.

  Having a record of a mental or psychological disorder or condition not described in paragraph (1) or (2) which is known to the District.

(3) Being regarded or treated by the District as having, or having had, any mental condition that makes achievement of a major life activity difficult.

(4) Being regarded or treated by the District as having, or having had, a mental or psychological disorder or condition that has no present disabling effect, but that may become a mental disability as described in paragraph (1) or (2).

"Mental disability" does not include sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from the current unlawful use of controlled substances or other drugs.

"Physical disability" includes, but is not limited to, all of the following:

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Complaint Procedures for Discrimination Based on Disability

June 2011

(1) Having any physiological disease, disorder, condition, cosmetic disfigurement, or anatomical loss that does both of the following:

    (a) Affects one or more of the following body systems: neurological, immunological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin and endocrine.

    (b) Limits a major life activity. For purposes of this procedure:

        (i) "Limits" shall be determined without regard to mitigating measures such as medications, assistive devices, prosthetics, or reasonable accommodations, unless the mitigating measure itself limits a major life activity.

        (ii) A physiological disease, disorder, condition, cosmetic disfigurement, or anatomical loss limits a major life activity if it makes the achievement of the major life activity difficult.

        (iii) "Major life activities" shall be broadly construed and includes physical, mental, and social activities and working.

(2) Any other health impairment not described in paragraph (1) that requires special education or related services.

(3) Having a record or history of a disease, disorder, condition, cosmetic disfigurement, anatomical loss, or health impairment described in paragraph (1) or (2) which is known to the District.

(4) Being regarded or treated by the District as having, or having had, any physical condition that makes achievement of a major life activity difficult.

(5) Being regarded or treated by the District as having, or having had, a disease, disorder, condition, cosmetic disfigurement, anatomical loss, or health impairment that has no present disabling effect but may become a physical disability as described in paragraph (1) or (2).

(6) "Physical disability" does not include sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from the current unlawful use of controlled substances or other drugs.

"Sexual Harassment" includes but is not limited to:

(1) Making unsolicited and unwelcome written, verbal, physical, and/or visual contacts with sexual overtones. (Examples of sexual harassment which appear in a written form include, but are not limited to: suggestive or obscene letters, notes, and invitations. Examples of

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Complaint Procedures for Discrimination Based on Disability

June 2011

visual sexual harassment include, but are not limited to: leering, gestures, display of sexual objects or pictures, cartoons, or posters. Examples of verbal harassment include, but are not limited to: sexual innuendoes and comments; humor or jokes about sex or females/males in general; pejorative comments about females; comments about one's own or someone else's sex life or body; rating a person's sexuality or attractiveness. Examples of physical harassment include but are not limited to: giving a neck or shoulder massage; touching, patting, pinching, stroking or brushing against a person; attempted or actual sexual assault.)

(2) Continuing to express sexual interest after being informed that the interest is unwelcome.

(3) Making reprisals, threats of reprisal, or implied threats of reprisal following a rebuff of harassing behavior. The following are examples of this type of sexual harassment: implying or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting scholarship recommendation or college application will be denied.

(4) Engaging in explicit or implicit coercive sexual behavior within the work environment which is used to control, influence, or affect the employee's career, salary, and/or work environment.

(5) Engaging in explicit or implicit coercive sexual behavior within the educational environment that is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.

(6) Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc. in exchange for sexual favors.

Ed. Code, §§ 212.5, 66262.5; Cal. Code Regs., Title 5, §§ 59300, 59311; *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, Title IX*, Office for Civil Rights, January 19, 2001.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

6.0   Program Accessibility Guidelines, Standards & Resources

6.1   Introduction

In order to facilitate access to all District Programs and Departments, the District will maintain these program accessibility guidelines, standards and resources. This information is available to all employees and volunteers. The District will add to these guidelines when necessary to address its needs and include information and technological devices that help staff and volunteer members to communicate with individuals with a variety of disabilities. The District will periodically review the components of this section, as new technologies are developed in order to ensure that the best types of modifications are included. The District will maintain relationships with groups which serve people with disabilities to assist in maintaining the resources in this section. This section also contains the accessibility standards of care that govern new construction and alterations to facilities.

6.2   Federal Accessibility Standards & Regulations & Resources

There are both State and Federal regulations for accessible facilities. Below are resources for both the State of California and Federal facility regulations.

U.S. Department of Justice

The U.S. Department of Justice: http://www.ada.gov. The US DOJ provides many free ADA materials including the Americans with Disability Act (ADA) text. Printed materials may be ordered by calling the ADA Information Line [1.800.514.0301 (Voice) or 1.800.514.0383 (TTY)]. Publications are available in standard print as well as large print, audiotape, Braille, and computer disk for people with disabilities. Documents, including the following publications, can also be downloaded from the Department of Justice website.

ADA Regulation for Title II: http://www.ada.gov/reg2.html**.** This publication describes Title II of the Americans with Disabilities Act, Pub. L. 101-336, which prohibits discrimination on the basis of disability by public entities. Title II of the ADA protects qualified individuals with disabilities from discrimination on the basis of disability in the services, programs, or activities of all state and local governments. This rule adopts the general prohibitions of discrimination established under section 504, as well as the requirements for making programs accessible to individuals with disabilities and for providing equally effective communications. It also sets forth standards for what constitutes discrimination on the basis of mental or physical disability, provides a definition of disability and qualified individual with a disability, and establishes a complaint mechanism for resolving allegations of discrimination.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

Title II Technical Assistance Manual (1993) and Yearly Supplements:
http://www.ada.gov/taman2.html. and supplement http://www.ada.gov/taman2up.html. This manual explains in lay terms what state and local governments must do to ensure that their services, programs, and activities are provided to the public in a nondiscriminatory manner.

Current Text of the Americans with Disabilities Act of 1990, including changes made by the ADA Amendments Act of 2008 (P.L. 110-325), http://www.ada.gov/pubs/adastatute08.pdf. The ADA prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation. It also mandates the establishment of TTY/telephone relay services.

ADA Information for Law Enforcement, http://www.ada.gov/policeinfo.html. This page contains compliance assistance materials to help state and local law enforcement officers understand how to interact with victims, witnesses, suspects, and others who have disabilities.

US Access Board

The US Access Board, http://www.access-board.gov. The US Access Board writes Federal regulations for Facilities, Public Rights-of-Way, Transportation, and Communications. This page also contains research papers, newsletters, annual reports and more. In addition to regular print, publications are available in: large print, disk, audiocassette, and Braille. Multiple copies of publications can be ordered by sending a request to pubs@access-board.gov. In addition to the guidelines, guidance material is also available to assist staff in understanding and implementing federal accessibility guidelines. Copies of Advisory Committee Reports that have been written but not yet adopted as law are also provided.

ADA and ABA Accessibility Guidelines Homepage,
http://www.accessboard.gov/prowac/alterations/guide.html. Includes a Side-by-Side Comparison of the ADA-ABA guidelines, the original ADA standards, and the International Building Code (2003 edition) issued by the Access Board.

6.3   State of California Accessibility Standards & Regulations & Resources

Title 24, California Building Code

The State of California has also adopted a set of design guidelines for accessible facilities, which can be found in the California Code of Regulations, Title 24, Part II, California Building Code (CBC), www.iccsafe.org. CBC contains general building design and construction requirements relating to fire and life safety, structural safety, and access compliance. CBC provisions provide minimum standards to safeguard life or limb, health, property and public welfare by regulating and controlling the design, construction, quality of materials, use and occupancy, location and maintenance of all buildings and structures and certain equipment.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

Although California has adopted most of the ADAAG requirements, there are some differences. In general, the more restrictive requirement (whether federal or state) should be applied when designing accessible facilities. The complete Title 24 or any of its parts is available for purchase from the International Code Council (ICC), 5360 South Workman Mill Road, Whittier, CA 90601, 1.800.423.6587, www.iccsafe.org or at various bookstores that carry technical books.

Since the CBC is updated every three years, the District should have an ongoing program of regularly reviewing these changes and updating policies and procedures related to accessibility to keep them current.

Division of the State Architect

The Division of State Architect (DSA), http://www.dsa.dgs.ca.gov/Pubs/default.html, also provides information and resources for accessible or universal design. The DSA's website is http://www.dsa.dgs.ca.gov. For technical assistance contact DSA's Access Compliance Program at 1130 K Street, Suite 101, Sacramento, California 95814 (916.322.4700).

DSA's 2003 California Access Compliance Reference Manual. The purpose of this book of regulations and statutes together is to clarify the obligations for architectural accessibility in California.

6.4   General Disability Etiquette

A guide to disabilities and disability etiquette should be assembled and distributed to staff and volunteers in addition to staff training. The guide will ensure that staff and volunteers are familiar with a variety of types of disabilities and that they are sensitive to the abilities and needs of people with disabilities in order not to offend or demean them. The guide should be periodically updated to ensure that it includes current acceptable language for talking about disabilities. Some examples of disability etiquette guides:

- **The County of Long Beach**, disability etiquette publication
  http://www.longbeach.gov/hr/ada/disability_etiquette.asp.

- **Easter Seals Disability Etiquette website**
  http://www.easterseals.com/site/PageServer?pagename=ntl_etiquette.

- **District of Sacramento's Disability Etiquette Website**
  http://www.Districtofsacramento.org/adaweb/learning_about_disabilities.html.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

6.5   Local, State, and National Organizations who Provide Disability Services and Information

Local Centers for Independent Living

State & National Organizations Who Provide Services to People with Disabilities

- **ADA Coordinator's Toolkit**, http://www.dbtacnorthwest.org/tools/tool-kits/ada-coordinators.

- **Accessible Information Exchange: Meeting on a Level Playing Field (Providing Accessible Meetings)**, http://www.ada.gov/business/accessiblemtg.html.

- **United Cerebral Palsy of Central California**, http://www.ccucp.org. United Cerebral Palsy of Central California is a non-profit social service organization dedicated to serving men, women, and children with disabilities. Programs include adaptive services, assistive technology services, summer programs, life skills training, and a center for arts and technology.

- **American Association of People with Disabilities**: The American Association of People with Disabilities (http://www.aapd-dc.org/) is the largest nonprofit, nonpartisan, cross-disability organization in the United States.

- **American Foundation for the Blind**: The American Foundation for the Blind is committed to improving accessibility in all aspects of life—from cell phones to ATMs, on web sites and in workplaces. Services include assistance in making products and services accessible to people with visual impairments. AFB offers expert consulting services and accessible media production. AFB provides objective product evaluations of adaptive technologies through its assistive technology product database (http://www.afb.org/). Local assistance is available through the American Foundation for the Blind-West, 44 Montgomery Street, Suite 1305, San Francisco, CA 94040 (415) 392-4845 or by email at sanfran@afb.net.

- **Adaptive Environments**: This educational non-profit organization is committed to advancing the role of design in expanding opportunity and enhancing experience for people of all ages and abilities. Adaptive Environments provides education and consultation to public and private entities about strategies, precedents and best practices that go beyond legal requirements to design places, things, communication and policy that integrate solutions to the reality of human diversity (http://www.adaptenv.org/).

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- **Santa Rosa Junior College Disability Resources Department**
  1501 Mendocino Avenue
  Santa Rosa, CA 95401
  (707) 522-2657 Voice
  (707) 527-4278 TTY
  Website: http://www.santarosa.edu/disabilityresources
  Disability Resources Department at Santa Rosa Junior College provides people with disabilities equal access to a community college education through specialized instruction.

- **The Arc**: The Arc (formerly Association for Retarded Citizens of the United States) is the country's largest voluntary organization committed to the welfare of all children and adults with intellectual disabilities and their families (http://www.thearc.org). Local information is available from Arc California, 1225 Eighth Street, Suite 590, Sacramento, CA 95814 (916) 552-6619 or by email at arcca@quicknet.com.

- **Bay Area Outreach and Recreation Program**: BORP was founded in 1976 by people with disabilities to create access to the outdoors, to fitness, to sports, and to recreation for a population who'd been left out. BORP offers a number of competitive sports programs, as well as outdoor adventures, family outings, and integrated cycling.

  BORP staff has extensive experience in providing recreation services to people with disabilities, including involving disabled immigrants and minorities in recreation programs. BORP (http://www.borp.org/) is located at 830 Bancroft Way, Suite 205, Berkeley, CA 94710 (510) 849-4663 or by email at info@borp.org.

- **Center for Independent Living**: The Center for Independent Living (CIL) is a national leader in helping people with disabilities live independently and become productive, fully participating members of society. The staff and board, most of whom have disabilities, are strongly committed to supporting others in their efforts towards self sufficiency. For assistance with programs and for information, contact CIL at 710 4th Street, San Rafael, CA 94901, phone (415) 459-6245 TTY/TDD: 7-1-1 on at their website (http://www.marincil.org/).

- **Disability Resources, Inc.**: Disability Resources, Inc. is a national nonprofit organization that provides information about resources for independent living. DRI maintains an on-line directory of assistive technology resources (http://www.disabilityresources.org/).

- **Environmental Health Network**: EHN's focus is on issues of access and developments relating to the health and welfare of the environmentally sensitive and to promote public awareness of environmental sensitivities and causative factors. EHN provides information environmental and chemical sensitivities at EHN, P.O. Box 1155, Larkspur, California, 94977-1155 (415) 541-5075 and on its website (http://users.lmi.net/wilworks/).

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- **National Association of the Deaf**: NAD is a national consumer organization representing people who are deaf and hard of hearing. NAD provides information about standards for American Sign Language Interpreters and the Captioned Media Program on its website. (http://www.nad.org/).

- **National Federation of the Blind**: NFB is a national organization advocating on behalf of persons who are blind or have low vision. NFB provided on-line resources (http://www.nfb.org/) for technology for the blind, including a technology resource list, a computer resource list, screen access technology, sources of large print software for computers, and sources of closed circuit TV (CCTV's).

- **National Organization on Disability**: The National Organization on Disability promotes the full and equal participation and contribution of America's 54 million men, women and children with disabilities in all aspects of life. NOD maintains an on-line directory of information and links including transportation-related resources (http://www.nod.org/).

- **Paralyzed Veterans of America**: PVA is a national advocacy organization representing veterans. PVA's Sports and Recreation Program promotes a range of activities for people with disabilities, with special emphasis on activities that enhance lifetime health and fitness. PVA's website (http://www.pva.org/site/PageServer?pagename=sports_main) provides information on useful sports publications and a list of contacts.

- **State Council on Developmental Disabilities**, 1507 21st Street, Ste. 210, Sacramento, CA 95814-5299 (916) 322-8481, email: scdd@dss.ca.gov or website (http://www.scdd.ca.gov/).

- **State Office for Deaf Access, Department of Social Services**, 744 P Street, MS 6-91, Sacramento, CA 95814 (916) 653-8320, email: deaf.access@dss.ca.gov or website (http://www.dss.cahwnet.gov/cdssweb/OfficeofDe_189.html.

- **State Office of Services to the Blind, California Department of Social Services**, 744 P Street, MS 6-94, Sacramento, CA 95814 (916) 657-3327, email: BlindAccess@dss.ca.gov website: www.dss.cahwnet.gov/cdssweb/blindservi_187.html.

- **United Cerebral Palsy Association**: UCP's mission is to advance the independence, productivity and full citizenship of people with cerebral palsy and other disabilities, through our commitment to the principles of independence, inclusion and self-determination. UCP's Sports and Leisure Channel is designed for people with disabilities who are interested in sports and other leisure activities and proposes creative ideas for inclusive community recreation programs, including outdoor adventure activities for people with disabilities. Information about the Sports and Leisure Channel is available on UCP's website (http://www.ucp.org/ucp_channel.cfm/1/15).

- **United Spinal Association**: United Spinal Association is a membership organization serving individuals with spinal cord injuries or disease. Formerly known as the Eastern Paralyzed

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

Veterans Association, the organization expanded its mission to serve people with spinal cord injuries or disease regardless of their age, gender, or veteran status. Information on accessibility training and consulting services and recreational opportunities for people with spinal cord injuries or disease is available on their website (http://www.unitedspinal.org).

- **World Institute on Disability**: WID is an international public policy center dedicated to carrying out research on disability issues and overcoming obstacles to independent living. WID maintains an on-line information and resource directory on technology, research, universal design, and the ADA (http://www.wid.org/resources/).

Resources for Persons with Disabilities in Sonoma County

- **Alzheimer's Association**
  1211 N. Dutton Avenue, Suite A
  Santa Rosa, CA 95401
  (707) 573-1210 Voice
  Website: www.alz.org/norcal/
  Advocates for people with Alzheimer's and other related dementias, and for their families

- **Assistance Dog Institute**
  1215 Sebastopol Road
  Santa Rosa, CA 95407
  (707) 545-3647 Voice
  (707) 545-0800 Fax
  Email: info@assistancedog.org
  Website: www.assistancedog.org/
  Trains and provides service-dogs for people with mobility issues

- **Becoming Independent**
  1425 Corporate Center Parkway
  Santa Rosa, CA 95407
  (707) 524-6600 Voice
  (707) 526-6711 TTY
  (707) 527-1206 Fax
  Website: www.becomingindependent.org
  Various programs for adults with developmental disabilities, including senior programs

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- **California Human Development Corporation/ Growth Opportunities**
  2421 Lomitas Avenue
  Santa Rosa, CA 95404
  (707) 571-7637 Voice
  (707) 571-1147 Fax
  Email: allen.mcqueen@chdcorp.org
  Website: www.chdcorp.org/index.php
  Personalized services, developmental disabilities

- **Canine Companions for Independence**
  2965 Dutton Avenue
  Santa Rosa, CA 95402
  (707) 577-1700 Voice
  (707) 577–1756 TTY
  Website: www.caninecompanions.org
  Enhances the lives of people with disabilities by providing highly trained assistance dogs and ongoing support that ensure quality partnerships

- **Disability Services and Legal Center**
  980 Hopper Avenue
  Santa Rosa, CA 95403
  (707) 528-2745 Voice
  (707) 528-2151 TTY
  (707) 528-9477 Fax
  Website: http://www.cri-dov.org
  Disability Services and Legal Center is a non-profit corporation established in 1976 by a group of disabled and non-disabled individuals to advance the rights of persons with disabilities to equal justice, access, opportunity and participation in our communities.

- **Council on Aging**
  30 Kawana Springs Road
  Santa Rosa, CA 95404
  (707) 525-0143 Voice
  (707) 525-0454 Fax
  Email: information@councilonaging.com
  Website: www.councilonaging.com
  Provide services that support the independence and well-being of older adults, and to be a strong advocate for the quality of life of elders locally and nationally.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- **Department of Rehabilitation, State of California**
  50 D Street, Suite 425
  Santa Rosa, CA 95404
  (707) 576-2233 Voice
  (707) 542-6365 TDD
  (707) 576-8212 TDD
  Website: www.dor.ca.gov

- **Vocational Rehabilitation Earle Baum Center**
  4539 Occidental Road
  Santa Rosa, CA 95401
  (707) 523-3222 Voice
  (707) 526-6711 TTY
  (707) 527-1206 Fax
  Email: ebc@earlebaum.org
  Website: www.earlebaum.org
  The Earle Baum Center of the Blind (EBC) is a nonprofit regional community center, serving the blind and visually impaired from the Golden Gate Bridge to the Oregon border. Their mission is to provide opportunities for people who are blind or visually impaired to improve and enrich their personal, social and economic lives.

- **Early Learning Institute**
  484 Rohnert Park Expressway
  Rohnert Park, CA 94928
  (707) 591-0170
  Email: eli@earlylearninginstitute.com
  Website: www.earlylearninginstitute.com
  Early Learning Institute (ELI) is dedicated to providing and promoting developmental services, education and support to young children and their families.

- **Easter Seals Northern California, Inc.**
  5540 State Farm Drive
  Rohnert Park, CA 94928
  (707) 584-1443 Voice
  (707) 584-1889 TTY
  Website: http://noca.easterseals.com
  Easter Seals provides services to children and adults with disabilities and other special needs and support to their families.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- **Goodwill Industries of the Redwood Empire**
  651 Yolanda Avenue
  Santa Rosa, CA 95404
  (707) 523-0564 Voice
  (707) 523-0552 Fax
  Email: information@gire.org
  Website: www.gire.org
  Vocational services for people with disabilities

- **North Bay Regional Center**
  2351 Mendocino Avenue
  Santa Rosa, CA 95403
  (707) 569-2000
  (707) 525-1239 TTY
  (707) 542-9727 Fax
  Email: RickB@nbrc.net
  Website: http://www.nbrc.net
  Services for people of all ages with developmental disability incurred prior to age 18

- **Old Adobe Developmental Services**
  235 Casa Grande Road
  Petaluma, CA 94954
  (707) 763-9807 Voice
  (707) 782-9607 Fax
  Email: webmaster@oadsinc.org
  Website: www.oadsinc.org
  Various programs for adults with developmental disabilities

- **Redwood Empire Industries**
  1695 Piner Road
  Santa Rosa, CA 95403
  (707) 542-5609 Voice
  (707) 542-9766 Fax
  Email: mary.biggs@chdcorp.org
  Website: www.chdcorp.org/disability_services_rei.php
  REI's primary aim is to help people with disabilities realize their full potential as adults and become productive, active members of their community.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- **The AT Network (Assistive Technology) local advocates,** http://www.atnet.org/index.php?page=advocacy. AT Advocates are community based information and referral specialists who can assist consumers with a variety of assistive technology issues. They work at Independent Living Centers in California. AT Advocates can provide information on assistive technology, provide referrals to qualified AT professional for evaluations, assessments and training, help locate vendors, services and funding resources, make outreach and community education presentations.

- **Abledata,** http://www.abledata.com The National Institute on Disability and Rehabilitation Research of the U.S. Department of Education maintains a national web-based service, which provides up-to-date links to assistive technologies and disability-related resources.

- **Disability Resources, Inc**., http://www.disabilityresources.org/ Disability Resources, Inc. is a national nonprofit organization that provides information about resources for independent living. DRI maintains an on-line directory of assistive technology resources.

- **CATS,** http://www.atnet.org. CATS is a statewide project of the California Department of Rehabilitation that promotes access to assistive technologies, related services, and information to enable people with disabilities to be successful, independent, and productive. CATS maintain several directories on their website including assistive technology vendors and service providers for Hard of Hearing/Deaf, Learning Disabled, Mobility/Physical/Orthopedic, Speech/Language, visually impaired/Blind.

- **World Institute on Disabilities (WID) Accessibility and Assistive Technology Resource List,** http://www.wid.org/resources/accessibility-assistive-technology/. WID maintains a comprehensive list of accessible technology resources.

- **The Center for Accessible Technology**, http://www.cforat.org. CFORAT provides access to computers for people with disabilities. Their goal is for children with disabilities to succeed in school, adults with disabilities can find (and keep) jobs and all people with disabilities can use the internet, email and benefit from the digital revolution.

- **BuyAccessible Wizard**, http://www.buyaccessible.org. The BuyAccessible Wizard is a web-based application that guides users through a process of gathering data and providing information about Electronic and Information Technology (EIT) and section 508 compliance. This wizard helps federal government officials who acquire EIT products or services make decisions.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- **American Association of People with Disabilities** Telecommunications and Technology Policy Initiative, http://www.aapd.com/TTPI/TTPI.html. The American Association of People with Disabilities (AAPD), the country's largest cross-disability membership organization, organizes the disability community to be a powerful voice for change – politically, economically, and socially. The mission of the Telecommunications and Technology Policy Initiative (TTPI) is to ensure that all technology products and services are designed with disability users in mind.

6.6   Accessible Websites

Local Organizations who Provide Information about Creating & Maintaining Accessible Websites

State & National Organizations who Provide Information about Creating & Maintaining Accessible Websites

How to tell if your web site is accessible

- **HiSoftware Services**, www.hisoftware.com. This company provides accessible software consulting.

- **Free website accessibility checker** provided by HiSoftware http://www.cynthiasays.com.

- **IBM's Rational Policy Tester® for accessibility compliance (website accessibility checker),** http://www-01.ibm.com/software/awdtools/tester/policy/accessibility/.   This   software helps determine the site's level of compliance with government standards.

- **Web   Accessibility   Initiative   for   Evaluating   Website   Accessibility,** http://www.w3.org/WAI/eval/Overview.html. This is a list of resources which provide general procedures and tips for evaluation in different situations, from evaluation during Web site development to ongoing monitoring of existing sites. This list is intended to supplement other content management and quality assurance procedures.

- List of **Communication and Information Technology Resources maintained by the Access Board,** http://www.access-board.gov/links/communication.html.

Resources for Web developers

- **Accessibility of State and Local Government Websites to People with Disabilities,** http://www.ada.gov/websites2.html.   Publications providing guidance on making state and local government websites accessible.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- **Rich Media Home**, http://ncam.wgbh.org/richmedia/index.php. A growing collection of resources for developers and users interested in ways to make rich media accessible to people with disabilities.

- **Section 508 guide for web developers**, http://www.access-board.gov/sec508/guide/1194.22.html.

- **Section 508 on-line accessible software development training**, http://www.section508.gov/IRSCourse/.

- **ADA Pacific Center Website Accessibility tips**, http://www.adapacific.org/ait/e-series/tips.htm#start.

- **Web Accessibility for Community Districts Webcast Archive**, http://www.adaproject.org/WebcastArchives.html.

6.7   Emergency Preparedness

Local Disability Organizations who Provide Information about Emergency Preparedness

National Resources for Emergency Preparedness Plans

- **The Access Board Emergency Evacuation Plan Checklist**, http://www.access-board.gov/evac.htm includes an overview of the Access Board's design requirements. Also included are links to information developed by other organizations on evacuation planning and disaster preparedness.

- National Organization Disability resources on **Emergency Preparedness for Employers and Businesses**, http://www.nod.org/index. cfm?fuseaction=Page.viewPage&pageId=1564.

- **Prepare Now Earthquake Tips for the Hearing Impaired,** http://www.preparenow.org/deaf.html.

- **United States Department of Labor** Emergency Preparedness for People with Disabilities, http://www.dol.gov/odep/programs/emergency.html. The Office of Disability Employment Policy (ODEP) assumed a leadership role on the Interagency Coordinating Council as chair of the Subcommittee on Emergency Preparedness in the Workplace. The subcommittee has developed **Preparing the Workplace for Everyone**, a framework of guidelines for federal agencies related to including employees and visitors with disabilities in emergency plans: http://www.dol.gov/odep/pubs/ep/preparing/Workplace_Final.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- **Federal Agency for Emergency Management**, http://www.fema.gov/plan/prepare/specialplans.html. This site has a helpful checklist for including individuals with special needs in evacuation plans.

- **National Center for Accessible Media** Accessible Emergency Alerts for People with Disabilities, http://ncam.wgbh.org/alerts/. The Access to Emergency Alerts project unites emergency alert providers, local information resources, telecommunications industry and public broadcasting representatives, and consumers in a collaborative effort to research and disseminate replicable approaches to make emergency warnings accessible.

- Recommendations from the **Emergency Transportable Housing Advisory Com**mittee on tailoring or clarifying coverage of emergency transportable housing in its facility guidelines, http://www.access-board.gov/eth/.

6.8   Providing Accessible Facilities & Programs: Museums, Parks and Recreation, and Schools

Facilities & Programs

- **ADA Document Portal**, http://www.adaportal.org/ . The ADA document portal provides links to an ADA Collection consisting of more than 7,400 documents on a wide range of topics. The ADA Document Portal is supported by the ten ADA & IT Technical Assistance Centers.

- **DisabilityInfo.Gov**: A one-stop interagency portal for information on Federal programs, services, and resources for people with disabilities, their families, employers, service providers, and other community members.

- **Architect and Contractor Toolkit**, http://www.dbtacnorthwest.org/tools/architect

- **Beneficial Designs**, http://www.beneficialdesigns.com/. Beneficial Designs works toward universal access through research, design, and education. Beneficial Designs develops assistive and adaptive technology, performs rehabilitation research, contract design, legal consultation, standards development, and serves as a rehabilitation information resource.

- **Common ADA Errors**, http://www.ada.gov/error.html. This document lists a sampling of common accessibility errors or omissions that have been identified through the Department of Justice's ongoing enforcement efforts. The significance of the errors is discussed and references are provided to the requirements of the ADA Standards for Accessible Design.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- **Pacific ADA Center**, http://www.adapacific.org/about.html   The purpose of the Pacific ADA Center (Pacific DBTAC) is to build a partnership between the disability and business communities and to promote full and unrestricted participation in society for persons with disabilities through education and technical assistance. The DBTAC provides information, on-line classes, problem solving assistance, and referrals for implementing the Americans with Disabilities Act and Accessible Electronic and Information Technology.

Hiring

- DBTAC Northwest's **Employer and Business ADA Compliance Tool Kit**, http://www.dbtacnorthwest.org/tools/business.

- **Questions and Answers: Promoting Employment of Individuals with Disabilities in the Federal Workforce**, http://eeoc.gov/federal/qanda-employment-with-disabilities.html http://www.ada.gov/votingck.html

Voting

- **ADA Checklist for Polling Places**, http://www.ada.gov/votingck.html

- **Voting and Disability Resource List,** www.sedbtac.org/ada/publications/voting_disability_resources.txt

Museums

- **American Association of Museums,** http://www.aam-us.org/. Accessible exhibit design publications are available for purchase from AAM's website, including Everyone's Welcome (available in a variety of formats), which addresses museum programs and the ADA, the Accessible Museum, which offers model programs of accessibility for older people and people with disabilities, and What Museum Guides Need to Know to provide access to blind and visually impaired visitors.

- **Smithsonian Institution,** http://www.si.edu/opa/accessibility/exdesign/start.html.   The Accessibility Program has developed the Smithsonian Guidelines for Accessible Exhibition Design.

- **Department of Justice's Resources on Museum Accessibility,** http://www.ada.gov/business/museum_access.html

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

Parks & Recreation

- **Access Board Recreational Guidelines**, http://www.access-board.gov/recreation/final.html. Final accessibility guidelines to serve as the basis for standards to be adopted by the Department of Justice for new construction and alterations of recreation facilities including amusement rides, boating facilities, fishing piers and platforms, golf courses, miniature golf, sports facilities, and swimming pools and spas: http://www.parks.ca.gov/pages/21944/files/ca_stateparksaccessguiderev_titlepagewithdisclaimer.pdf

- **National Center on Accessibility**, http://www.ncaonline.org/. NCA is a cooperative project between the National Park Service and Indiana University to provide information and technical assistance, primarily on recreation access. An example of the research activities of the NCA is the National Trails Surface Study. This study is primarily the result of questions that NCA has, for many years and continues to receive from organizations, agencies and individuals who desire to make their trails accessible; are interested in an unobtrusive surface that blends and is friendly to the environment; and provides a quality trail experience for people with and without disabilities. NCA also publishes 'What is an Accessible Trail?' which summarizes the federal guidelines for outdoor developed areas and is available for downloading from its website. The NCA website also has information on campground accessibility, accessible picnic tables, access to beaches, and inclusion of people with disabilities in aquatic venues.

- **National Center on Physical Activity and Disability,** http://www.ncpad.org/. The Center provides information and resources on physical activity to help people with disabilities find ways to become more active and healthier. The Center also provides information on how to provide access to fitness centers, schools, recreation facilities, camps, and health and leisure services.

- **United Cerebral Palsy's Sports and Leisure**: http://www.ucp.org/ucp_channel.cfm/1/15. UCP's Sports and Leisure Channel is designed for people with disabilities who are interested in sports and other leisure activities and proposes creative ideas for inclusive community recreation programs, including outdoor adventure activities for people with disabilities.

- **Paralyzed Veterans of America** (PVA) Sports and Recreation Resources, http://www.pva.org/site/PageServer?pagename=sports_main. PVA is a national advocacy organization representing veterans. PVA's Sports and Recreation Program promotes a range of activities for people with disabilities, with special emphasis on activities that enhance lifetime health and fitness.

- **United Spinal Association list of Wheelchair Recreation, Sports & Travel in California,** http://www.usatechguide.org/techguide.php?vmode=1&catid=402.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- **United States Association of Blind Athletes**, http://www.usaba.org/. The United States Association of Blind Athletes enhances the lives of blind and visually impaired people by providing the opportunity for participation in sports and physical activity. More resources for the blind and visually impaired are available in the Blind/Visually impaired section below.

Schools

- **Disabilities, Opportunities, Internetworking, and Technology (DO-IT)** http://www.washington.edu/doit. DO-IT serves to increase the participation of individuals with disabilities in challenging academic programs and careers. It promotes the use of computer and networking technologies to increase independence, productivity, and participation in education and employment.

- **DisabilityInfo.gov online resources for Education**, http://www.disabilityinfo.gov/digov-public/public/DisplayPage.do?parentFolderId=61. A comprehensive list including District preparatory materials, transition issues for children with special needs in elementary, middle school, high school, and secondary education. Guidelines for Accessing Alternative Format, inclusion materials, educational technology.

- **Exceptional Parents Unlimited,** http://www.exceptionalparents.org/advocate.html. Educational Advocates at Exceptional Parents Unlimited (EPU) are specially trained professionals in special education law. Each advocate is also the parent, or family member, of a child with special needs that has personal experience with their child in the educational system.

Transportation

Programs that provide transportation for their programs should provide accessible transportation as needed/requested by program participants. The District should continue to maintain its accessible transportation fleet. The District should purchase or contract lift-equipped vans or buses to transport individuals who use wheelchairs and use District-provided transportation.

- Accessible Transportation List of Resources from **Disabilityinfo.gov**, http://www.disabilityinfo.gov/digov-public/public/DisplayPage.do?parentFolderId=126. This list includes resources for rural transportation, transporting seniors, and much more.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

6.9   Information for Specific Disabilities

Blind/Visual Impaired: Things to Know, Things to Do

Things to Know:

- The definition of legally blind is 20/200 vision with best correction. Most persons who are considered blind have some sight.

- Most persons who are blind are mobile and independent.

- While many people who are blind can use Braille, the majority of persons who are blind do not.

Things to Do:

- Introduce yourself. Identify who you are and what your job or role is. Give the person verbal information that is visually obvious to those who can see.

- Be descriptive when giving directions. For instance, saying, "Over there," has little meaning to someone who cannot see you point. Instead, saying, "Four doors after turning right from the elevator," would be much more helpful.

- Always ask someone if they need your assistance and how you can assist them. Lead someone who is blind only after they have accepted your offer to do so. Allow them to hold your arm rather than you holding theirs. It is important that they control their own movements.

- Many techniques are used as tools for independence. Some persons who are blind use a "clock" reference for things directly in front of them such as a meal. For example, something could be positioned at three o'clock (to their right) or six o'clock (directly in front and close). Before using this technique, ask the person if this is useful. Remember to describe things from their perspective, not yours.

Alternative Formats: Braille, Large Print, OCR, Audio

Braille Services

The following individuals provide Braille printing services:

- **Patty Nash**, pattynash@sbcglobal.net , 1715 Central Ave, #17 in Alameda. Phone: (510) 521-2042.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- **Lynne Laird**, andlyn@sbcglobal.net, 2909 Forest Ave. Berkeley, CA 94705-1310. (510) 845-5858.

Large Print

A copy machine capable of enlarging printed materials should be available for staff. It is often easier to obtain an electronic copy of a document and enlarge the font than to use a photocopy machine to make the font larger.

- **Guidelines for large print for people with low vision**: http://www.aph.org/edresearch/lpguide.html

- **Large Print Reviews,** http://www.largeprintreviews.com. Presenting reviews of large print books, audiobook reviews, low vision software evaluations, and other items of interest to individuals with low vision. Including articles on eye health, eye diseases and disorders, accessibility issues, literature, products for the blind and visually impaired, plus travel articles and travel tips.

Optical Character Recognition (OCR) Systems

Optical character recognition (OCR) systems provide persons who are blind or visually impaired with the capaDistrict to scan printed text and then have it spoken in synthetic speech or saved to a computer file.

- **American Foundation for the Blind list of OCR products,** http://www.afb.org/ProdBrowseCatResults.asp?CatID=38

Audio

If a request is made for a document to be transferred onto an audiotape, the following company provides this service.

L*ocal Resources for the Blind/Visually Impaired*

State & National Organizations who Provide Blind Services

- **Braille Institute Universal Media Services,** http://www.brailleinstitute.org/
  The Braille Institute is the largest and main resource for transcribing documents to Braille in California. The Institute provides an environment for people who are blind and visually impaired through integrated educational, social and recreational programs and services. They provide assistance at 5 of their regional centers in Southern California through more than 350 community outreach locations.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- **Lighthouse for the Blind and Visually Impaired**, http://www.lighthouse-sf.org/. The Lighthouse is the largest agency providing direct service, advocacy and information to the blind and visually impaired community of Northern California. Since 1902, they have offered solutions to living with vision loss.

- **State of California Office of Special Services to the Blind**: http://www.cdss.ca.gov/cdssweb/PG83.html. Under the Office for Special Services, the Office of Services to the Blind (OSB) provides information and referral on services, programs, entitlements, and products of benefit to individuals who are blind or visually impaired and their families or service providers. OSB staff assists such individuals in understanding the availability of services, their eligibility for services, and the purpose and scope of the various service programs.

- **Lighthouse International,** http://www.lighthouse.org. Founded in 1905, Lighthouse International is a non-profit organization whose goal is to prevent the disability associated with vision loss and to enhance the daily lives of people with visual impairments at any age. New York Lighthouse Vision Rehabilitation Services is a major provider of vision rehabilitation services in New York State. Other activities of Lighthouse International include professional education, research, prevention, and advocacy.

  In partnership with the Royal National Institute for the Blind, it built VisionConnection, a global Internet portal for people who are partially sighted or blind. It sells products for consumers through the Lighthouse Store, and to professionals through its Professional Products Division, also known as the Low Vision SuperStore.

- **American Foundation for the Blind**, http://www.afb.org. The American Foundation for the Blind is committed to improving accessibility in all aspects of life—from cell phones to ATMs, on web sites and in workplaces. Services include assistance in making products and services accessible to people with visual impairments. AFB offers expert consulting services and accessible media production.

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  AFB provides objective product evaluations of adaptive technologies through its assistive technology product database. Local assistance is available through the American Foundation for the Blind-West, 44 Montgomery Street, Suite 1305, San Francisco, CA 94040 (415.392.4845) or by email at sanfran@afb.net.

- **National Federation of the Blind**, http://www.nfb.org/. NFB is a national organization advocating on behalf of persons who are blind or have low vision. NFB provided on-line resources for technology for the blind, including a technology resource list, a computer resource list, screen access technology, sources of large print software for computers, and sources of closed circuit TV (CCTV's).

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- **Abledata,** http://www.abledata.com. The National Institute on Disability and Rehabilitation Research of the U.S. Department of Education maintains a national web-based service, which provides up-to-date links to assistive technologies and disability-related resources. Abledata maintains a comprehensive section on blind and low-vision resources.

- **United States Association of Blind Athletes**, http://www.usaba.org. The United States Association of Blind Athletes enhances the lives of blind and visually impaired people by providing the opportunity for participation in sports and physical activity.

- **National Center for Accessible Media**, http://ncam.wgbh.org/index.html is a research and development facility dedicated to the issues of media and information technology for people with disabilities in their homes, schools, workplaces, and communities.

- **National Network of ADA Centers** article on screen readers, http://www.accessibletech.org/articles/webinfo/screenReaders.html

Deaf/Hard of Hearing: Things to Know, Things to Do

Things to Know:

- Most persons who are deaf or hard-of-hearing have some hearing.

- Sign language is not another form of English. It is a language with its own grammar, context and rules.

- Lip-reading, while helpful without sound clues, is only about 30% effective.

- Long conversations with persons who lip-read can be very fatiguing.

- Not all persons who are deaf use sign language, read or write.

- Not all persons who are deaf speak or lip-read.

Things to Do:

- Determine how the person prefers to communicate.

- If the person uses an interpreter, address the person directly, not the interpreter.

- If the person reads lips, speak in a normal not exaggerated way. Short, simple sentences are best.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- If the person reads lips, avoid blocking their view of your face. Make sure the lighting is good.

- Gain their attention before starting a conversation.

- If there is any doubt that you have been misunderstood, ask if they understand you.

- Be aware of situations where a person may be waiting for assistance (i.e., transportation, a table, the start of an activity), where the common method of communication is by announcement or the calling of the person's name. Develop an alternative method for notifying the deaf and/or hard-of-hearing person.

How to Communicate with Deaf People: Relay services, Interpreters, Captioning, Assistive Listening Devices

District Programs should have access to a text telephone or have access to a telephone transfer service such as the California Relay Service or 711, as required by the law and offered by public telephone companies.

- **California Relay Service (CRS) or 711**, http://www.ddtp.org/california_relay_service/. The CRS provides specially-trained operators to relay telephone conversations back and forth between people who are deaf, hard of hearing, or speech-disabled and all those they wish to communicate with by telephone.

- **Hands On Video Relay Service,** Hearing callers (877) 467-4877 English or (877) 467-4875 Espanol.

- **Sorenson Video Relay,** http://www.sorensonvrs.com/ or call toll free at (866) 327-8877. Have the contact information of the deaf or hard-of-hearing individual (i.e. name, videophone number, or IP address) ready. You must remain on hold until the call is answered by the next available interpreter.

- **Sprint Video Relay Service,** http://www.sprintvrs.com/returning_user.cfm/ or (866) 410-5787.

- **U.S. Access Board Guidelines on accessibility, usability, and compatibility of telecommunications**, http://www.access-board.gov/telecomm/telecom.pdf.

- **TDI**, http://www.tdi-online.org/ TDI's (formerly known as Telecommunications for the Deaf, Inc.) mission is to promote equal access in telecommunications and media for people who are deaf, hard of hearing, late deafened, or deaf blind. TDI's on-line resources include information about telecommunications access such a TTY, pagers, telephony, VoIP, and more.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- **National Network of ADA Centers** article on accessing relay services:
  http://www.accessibletech.org/articles/telecom/relayServices.html.

- **National Network of ADA Centers** article on captioning:
  http://www.accessibletech.org/articles/multimedia/audioDescriptionStandard.html.

American Sign Language Interpreters

A pool of on-call American Sign Language interpreters is available. This list should be routinely updated to ensure their availability. Some programs may need to have a pool of interpreters who are available on a twenty-four-hour basis to handle emergency procedures.

The required qualifications of these interpreters should be established. Many non-certified interpreters provided by local services may have excellent skills and be qualified to handle most circumstances. However, certain circumstances, such as the provision of emergency medical services, may require interpreters who are approved by the courts and can ensure a level of confidentiality.

Certified American Sign Language Interpreters are available by contacting any of the following agencies:

- See the on-line directory of ASL interpreters available at the California Assistive Technology System website (http://www.atnet.org).

Certified American Sign Language Interpreters are available by contacting any of the following agencies:

- Bay Area Communication Access (415) 356-0405
- Communiqué Services (707) 546-6869
- DCARA (http://www.dcara.org/) is located in San Leandro and provides interpreter referral services, as well as job placement, information, job training, and advocacy and legal services.
- Hands on Services (800) 900-9478
- Hired Hands (510) 659-1882
- Interpreting and Consulting Services (707) 747-8200
- Partners in Communication (800) 513-4403

You may want to contact each agency in advance of a need for services to determine their rates so that you are prepared to cover the communication expenses, should the need arise.

You should always request RID certified interpreters. Only in the event that certified interpreters are unavailable should you rely on non-certified interpreters.

Individuals who are hard of hearing generally do not use ASL interpreters. Always ask the individual requesting an accommodation what type of accommodation works best for them.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

Determining what accommodation(s) will be provided is an interactive process. Depending on the situation, accommodating an individual who is hard of hearing may include note writing, use of assistive listening devices, and/or provision of Computer Assisted Real-Time (CART) captioning.

In some cases, video remote sign language interpreting may be appropriate. In court, medical, and for large public meetings this service may not be appropriate. There are some circumstances where interpreting can be on using web cameras. This service provides flexibility and also costs less than live interpreting.

Captioning

All audiovisual presentations such as videos and broadcasts of meetings must be closed captioned. To the extent practical, District Departments should have access to a device for encoding closed captioning on films and videotapes used for training and other programs.

- **List of captioning resources from AT Network** including both California-based and remote captioning services, http://www.atnet.org/index.php?page=captioning-services-2.

- **Advocacy for Captioning**, http://www.captions.org.

Computer Assisted Real-Time (CART)

Computer Assisted Real-Time (CART) captioning is available by contacting any of the following individual providers:

- Brewer and Darrenouge, Laura Brewer or Teri Darrenouge (650) 949-1900 or (925) 938-3821 laura@quicktext.com or teri@quicktext.com
- Jane James (510) 530-3989 captioning@earthlink.com
- Diana Kuypers (925) 376-0724 dkuypers@aol.com.
- Katherine McCormick Baca (415) 279-7195 KatherineBaca@aol.com.
- Jennifer Rodrigues (510) 888-9825 jenniferrod@compuserve.com.

Assistive Listening Systems & Devices

Systems and devices to amplify sound for persons with hearing disabilities should be available for public meetings and events. Various technologies exist for these devices. Different types of devices are more suitable for different types of hearing disabilities. Devices should be chosen to accommodate the greatest number of individuals.

- See the on-line directory of augmentative and assistive communications manufacturers and vendors available at the California Assistive Technology System website (http://www.atnet.org).

- **US Access Board's Assistive Listening Systems Technical Bulletins**, http://www.access-board.gov/adaag/about/bulletins/als-a.html.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- **American Speech-Language-hearing Association page on Assistive Listening Devices,** http://www.asha.org/public/hearing/treatment/assist_tech.html.

- **The California Telephone Access Program (CTAP)**, http://www.ddtp.org/. The California Telephone Access Program (CTAP) distributes telecommunications equipment and services to individuals certified as having difficulty using the telephone. CTAP is a California State mandated program, under governance of the California Public Utilities Commission (CPUC). Equipment and some network services are available at no charge to eligible consumers.

Local Organizations who Provide Deaf Services

State & National Organizations who Provide Deaf Services

Deaf Counseling Advocacy and referral Agency (DCARA): http://www.dcara.org DCARA provides a variety of services, which include: Advocacy, Peer Counseling, Communication Access, Independent Living Sills, Employment Assistance, Information and Referral, and Community Education.

Hearing and Speech Center of Northern California, www.hearingspeech.org

State of California Office for Deaf Access, http://www.cdss.ca.gov/cdssweb/PG145.html. The ODA has two primary purposes. First, it acts as a liaison between the California Department of Social Services (CDSS) Director's Office and the deaf community, various programs, agencies, and other organizations concerned with deafness or hearing loss. Second, the ODA provides contract administration and program oversight of CDSS' contracts with a network of eight, private, non-profit agencies that provide a variety of DAP services to California's deaf, deaf-blind, hard of hearing and late-deafened populations.

National Association of the Deaf: http://www.nad.org/ NAD is a national consumer organization representing people who are deaf and hard of hearing. NAD provides information about standards for American Sign Language Interpreters and the Captioned Media Program on its website.

Deaf/Blind (Both Deaf and Blind): Things to Know, Things to Do

Things to Know:

- Many people who are deaf and blind became so later in life. Many deaf/blind people have some vision and/or some hearing. People who were deaf and became blind later in life may prefer finger spelling and sign, but people who were blind first may not know any sign language.

- There are many different ways to communicate with deaf/blind people. Be flexible and patient. Communication with deaf/blind people can take a long time.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- Plan things in advance so the deaf/blind individual knows what to expect and can plan accordingly. Try not to make last minute changes. If for any reason plans must change, explain the situation.

- Tunnel or other kinds of partial vision can be confusing to the deaf/blind. If a deaf/blind person has some vision, it may be more confusing than useful at times.

Things to Do:

- Treat a person who is deaf-blind as you would treat anyone else. Always be natural – never patronizing in your words and your actions.

- Offer your arm when walking with a person who is deaf-blind. Do not push him or her ahead of you; let them hold your arm, just below the elbow.

- Address a person who is deaf-blind directly, not through someone else. Speak by forming the letters of the manual alphabet distinctly while he or she holds one hand lightly over yours to feel the position of your fingers. Be careful to move the fingers directly from the position of one letter to the next and pause slightly between words. If you or the person who is deaf-blind are unfamiliar with the manual alphabet, you can print capital letters in their palm. Be sure to pause between words.

- Let the person who is deaf/blind know when you enter or leave the room. Always communicate who you are.

- Use the words "see" and "hear" or "blind" naturally, without hesitation if your conversation calls for them.

- Personal items such as wallets, purses and keys should not be touched unless you are asked. A deaf-blind person can handle money; pay the check, open doors etc. Do not move a coat, cane etc. without first telling the deaf/blind person.

- Guide his or her hand to objects by leading with yours. Let their hand rest lightly on the back of your hand as you move it slowly towards what you want to touch. When you make contact, slowly slip your hand out from underneath. This works for objects you want to show them for whatever reason. It might be just so he/she can explore it, or it might be a handrail on the stairs, or even a drink or snack.

- Let the deaf/blind person think for him/herself. Give as much information as possible, then let the deaf/blind person make the decisions for him/herself.

- Allow time for a deaf/blind person to answer a question. A pause of a few seconds may well mean he/she is considering, not that he/she has no idea.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

Accessible/Adaptive Equipment for the Deaf/Blind: Adaptive TTY

- **Adaptive TTY**,
  http://en.wikipedia.org/wiki/Telecommunications_Relay_Service#DeafBlind_variation

Local Organizations who Provide Deaf/Blind Services

State & National Organizations who Provide Deaf/Blind Services

Frequently asked questions about deaf/blindness, http://www.deafblindinfo.org/start/faq

A to Z Deafblind, http://www.deafblind.com

Center for the Deaf Blind, www.deaf-blind.org

Guidelines for Working/Playing with Deaf-Blind People, http://dss.jsu.edu/db.html

Physical Disability/Mobility Impairment: Things to Know, Things to Do

Things to Know:

- There are many reasons (not just paralysis) why someone uses a wheelchair or has mobility impairment.

- There is a wide range of physical abilities among those who use wheelchairs. Persons using them may require different degrees of assistance or no assistance at all.

- Some persons do not use wheelchairs exclusively, but may use canes, leg braces, and in some cases, no assistive devices at all for short periods.

- Some people with mobility impairments have a hidden mobility disability, such as a person with heart disease who cannot walk very far.

Things to Do:

- If you are requested to fold, carry or store a wheelchair, treat it with care. They can break, and are difficult to repair on short notice. It is extremely disruptive to the user if their wheelchair is unavailable.

- When speaking to someone who uses a wheelchair, give the person a comfortable viewing angle of your face. Having to look straight up is not a comfortable viewing angle.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

- Make sure all wheelchair-accessible routes have good signage. The signs should be placed low enough so that a wheelchair user can see them. If construction temporarily changes an accessible path of travel, make sure that this new route is well signed.

- Always ask before offering help.

Auxiliary Aids/Assistive Devices for People with Mobility Impairments

The following Assistive Devices may be useful for providing customer services to people who use wheelchairs.

- Staff can provide a pen and clipboard and pen for completing forms at a desk.
- Flexible lighting to accommodate a person who is sitting or standing at the counter.
- A reacher or grabber to extend a person's reach, such as http://www.reliefdepot.com/store/product.php?productid=270
- Accessible electronic equipment such as a laptop.
- Chairs with arm rests or higher seats may be easier to use for people with limited mobility.

Local Organizations who Provide Services for People in Wheelchair & People with Mobility Impairments

State & National Organizations who Provide Services for People in Wheelchair & People with Mobility Impairments

ADA Document Portal, http://www.adaportal.org, provides links to an ADA Collection consisting of more than 7,400 documents on a wide range of topics. The ADA Document Portal is supported by the ten ADA & IT Technical Assistance Centers.

DisabilityInfo.Gov: A one-stop interagency portal for information on Federal programs, services, and resources for people with disabilities, their families, employers, service providers, and other community members.

Beneficial Designs, http://www.beneficialdesigns.com/ Beneficial Designs works toward universal access through research, design, and education. Beneficial Designs develops assistive and adaptive technology, performs rehabilitation research, contract design, legal consultation, standards development, and serves as a rehabilitation information resource.

Common ADA Errors, http://www.ada.gov/error.html. This document lists a sampling of common accessibility errors or omissions that have been identified through the Department of Justice's ongoing enforcement efforts. The significance of the errors are discussed and references are provided to the requirements of the ADA Standards for Accessible Design.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

Psychiatric Disabilities: Things to Know, Things to Do

Things to Know:

People who have psychiatric disabilities have varying personalities and different ways of coping with their disability. Some may have trouble picking up on social cues; others may be supersensitive. One person may be very high energy, while someone else may appear sluggish. Treat each person as an individual. Ask what will make them most comfortable and respect their needs to the maximum extent possible.

People with psychiatric disabilities, may, at times, have difficulty with daily life activities. Their disorder may interfere with their ability to feel, think or relate to others. Most people with psychiatric disabilities are not violent. One of the main obstacles they face is the attitudes that people have about them. Because it is a hidden disability, chances are you will not even realize that the person has a mental health condition.

A person with a brain injury may have poor impulse control. The person may make inappropriate comments and may not understand social cues or "get" indications that they have offended someone. In frustration to be understood, or to get ideas across, a person with a psychiatric disability may seem pushy. All of these behaviors arise as a result of the injury.

Remember that the person is an adult and, unless you are informed otherwise, can make their own decisions.

Things to Do:

Provide a direct line that bypasses a phone tree if a person has trouble handling phone menus. For some people, using a phone menu is a challenging task.

It may be easier for the person to function in a quiet environment without distractions, such as a radio playing, people moving around or loudly patterned curtains.

Gauge the pace, complexity, and vocabulary of your speech according to theirs. Do not use baby talk or talk down to people who have psychiatric disabilities.

In a crisis, stay calm and be supportive as you would with anyone. Ask how you can help, and find out if there is a support person who can be sent for. If appropriate, you might ask if the person has medication that he needs to take.

Remember that the person is an adult and, unless you are informed otherwise, can make their own decisions.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

People with psychiatric disabilities may be anxious to please and always give you the answer they think you want to hear. Questions should be phrased in a neutral way to elicit accurate information. Verify responses by repeating each question in a different way.

Try to keep the pressure of the situation to a minimum.

It may be easier for the person to function in a quiet environment without distractions, such as a radio playing, people moving around or loudly patterned curtains.

People with psychiatric disabilities may be anxious to please and always give you the answer they think you want to hear. Questions should be phrased in a neutral way to elicit accurate information. Verify responses by repeating each question in a different way.

Local Organizations who Provide Information about Psychiatric Disabilities

State & National Organizations who Provide Information about Psychiatric Disabilities

National Alliance on Mental Illness (NAMI): http://www.nami.org. For three decades, NAMI has established itself as the most formidable grassroots mental health advocacy organization in the country. Dedication, steadfast commitment and unceasing belief in NAMI's mission by grassroots advocates have produced profound changes. NAMI's greatest strength is the dedication of their grassroots leaders and members. NAMI promotes awareness, support, and advocacy for the mentally ill and their families.

Internet Mental Health, http://www.mentalhealth.com. This site is a free encyclopedia of mental health information created by a Canadian psychiatrist. The site provides current information about mental illness, State-of-the-art, interactive psychiatric tools. Internet Mental Health does not accept any corporate sponsors.

Developmental Disabilities: Things to Know, Things to Do

Things to Know:

People who have developmental disabilities have varying personalities and different ways of coping with their disability. Some may have trouble picking up on social cues; others may be supersensitive. One person may be very high energy, while someone else may appear sluggish. Treat each person as an individual. Ask what will make him most comfortable and respect his needs to the maximum extent possible.

People with developmental disabilities may at times have difficulty with daily life activities. Their disorder may interfere with their ability to feel, think or relate to others.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

A person with a brain injury may have poor impulse control. The person may make inappropriate comments and may not understand social cues or "get" indications that he/she has offended someone. In their frustration to understand, or to get their own ideas across, they may seem pushy. All of these behaviors arise as a result of the injury.

Remember that the person is an adult and, unless you are informed otherwise, can make their own decisions.

Things to Do:

Provide a direct line that bypasses a phone tree if a person has trouble handling phone menus. For some people, using a phone menu is a challenging task.

People with learning disabilities have a different way of learning. They may require more time or alternative formats to be able to understand new things.

Ask what will make them most comfortable and respect their needs to the maximum extent possible. People who have developmental disabilities have varying personalities and different ways of coping with their disability.

Speak to a person with a developmental disability in clear sentences, using simple words and concrete—rather than abstract—concepts. Break down complex questions into smaller parts.

Gage the pace, complexity, and vocabulary of your speech according to theirs. Do not use baby talk or talk down to people who have developmental disabilities.

In a crisis, stay calm and be supportive as you would with anyone. Ask how you can help, and find out if there is a support person who can be sent for.

Remember that the person is an adult and, unless you are informed otherwise, can make their own decisions.

People with developmental disabilities may be anxious to please and always give you the answer they think you want to hear. Questions should be phrased in a neutral way to elicit accurate information. Verify responses by repeating each question in a different way.

Stress can affect the person's ability to function. Try to keep the pressure of the situation to a minimum.

It may be easier for the person to function in a quiet environment without distractions, such as a radio playing, people moving around or loudly patterned curtains.

Provide clear signs with pictograms. These can help a person who has developmental disabilities to find their way around a facility.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

Local Organizations who Provide Information about Developmental Disabilities

State & National Organizations who Provide Information about Developmental Disabilities

Area IV Developmental Disabilities Board: http://www.scdd.ca.gov/, the State Council on Developmental Disabilities.

California Department of Developmental Services, http://dds.ca.gov. The California Department of Developmental Services is the agency through which the State of California provides services and supports to individuals with developmental disabilities.

State Council on Developmental Disabilities: http://www.scdd.ca.gov/. The State Council on Developmental Disabilities (SCDD) is established by state and federal law as an independent state agency to ensure that people with developmental disabilities and their families receive the services and supports they need.

The Arc: http://www.thearc.org/NetCommunity/Page.aspx?pid=183. The Arc (formerly Association for Retarded Citizens of the United States) is the country's largest voluntary organization committed to the welfare of all children and adults with intellectual disability and their families.

Learning Disabilities: Things to Know, Things to Do

Things to Know:

People with learning disabilities have a different way of learning. They may require more time or alternative formats to be able to understand new things. People with learning disabilities typically have average to above average I.Q.

Things to Do:

People with dyslexia or other reading disabilities have trouble reading written information. Give them verbal explanations and allow extra time for reading.

It may be easier for the person to function in a quiet environment without distractions, such as a radio playing, people moving around or loudly patterned curtains.

Ask the person how you can best relay information. Be direct in your communication. A person with a learning disability may have trouble grasping subtleties.

Local Organizations who Provide Information about Learning Disabilities

State & National Organizations who Provide Information about Learning Disabilities

Recording for the Blind & Dyslexic (RFB&D): http://www.rfbd.org. Recording for the Blind &

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

Dyslexic® (RFB&D), a national nonprofit, volunteer organization, has been the leading accessible audiobook library for students with disabilities such as visual impairment or dyslexia that make reading standard print difficult or impossible for the last 60 years. With titles available in every subject area and grade level, RFB&D's digitally recorded audio textbooks on CD and downloadable audio textbooks help students challenged by the printed page.

The Braille and Talking Book Library, http://www.library.ca.gov/services/btbl.html. Blind and visually disable people may borrow recreational reading materials and magazines on cassette, digital cartridge, and Braille provided by the Library of Congress National Library Service for the Blind and Physically Handicapped (NLS) network. The book collection contains thousands of fiction and nonfiction titles, including classics, biographies, romances, mysteries, westerns, science fiction, cookbooks, politics, history, and self-help guides.

Speech Impairments: Things to Know, Things to Do

Things to Know:

Speech impairments can be caused by a variety of conditions. Speech impairments may be a single condition, or may be part of other impairments. For example, some disorders only affect the sound of the voice. Other disorders are part of a more complex condition, such as cerebral palsy.

Most people with speech disorders understand everything that is said to them.

Things to Do:

Give the person your full attention. Do not interrupt or finish the person's sentences. If you have trouble understanding, don't nod or pretend to understand. Just ask him to repeat. In most cases the person won't mind and will appreciate your effort to hear what he has to say.

If you are not sure whether you have understood, you can repeat for verification.

Move your conversation to a quieter environment.

After trying, you still cannot understand the person, ask him to write it down or to suggest another way of facilitating communication or dial 711 and for the California Relay System for the hearing and speech impaired.
It may be easier for the person to function in a quiet environment without distractions, such as a radio playing, people moving around or loudly patterned curtains.

Ask the person how you can best relay information. Be direct in your communication.

If you are not sure that the person understands you, ask if they would like you to write down what you were saying.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

Provide a direct line that bypasses an operator in case the person needs to call.

Local Organizations who Provide Information about Speech Impairments

State & National Organizations who Provide Information about Speech Impairments

American Speech-Language-Hearing Association (ASHA):
http://www.asha.org/default.html. ASHA is the professional, scientific, and credentialing association for 135,000 members and affiliates who are audiologists, speech-language pathologists, and speech, language, and hearing scientists.

Multiple Chemical Sensitivity: Things to Know, Things to Do

Multiple Chemical Sensitivity is an unusually severe sensitivity or allergy-like reaction to many different kinds of pollutants including solvents, VOC's (Volatile Organic Compounds), perfumes, petrol, diesel, smoke, "chemicals" in general and often encompasses problems with regard to pollen, house dust mites, and pet fur & dander. The problem is ongoing, and not a one-time event. A MCS patient is affected by many different triggers.

Things to Know:

A person with MCS may need to wear a mask in order to protect themselves from perfumes, smoke, and other substances that are generally not a problem for most people, but are for that individual.

People with MCS may have many different triggers. Some scents may harm some persons with MCS, but not others.

Things to Do:

Open a window, or allow the person with MCS to sit next to an open window.

Accommodate the individual by phone if possible so they can avoid exposure to scents.

Avoid the use of air fresheners, scented cleaning products. Avoid wearing any perfumes or other fragranced products such as laundry detergent, fabric softeners, hair care products, lotions, aftershave, deodorants.
Provide advance notice of building events such as new construction, remodeling, roofing, pesticide applications, floor waxing, carpet shampooing and similar activities with provisions for alternative workspace as necessary. Post signs at all entrances and exits to notify building occupants of upcoming or recent activities.

Keep the ventilation system functioning at optimum performance and free of contaminants. Install and maintain separate exhaust systems to remove fumes from restrooms, cooking areas and copy rooms.

Sonoma County Junior College District ADA Self-Evaluation and Transition Plan
Program Accessibility Guidelines, Standards & Resources

June 2011

Eliminate or minimize the use of carpeting. If carpeting and carpet adhesives are used, select the least toxic products with low or no Volatile Organic Compounds (VOC's) and air well prior to installation. Avoid flooring materials that require frequent stripping and waxing. Select the least toxic/allergenic/unscented building materials, furnishings and supplies. Materials should have no or low VOCs including formaldehyde.

Local Organizations who Provide Information about Multiple Chemical Sensitivity

State & National Organizations who Information about Multiple Chemical Sensitivity

Job Accommodation Network Employees with Multiple Chemical Sensitivity and Environmental Illness, http://www.jan.wvu.edu/media/MCS.html

Understanding & Accommodating People with Multiple Chemical Sensitivity, http://www.ilru.org/html/publications/bookshelf/MCS.html.

The Environmental Illness Resource, http://www.ei-resource.org.

Environmental Health Network, http://ehnca.org/.

Multiple Chemical Sensitivity Referral and Resources, http://www.mcsrr.org/.

Creating an Accessible Indoor Environment:
http://missourikidshealthcoalition.wetpaint.com/page/Attachment+to+Mary+Lamielle%27s+Letter. A helpful letter, with details on maintaining an indoor environment, should be provided.

7.0 Funding for Projects

CalTrans has published a transportation funding guidebook in August 2008 titled **"State and Federal Funds Available for Local Agency Projects"**, http://www.dot.ca.gov/hq/LocalPrograms/lam/lagb.html. This document provides concise, high-level overviews of several Federal and State transportation funding programs available to local agencies. Each program description contains key facts about eligibility, project selection, significant dates, references, sources for assistance and other essential information.

Appendix A: Accessibility Definitions:

The following is a summary of many definitions found in the ADA and ADAAG. Please refer to the Americans with Disabilities Act of 1990, the Title II Technical Assistance Manual, and the ADA Accessibility Guidelines for Buildings and Facilities (ADAAG) as amended through September 2002 for the full text of definitions and explanations.

Accessible Route

An *accessible route* is a continuous unobstructed path that connects all accessible elements and spaces of a building or facility and that complies with Chapter 4 of ADAAG. Interior accessible routes may include corridors, floors, ramps, elevators, lifts, and clear floor space at fixtures. Exterior accessible routes may include parking access aisles, curb ramps, crosswalks at vehicular ways, walks, ramps, and lifts.

ADA

Acronym for the Americans with Disabilities Act.

Adaptive/Auxiliary Aids and Services

The term *auxiliary aids and services* includes:
- Qualified interpreters or other effective methods of making orally delivered materials available to individuals with hearing impairments;
- Qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual impairments;
- Acquisition or modification of equipment or devices; and
- Other similar services and actions.

ASL

American Sign Language is a manual (hand) language with its own syntax and grammar used primarily by people who are deaf.

Complaint

A *complaint* is a claimed violation of the ADA.

Curb Ramp

A *curb ramp* is a short ramp cutting through a curb or built up to it.

Detectable Warning

Detectable warnings are standardized surface features built in or applied to walking surfaces or other elements to warn individuals with visual impairments of hazards on a circulation path.

Disability

The term *disability* means, with respect to an individual:
- A physical or mental impairment that substantially limits one or more of the major life activities of such individual;
- A record of such impairment; or
- Being regarded as having such impairment.

> **A. Qualified Individual with a Disability**
>
> A *qualified individual with a disability* means an individual with a disability who, with or without reasonable modification to rules, policies, or practices; the removal of architectural, communication, or transportation barriers; or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

> **B. Regarded as Having a Disability**
>
> An individual is disabled if she or he is treated or perceived as having an impairment that substantially limits major life activities, although no such impairment exists.

Discrimination on the Basis of Disability

***Discrimination on the basis of disability* means to:**
- Limit, segregate, or classify a citizen in a way that may adversely affect opportunities or status because of the person's disability;
- Limit, segregate, or classify a participant in a program or activity offered to the public in a way that may adversely affect opportunities or status because of the participant's disability;
- Participate in a contract that could subject a citizen with a disability to discrimination;
- Use any standards, criteria, or methods of administration that have the effect of discriminating on the basis of disability;
- Fail to make reasonable modifications to accommodate known physical or mental limitations of an otherwise qualified individual with a disability unless it can be shown that the modification would impose an undue burden on the District's operations;
- Use selection criteria that exclude otherwise qualified people with disabilities from participating in the programs or activities offered to the public; and
- Fail to use tests in a manner that ensures that the test results accurately reflect the qualified applicant's skills or aptitude to participate in a program or activity.

Having a Record of Impairment

An individual is disabled if he or she has a history of having an impairment that substantially limits the performance of a major life activity; or has been diagnosed, correctly or incorrectly, as having such impairment.

Hearing Impairment

Partial or total deafness.

Learning disabilities

Any form of physical or mental disability that delays development or acquisition of knowledge.

Marked Crossing

A *marked crossing* is a crosswalk or other identified path intended for pedestrian use in crossing a vehicular way.

Mobility disabilities/mobility impairment

A condition limiting physical ability; generally considered to include lack of a limb or loss of limb use due to disease, amputation, paralysis, injury, or developmental condition; or limitation of movement due to cardiovascular or other disease.

Physical or Mental Impairments

Physical or mental impairments may include, but are not limited to: vision, speech, and hearing impairments; emotional disturbance and mental illness; seizure disorders; intellectual disability; orthopedic and neuromotor disabilities; learning disabilities; diabetes; heart disease; nervous conditions; cancer; asthma; hepatitis B; HIV infection (HIV condition); and drug abuse if the drug user has successfully completed or is participating in a rehabilitation program and no longer uses illegal drugs.

The following conditions are not physical or mental impairments: transvestitism; transexualism; current illegal drug use; homosexuality or bisexuality; compulsive gambling; kleptomania; pyromania; pedophilia; exhibitionism; voyeurism; pregnancy; height; weight; eye color; hair color; left-handedness; poverty; lack of education; a prison record; and poor judgment or quick temper that are not symptoms of a mental or physiological disorder.

Program Accessibility

A public entity's services, programs, or activities, when viewed in their entirety, must be readily accessible to and usable by individuals with disabilities. This standard, known as *program accessibility,* applies to all existing District facilities.

Reasonable Modification

If individuals' disabilities prevent them from performing the essential functions of the program or activity, it is necessary to determine whether *reasonable modification* would enable these individuals to perform the essential functions of the program or activity.

Reasonable modification is any change in program or activity or in the way things are customarily done that enables an individual with a disability to enjoy equal program opportunities. Modifications may mean adjustments:

- To a registration or application process to enable an individual with a disability to be considered for the program or activity; and
- That enables individuals with disabilities to equally enjoy the benefits of the program or activity as other similarly situated individuals without disabilities enjoy.

Modification includes making existing facilities and equipment used by individuals readily accessible and usable by individuals with disabilities.

Modification applies to:

- All decisions and to the application or registration process;
- All services provided in connection with the program or activity; and
- Known disabilities only.

Modification is not required if

- It changes the essential nature of a program or activity;
- It creates a hazardous situation; or
- It poses an undue burden.

Service Animal

The ADA defines a service animal as any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability. If they meet this definition, animals are considered service animals under the ADA regardless of whether they have been licensed or certified by a state or local government. Service animals perform some of the functions and tasks that the individual with a disability cannot perform for him or herself. Some of the typical uses of service animals are:

- Guiding persons with visual impairments;
- Alerting persons with hearing impairments to sounds;
- Pulling wheelchairs or carrying and picking up things for persons with mobility impairments; or
- Assisting persons with mobility impairments to maintain their balance.

Although a number of states have programs to certify service animals, agencies or businesses may not insist on proof of state certification before permitting the service animal to accompany the person with a disability.

SETP

Acronym for Self-Evaluation and Transition Plan.

Substantial Limitation of Major Life Activities

An individual is disabled if she or he has a physical or mental impairment that:
- Renders he or she unable to perform a major life activity, or
- Substantially limits the condition, manner, or duration under which she or he can perform a particular major life activity in comparison to other people.

Major life activities are functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

In determining whether a physical or mental impairment *substantially limits* the condition, manner, or duration under which an individual can perform a particular major life activity in comparison to other people, the following factors shall be considered:
- The nature and severity of the impairment;
- The duration or expected duration of the impairment; and
- The permanent or long-term impact (or expected impact) of or resulting from the impairment.

TTY

Tele Typewriter – is a device that uses text instead of voice to communicate via telephone lines. Sometimes the acronym TDD (Telecommunications Device for the Deaf) is also used for the same device. This term is used less frequently since we prefer to describe the device, rather than those who use it (some people who use a TTY are not deaf).

Appendix B: Program Accessibility Questionnaire for Program Providers

A Sample Program Accessibility Questionnaire is included.

Appendix C: Facility Reports

Facility Survey Binders are located in the Disability Resources Department.

Appendix D: Public Meeting Notes – May 16, 2011

Petaluma Campus 10:00am to 12:00pm - Santa Rosa Campus: 2:00am to 4:00pm

Karen Furukawa, Vice President of Human Resources/ADA Coordinator introduced Sonoma County Junior College District's Self Evaluation and Transition Plan and Tim Gilbert, Principal of MIG, a consultant specializing in Self Evaluation and Transition Plans. Tim and his staff have worked alongside SRJC task force committee members to bring this plan to fruition.

- Introduction of meeting attendees (list available upon request).

- Section I
    - Tim presented an overview of the Self Evaluation & Transition Plan. He reminded the group of the civil rights law that insures the rights of individuals with disabilities access to public locations.

- Section II
    - Described the Accessibility Survey by 'Survey Monkey' issued to SRJC staff;
    - Reviewed findings of the Survey;
    - Reviewed specific areas of the Self Evaluation Plan;
    - Action Steps necessary to ensure ADA compliance.

- Section III
    - Timelines for Transition Plan
    - Transition Plan includes:
        1. Identified barriers on the Santa Rosa Campus. Survey completed by Architerra, LLP.
        2. Solution to remove barriers included in the Architerra survey.
        3. Developed a schedule for removing barriers.
        4. Identified the ADA Coordinator

- The Draft Self Evaluation & Transition Plan will be submitted to the July 2011 Board of Trustees for approval.